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

Exceptional Student Education
Grades 9-12
1999 Revisions

Suggested Course Performance Objectives
This is one of many publications available through the Bureau of Instructional Support and Community Services, Florida Department of Education, designed to assist school districts, state agencies which support educational programs, and parents in the provision of special programs. For additional information on this publication, or for a list of available publications, contact the Clearinghouse Information Center, Bureau of Instructional Support and Community Services, Division of Public Schools and Community Education, Florida Department of Education, Room 622 Turlington Bldg., Tallahassee, Florida 32399-0400.

telephone: (850) 488-1879
FAX: (850) 487-2679
Suncom: 278-1879
e-mail: cicbiscs@mail.doe.state.fl.us
website: http://www.firn.edu/doe/commhome/
FLORIDA COURSE DESCRIPTIONS

Exceptional Student Education
Grades 9-12

1999 Revisions

Suggested Course Performance Objectives

Florida Department of Education
Division of Public Schools and Community Education
Bureau of Instructional Support and Community Services
1999
This product was developed by the Implementing Standards and Courses for Exceptional Student Education project, through the Center for Performance Technology, Florida State University, funded by the State of Florida, Department of Education, Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Florida Department of Education
Bureau of Instructional Support and Community Services

Shan Goff, Chief
Debby Houston, Administrator, ESE Program Development and Services
Carol Allman, Supervisor, ESE Program Development and Services
Evelyn Friend, Program Specialist, ESE Program Development and Services

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1999

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Course Descriptions
Exceptional Student Education Grades 9-12

Suggested Course Performance Objectives

Overview

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

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

CL.B.3.In.2 The student applies mathematical concepts and processes to solve problems.

Domain CL Curriculum and Learning Environment
Strand B Functional Academics
Standard 3 The student identifies and applies mathematical concepts and processes to solve problems.
Level In Independent
Benchmark 2 The student applies mathematical concepts and processes to solve problems.
Reduction in number of courses. Consistent with the efforts in the Department of Education to reduce the number of courses managed by the State, the Bureau of Instructional Support and Community Services has recommended that 89 ESE courses be deleted in the 1999-2000 school year. High school courses that duplicate requirements in comprehensive courses were deleted. A total of 84 courses for Grades 6-12 and Adult Education for Exceptional Student Education remain.

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

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

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

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

- Preparation for Adult Postschool Living
- Career Preparation
- Career Experiences
- Career Placement

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

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

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

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

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

Section C.
Course Requirements—were formerly called “Course Outcomes.” Beneath each requirement, the relevant Benchmarks from the Sunshine State Standards for Special Diploma are listed. Course requirements generally state that students will demonstrate understanding or apply skills and strategies. This wording does not limit the ways that students could indicate mastery of a particular requirement.
Levels of Functioning. To maintain alignment with the Sunshine State Standards for Special Diploma, the three levels of functioning, independent, supported, and participatory, are used in the courses. In Section A. Major Content/Concepts, the purpose of the course may describe the specific level, for example, “...for students functioning at independent levels,” or indicate that the course requirements may be appropriate for students at diverse levels. The Benchmarks listed with the requirements indicate multiple levels as appropriate.

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

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

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

On the following pages, a complete list of courses is provided with the level(s) of functioning indicated for each course.
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<td>7866050</td>
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<td>Based on student’s IEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7866070</td>
<td>Physical Therapy: 6-8</td>
<td>Based on student’s IEP</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### NON-CREDIT

<table>
<thead>
<tr>
<th>Code</th>
<th>Service Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7800010</td>
<td>Therapeutic Instructional Support: 6-8</td>
<td>Does not apply</td>
</tr>
<tr>
<td>7855020</td>
<td>Hospital and Homebound Instructional Services: 6-8</td>
<td>Does not apply</td>
</tr>
</tbody>
</table>

### GRADES 9-12, ADULT EDUCATION

#### ACADEMICS - SUBJECT AREAS

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject Description</th>
<th>9-12</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>7910100</td>
<td>Reading: 9-12</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7910110</td>
<td>English: 9-12</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7910390</td>
<td>Life Skills Communication: 9-12</td>
<td>✓ ✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7910400</td>
<td>Life Skills Reading: 9-12</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7912050</td>
<td>Math: 9-12</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7912340</td>
<td>Life Skills Math: 9-12</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7920010</td>
<td>Science: 9-12</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7920050</td>
<td>Health and Safety: 9-12</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7921010</td>
<td>Social Studies: 9-12</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>7921330</td>
<td>Career Education: 9-12</td>
<td>✓ ✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7960010</td>
<td>Life Management and Transition: 9-12</td>
<td>✓ ✓</td>
<td>✓</td>
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</table>

#### SUPPORTED LEVELS: 9-12

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7961010</td>
<td>Academic Skills for Functional Living</td>
</tr>
<tr>
<td>7961020</td>
<td>Communication Skills for Functional Living</td>
</tr>
<tr>
<td>7961030</td>
<td>Personal and Home Skills for Functional Living</td>
</tr>
<tr>
<td>7961040</td>
<td>Leisure and Recreation Skills for Functional Living</td>
</tr>
<tr>
<td>7961050</td>
<td>Community and Social Skills for Functional Living</td>
</tr>
<tr>
<td>PARTICIPATORY LEVELS: 9-12</td>
<td>IND</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>7962010 Cognitive and Linguistic Skills</td>
<td></td>
</tr>
<tr>
<td>7962020 Life Sustaining and Environmental Interaction Skills</td>
<td></td>
</tr>
<tr>
<td>7962030 Leisure/Recreation Skills for Improvement of Quality of Life</td>
<td></td>
</tr>
<tr>
<td>7962040 Developmental-Functional Motor and Sensory Skills</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPECIAL SKILLS COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>7963010 Preparation for Postschool Adult Living</td>
</tr>
<tr>
<td>7963030 Skills for Students who are Motor and Other Health Impaired</td>
</tr>
<tr>
<td>7963040 Skills for Students who are Deaf or Hard of Hearing</td>
</tr>
<tr>
<td>7963050 Skills for Students who are Visually Impaired</td>
</tr>
<tr>
<td>7963060 Orientation and Mobility Skills</td>
</tr>
<tr>
<td>7963070 Social and Personal Skills</td>
</tr>
<tr>
<td>7963080 Learning Strategies</td>
</tr>
<tr>
<td>7963090 Skills for Students who are Gifted</td>
</tr>
<tr>
<td>7963110 Skills for Students with Autism</td>
</tr>
<tr>
<td>7963120 Skills for Students who are Deaf-Blind</td>
</tr>
<tr>
<td>7963130 Unique Skills</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>MISCELLANEOUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7915010 Specially Designed Physical Education</td>
</tr>
<tr>
<td>7919010 Driver Education for Special Learners</td>
</tr>
<tr>
<td>7967010 Visual and Performing Arts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GIFTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>7965010 Research Methodology for Students who are Gifted</td>
</tr>
<tr>
<td>7965030 Externship for Students who are Gifted</td>
</tr>
<tr>
<td>7965040 Studies for Students who are Gifted</td>
</tr>
<tr>
<td>THERAPY</td>
</tr>
<tr>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>7966010 Physical Therapy</td>
</tr>
<tr>
<td>7966020 Occupational Therapy</td>
</tr>
<tr>
<td>7966030 Speech Therapy</td>
</tr>
<tr>
<td>7966040 Language Therapy</td>
</tr>
<tr>
<td>VOCATIONAL EDUCATION FOR STUDENTS WITH DISABILITIES</td>
</tr>
<tr>
<td>7980010 Exploratory Education</td>
</tr>
<tr>
<td>7980020 Practical Arts Education</td>
</tr>
<tr>
<td>7980030 Job Preparatory Education</td>
</tr>
<tr>
<td>7980040 Agriculture Education</td>
</tr>
<tr>
<td>7980050 Business Technology Education</td>
</tr>
<tr>
<td>7980060 Diversified Education</td>
</tr>
<tr>
<td>7980070 Health Science Education</td>
</tr>
<tr>
<td>7980080 Family and Consumer Sciences Education</td>
</tr>
<tr>
<td>7980090 Industrial Education</td>
</tr>
<tr>
<td>7980100 Marketing Education</td>
</tr>
<tr>
<td>7980110 Career Preparation</td>
</tr>
<tr>
<td>7980120 Career Experiences</td>
</tr>
<tr>
<td>7980130 Career Placement</td>
</tr>
<tr>
<td>7980150 Supported Competitive Employment</td>
</tr>
<tr>
<td>7980190 Technology Education</td>
</tr>
<tr>
<td>NON-CREDIT</td>
</tr>
<tr>
<td>7900010 Therapeutic Instructional Support</td>
</tr>
<tr>
<td>7900030 Hospital/Homebound Instructional Services</td>
</tr>
</tbody>
</table>
Suggested course performance objectives were formerly called course performance standards. They have been developed for most courses to assist districts with the implementation of these new courses. Course performance objectives are detailed statements of the knowledge and skills included in the course requirements. Each requirement includes objectives that relate to the correlated benchmarks and may also include objectives that are correlated to different benchmarks. Some objectives are not correlated to any benchmarks.

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

Important things to know

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

12. Demonstrate understanding of interpersonal relationships as they relate to postschool adult living.
   
   SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
   SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
   SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

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

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.
• For requirements/objectives mastered at the **Supported Level**, mastery should be determined with consideration of the amount and type of *guidance and support* necessary for the student to be able to perform the behavior. This generally consists of some type of prompting or supervision.
  - **Physical prompt**—a touch, pointing, or other gesture as a reminder
  - **Verbal prompt**—a sound, word, phrase, or sentence as a reminder
  - **Visual prompt**—color-coding, icons or symbols, pictures as a reminder
  - **Assistive technology**—an alarm, an electronic tool
  - **Supervision**—from occasional inspection to continuous observation

• For requirements/objectives mastered at the **Participatory Level**, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.
  - **Physical assistance**—from a person, such as full physical manipulation or partial movement assistance
  - **Assistive technology**—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

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

| Indicate guidance and support necessary for mastery at supported level: |  |
| --- | --- | --- |
| physical prompt | verbal prompt | visual prompt |
| assistive technology | supervision | other: |

Indicate assistance necessary for mastery at participatory level:

<table>
<thead>
<tr>
<th>physical assistance</th>
<th>full</th>
<th>partial</th>
</tr>
</thead>
</table>

| assistive technology | full | partial |
The most important thing to know about levels of functioning is that an individual student may function at all three levels depending on
...the specific knowledge or skills
...the requirements of the situation
...the experience and functional limitations of the student.

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

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

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

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

*Participatory* means that students are expected to require assistance to be able to participate in the particular activity or task.
Here are two examples to help explain the difference.

**Strand:** Life Work  
**Standard:** The student recognizes opportunities and responsibilities in the workplace.

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

**Strand:** Personal Care  
**Standard:** The student engages in productive and leisure activities used in the home and community.

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

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

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

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

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

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

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

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

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

Use specific knowledge and skills when completing productive activities in the home involving household cleaning, safety, and maintenance of interior areas (e.g., separating cans and paper items for recycling, washing windows, securing home by locking windows and doors, using a screwdriver for simple home maintenance). (IF.A.1.In.1, IF.A.1.Su.1)
Many objectives contain clusters of knowledge and skills listed beneath the objective. You may add additional knowledge and skills as appropriate for your students.

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

Specify: □ measurement units □ □ locations
□ □ titles □ □ time
□ □ other: ________________________________

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

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

Specify: □ home □ □ school □ □ community □ □ workplace

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

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

Specify: □ □ name key features or steps
□ □ break into smaller components for practice
□ practice with physical guidance
□ □ practice with verbal prompts
□ □ other: ________________________________

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More about levels of functioning

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

<table>
<thead>
<tr>
<th>Independent Level</th>
<th>Supported Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective—</strong></td>
<td><strong>Objective—</strong></td>
</tr>
<tr>
<td>Performs <em>independently</em></td>
<td>Performs <em>with guidance and support</em></td>
</tr>
<tr>
<td>Completes personal information sections on applications and forms accurately.</td>
<td>Copies personal information <em>from a personal identification card to complete applications and forms accurately</em>.</td>
</tr>
<tr>
<td>Initiates requests for personal assistance by stating needs.</td>
<td><em>Follows a visual prompt to initiate requests for personal assistance</em>.</td>
</tr>
<tr>
<td>Uses complete sentences when writing correspondence.</td>
<td>Revises written correspondence to contain only complete sentences <em>when errors are pointed out by others</em>.</td>
</tr>
<tr>
<td>Uses behaviors that reflect self-control when completing functional tasks.</td>
<td>Uses behaviors that reflect self-control when completing functional tasks <em>if monitored by a supervisor</em>.</td>
</tr>
<tr>
<td>Replaces tools and equipment in proper location for storage after use.</td>
<td>Replaces tools and equipment for storage in shelves and containers <em>with pictures designating proper location</em>.</td>
</tr>
<tr>
<td>Writes a report describing completed projects.</td>
<td>Uses <em>voice-input software with a word processor</em> to write reports describing completed projects.</td>
</tr>
</tbody>
</table>
**The Participatory Level uses a different approach.** The unique needs of individuals who function at this level must be taken into consideration for each objective. Objectives at the participatory level generally say “Accept assistance and participate in...,” allowing the teacher to specify what tasks or activities are to be used or what type of response is expected.

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

Accept assistance and participate in requesting help or assistance. (CO.A.1.Pa.1)
Specify method: □ point to object □ point to referent object
□ vocalize or gesture □ verbalize or sign
□ body movement □ assistive/augmentative device
□ other: ____________________________________________

**Understanding the verbs in the objectives**

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

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

**Possible behaviors**

*If the verb states* The student can...

<table>
<thead>
<tr>
<th>Verb</th>
<th>Possible behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attend to</strong></td>
<td>—vocalize, gesture, move body, direct gaze</td>
</tr>
<tr>
<td><strong>Identify</strong></td>
<td>—point to, find, recognize, locate</td>
</tr>
<tr>
<td></td>
<td>—discriminate, distinguish, select</td>
</tr>
<tr>
<td></td>
<td>—match</td>
</tr>
<tr>
<td></td>
<td>—label or name</td>
</tr>
<tr>
<td></td>
<td>—describe or act out</td>
</tr>
<tr>
<td></td>
<td>—define</td>
</tr>
</tbody>
</table>

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If the verb states

The student can...

---------------------------------------------------------------

Demonstrate awareness — identify, match, select, recognize, name, label

Demonstrate knowledge — define, describe meaning, briefly explain
— identify familiar examples and non-examples
— express main idea or essential message
— note relevant details
— describe order of events

Demonstrate understanding — compare and contrast
— identify new examples and non-examples
— explain in depth
— describe how this knowledge is used in other situations
— identify cause/effect relationships

Identify conduct/behavior — name examples and non-examples
— define or describe behavior
— name or describe situations when behavior is needed
— name or describe situations that support such behavior
— name or describe situations that inhibit or prevent such behavior

Use conduct/behavior — use appropriate communication
— use appropriate body language
— perform tasks that support intent of situation
— refrain from using undesirable behavior or language

Monitor own use of behavior — keep log or chart
— report to peer or adult
— modify behavior when necessary

Recognize need — tell, point to, indicate situation or needed object
— initiate request for assistance or needed items
— initiate behaviors to meet need

Obtain information — view or touch object or event
— read or listen to verbal information
— locate in directory, reference book, database
— ask someone knowledgeable
Planning for Instruction

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

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

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

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

- What does the student already know how to do independently?
- What kinds of support does the student need to learn new skills?
- What kinds of accommodations, including assistive technology, does the student need?
- Does the student have the necessary prerequisite knowledge and skills for this course?
- Does the student need to be able to use the knowledge and skills in various situations and contexts?

The answers to these and other questions about the student's current level of performance should be used to select the requirements and performance objectives that the student will be expected to master for the coming school year. To the extent possible, students should aim toward mastering as many objectives as possible at an independent level. If students are able to perform a particular objective at a supported level with guidance and support, they may be able to progress to an independent level.
Using units to organize curriculum helps both the students and you to maintain attention on the key concepts and long-range outcomes. Units can also help students to create linkages to prior knowledge and to identify situations where the new knowledge and skills can be applied. You will also want to consider the length of instructional time that will be needed for each unit so that the selected course requirements can be completed within a semester or academic year.

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

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

What logical sequence should be followed in organizing content?

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

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

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

What additional materials should I include?

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

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

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

Will students use these materials individually or in groups?

Are simulated or community-based experiences needed?

How should I coordinate the instruction with other teachers?
• Develop more detailed plans for the unit and individual lessons. Now you are ready to develop the details for the units and individual lessons. Think about and act on each of the following important events of instruction to make your lessons more effective learning experiences:

  How will the unit or lesson be introduced?

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

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

  What activities will be included?

  How will students practice and get feedback on their learning?

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

  What modifications or accommodations are needed for individual students?

Evaluating student progress

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

Consider the following questions as you plan assessment activities:

  What is the purpose of the assessment?

  What skills will be tested?

  How will the performance be assessed and measured?

  What kind of assessment rubric will be used?

  Where and when will the assessment occur?

  Do individual students need accommodations?

  How will students get feedback?

  How will the results of the assessment be reported?
Reflecting on your teaching

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

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

How well did the students do?

Were the instructional strategies and materials effective?

Were the students interested in what they were doing?

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

Could they see the importance of what they were learning?

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

Summary

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

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

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

- **Check the IEPs of the students.** Start by reviewing the IEPs of the students enrolled in the course. What are their present levels of performance and annual goals and objectives? What accommodations and modifications do the students need? What supplementary aids and supports for personnel are needed?

- **Select the requirements that all students should address.** Review the course requirements and mark the ones that all students will need. Your district may have local guides that indicate which requirements are targeted for specific courses or grade levels. Make notes of any special needs of individual students.

- **Note performance objectives that students have already mastered.** Review the performance objectives for each requirement that will be included in the course for the coming year. Mark off the ones that students have already accomplished.

- **Select performance objectives that all students should be able to learn.** Mark the performance objectives that all, or almost all, of the students should be able to accomplish in the school year. Performance objectives may be repeated as appropriate.

- **Differentiate objectives as needed for individual students.** Based on the individual needs of your students, you may need to add or delete objectives. You should also modify objectives as appropriate for individual students.

- **Determine the expected level of mastery for the majority of objectives.** The amount and types of support and assistance necessary for successful performance of the behaviors described in the objectives must be considered for each student. You will need to determine the expected level of mastery—*independent, supported, or participatory.*

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

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

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

  Where will students be expected to use what they learn?
  At home? In school? In the community? On the job?

  How independent will students need to be?

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

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

  What are district requirements for this course?

  What are necessary prerequisite knowledge and skills?

  What skills and concepts form the foundation of this course?

  How do the skills and concepts relate to each other?

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

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

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

Grades 9-12,
Adult Education
Major Concepts/Content. The purpose of this course is to provide instruction in reading concepts and skills to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

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

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

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

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

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

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

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

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

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

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  
  Physical prompt—a touch, pointing, or other type of gesture as a reminder
  Verbal prompt—a sound, word, phrase, or sentence as a reminder
  Visual prompt—color coding, icons, symbols, or pictures as a reminder
  Assistive technology—an alarm, an electronic tool
  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  
  Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

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

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

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

After successfully completing this course, the student will:

1. **Use word attack skills for decoding and word recognition (e.g., phonics, semantic context clues, structural analysis).**
   
   Indicate guidance and support necessary for mastery at supported level:
   
   - physical prompt
   - verbal prompt
   - visual prompt
   - assistive technology
   - supervision
   - other: ____________________________

1.1. Use phonics to identify the pronunciation of unknown words (e.g., sounding out unknown words in a letter or magazine). (CL.B.1.In.1, CL.B.1.Su.1)
   
   Specify:
   - initial, medial, and final consonants
   - long and short vowels
   - initial, medial, and final blends
   - patterns and silent letters
   - syllables
   - other: ____________________________

1.2. Use structural analysis to identify the meaning of unknown words (e.g., determining the meaning of a familiar word—tied, untied). (CL.B.1.In.1, CL.B.1.Su.1)
   
   Specify:
   - compound words
   - prefix
   - suffix
   - other: ____________________________

1.3. Use the context of the sentence or document to identify the meaning of unknown words (e.g., The boy rode a unicycle, a bicycle with one wheel). (CL.B.1.In.1, CL.B.1.Su.1)
   
   Specify:
   - examples
   - direct explanations
   - synonyms
   - other: ____________________________

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

1.5. Use assistance to identify the meaning and pronunciation of unknown words (e.g., looking up a word in a dictionary, listen to the pronunciation of a word in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)
   
   Specify:
   - printed dictionary
   - electronic dictionary
   - person
   - other: ____________________________
2. Demonstrate knowledge of functional vocabulary (e.g., survival words, frequently used words, key concepts, task-related terms, abbreviations, acronyms).

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

Indicate guidance and support necessary for mastery at supported level:

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

Signs and Symbols

2.1. Identify the meaning of symbols and icons used on signs in buildings and public facilities (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: 
   - exit and entrance signs
   - restroom signs
   - elevator signs
   - other: ____________________________

2.2. Identify the meaning of symbols and icons used on safety and warning signs (e.g., using electric appliances—hair dryer, mixer, iron; walking near construction sites; pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: 
   - no smoking, danger, poison
   - do not use near water, for outside use only
   - shock, use grounded outlets, 220 volts only
   - other: ____________________________

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

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

2.5. Identify the meaning of words on signs in stores, restaurants, and other businesses in the community (e.g., grocery store, restaurants or fast food chains, movies). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: 
   - order here
   - no food or drink allowed
   - cost of admission
   - other: ____________________________

2.6. Identify the meaning of road signs (e.g., one-way street, no U-turn, yield). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: 
   - stop
   - speed limit
   - yield
   - one way
   - no U-turn
   - right turn only
   - other: ____________________________
2.7. Identify the meaning of symbols and icons used in signs in the community (e.g., telephone, hospital, picnic area, boat ramp, gas station). (CL.B.1.In.1, CL.B.1.Su.1)

2.8. Identify and demonstrate understanding of community signs and symbols. (Reading B 6: IV, V)

2.9. Find desired destination indicated by signs and symbols on buildings or public facilities in the community. (CL.B.1.In.2, CL.B.1.Su.2)

2.10. Demonstrate appropriate responses to travel and road signs. (CL.B.1.In.2, CL.B.1.Su.2)

2.11. Respond appropriately to warnings and other types of information conveyed by symbols and icons in written material and on products. (CL.B.1.In.2, CL.B.1.Su.2)

Frequently Used Words

2.12. Identify the meaning of frequently used written words (e.g., Dolch, survival). (CL.B.1.In.1, CL.B.1.Su.1)

2.13. Identify own first name in manuscript. (Reading A 3: III)

2.14. Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)

2.15. Identify the meaning of written vocabulary related to specific courses in school (e.g., completing a homework assignment, answering questions on a test, filling out a schedule). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ☐ English or language arts ☐ the arts
☐ science ☐ social studies
☐ physical education ☐ health
☐ mathematics ☐ applied technology
☐ other:

2.16. Identify the meaning of written vocabulary related to school activities (e.g., completing detention; participating in field day or pep rally; running for student government, participating in extracurricular activities). (CL.B.1.In.1, CL.B.1.Su.1)

2.17. Identify the meaning of written vocabulary when completing academic tasks (e.g., matching, multiple choice, term paper, final exam, quiz, pop quiz, activity, group work). (CL.B.1.In.2, CL.B.1.Su.2)
Independent Functioning Vocabulary

2.18. Identify the meaning of written vocabulary related to personal care activities (e.g., getting ready for work or school, managing own finances, maintaining cleanliness of home or clothing, purchasing items—food, clothes). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: □ personal hygiene—brush, floss teeth, shower, deodorant
□ finances—balance checkbook, deposit money, budget
□ caring for clothes—wash, dry clean
□ purchasing items—discount, sale, tax, charge
□ other: ____________________________

2.19. Identify the meaning of written vocabulary related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: □ banking—withdrawal, deposit, account number, debit, balance
□ library—library card, check out, due date, late charge
□ volunteering—organization, hours, responsibilities
□ other: ____________________________

2.20. Identify the meaning of written vocabulary related to productive tasks at home when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: □ caring for clothing and personal items
□ preparing and storing food
□ maintaining lawn and garden
□ other: ____________________________

2.21. Identify the meaning of written vocabulary related to leisure activities (e.g., participating in sporting events, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: □ indoor games □ outdoor activities □ sports
□ entertainment □ pets and plants □ hobbies
□ other: ____________________________

Abbreviations and Acronyms

2.22. Identify abbreviations and symbols for measurement units (e.g., reading days of the week on a calendar, reading amounts required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: □ linear—ft., mi., m. □ area—sq. ft., sq. yd.
□ weight—oz., lb., # □ volume—c., l., tbs., tsp.
□ money—$, ¢ □ time—min., hr., Tues., Dec.
□ other: ____________________________
2.23. Identify abbreviations for locations (e.g., addressing an envelope, looking up an address in a phone book, reading an address). (CL.B.1.In.1, CL.B.1.Su.1)
Specify:  □ streets—Rd., Blvd., St.  □ states—FL, CA
□ post office—PO  □ buildings—Apt., Bldg.
□ countries—USA, UK  □ other: __________________________________________

2.24. Identify abbreviations and acronyms for agencies and organizations (e.g., when sending overnight mail, when reading articles in the newspaper, when watching the news broadcast). (CL.B.1.In.1, CL.B.1.Su.1)
Specify:  □ medical organization—Health Maintenance Organization (HMO)
□ government agencies—Developmental Services (DS), Vocational Rehabilitation (VR)
□ mail services—Federal Express (FEDEX), United Parcel Service (UPS), United States Postal Services (USPS)
□ other: __________________________________________

2.25. Identify familiar abbreviations for titles (e.g., when writing a letter, when addressing an envelope, when finding a person in a directory). (CL.B.1.In.1, CL.B.1.Su.1)
Specify:  □ personal—Mr., Ms.
□ professional—C.P.A., M.D.
□ degrees—Ph.D., M.Ed., B.S.
□ other: __________________________________________

2.26. Identify familiar abbreviations and acronyms for information sources and mass media (e.g., when locating a radio or television station in the newspaper schedule, when locating a web address on the Internet). (CL.B.1.In.1, CL.B.1.Su.1)
Specify:  □ radio—WFSU  □ television—WPBS
□ Web addresses—www.firm.edu

2.27. Identify the meaning of abbreviations and acronyms when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)
Specify:  □ home  □ school  □ community

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

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

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt  □ verbal prompt  □ visual prompt
□ assistive technology  □ supervision  □ other: ____________________________
3.1. Paraphrase the meaning of written sentences or phrases to clarify meaning (e.g., repeating directions, asking for clarification, requesting information). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: statements ___ questions ___ directions ___ commands ___ requests ___ other: __________

3.2. Use cues to locate specific information in a text or visual by skimming or scanning (e.g., school tasks—finding a word in a dictionary, finding information for a report; personal care—finding a recipe for dessert; leisure—finding information on a specific location, person, event). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: key words ___ dates ___ numbers ___ charts ___ graphs ___ pictures ___ maps ___ answers to questions ___ other: __________

3.3. Use skills and strategies to identify relevant information in a text or visual by skimming or scanning (e.g., school tasks—finding answers to study questions; personal care—identify temperature to set oven; leisure—checking rules of a game). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: match to a list of key information—dates, names, locations ___ match to questions to be answered ___ scan chapter titles and subtitles for specific words or phrases ___ scan pictures or graphics for specific information ___ other: __________

3.4. Use skills and strategies to identify irrelevant information in a text or visual (e.g., school—solving problems in school assignments; personal care—telling someone about a news story; leisure—following a diagram to assemble a piece of camping equipment). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: asking yourself "How does this fit?" ___ asking yourself "Is it needed?" ___ comparing to similar examples or a model ___ other: __________

3.5. Identify information from a picture. (Reading A 4: IV)

3.6. Answer factual questions about paragraphs. (Reading C 9: V)

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

3.8. Use skills and strategies to determine the main idea of a paragraph, section, or whole document (e.g., telling someone about articles in magazines or the newspaper, writing a summary of a reading assignment for school or work). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: identify the first sentence or topic ___ paraphrase information ___ identify information that is repeated ___ scan chapter headings ___ other: __________
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3.9. Determine main idea stated in a paragraph. (Reading C 8: V)

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

3.11. Use skills and strategies to relate and integrate new information in text or visual with previous experiences (e.g., How does this fit with what I already know? What have I learned?). (CL.B.1.In.2, CL.B.1.Su.2)
   Specify: □ identify common elements or situations
            □ distinguish what is different
            □ relate new information to concepts already understood
            □ other:

3.12. Use skills and strategies to link information in text with other cues to increase recall. (CL.B.1.In.2, CL.B.1.Su.2)
   Specify: □ create a first letter mnemonic □ make a visual association
            □ determine order of events □ other:

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

3.14. Predict outcomes or conclusions related to information in text based on previous knowledge to increase understanding (e.g., noting cause and effect, drawing conclusions, making generalizations). (CL.B.1.In.2, CL.B.1.Su.2)

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

3.16. Identify the implied cause or effect in a paragraph. (Reading D 16: VIII)

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

Using Information Resources

3.18. Identify types of information in reference books or resources (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject, finding the correct spelling of a word). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ atlas—road maps, distance charts, state capitals, population
            □ dictionary—definitions, spelling, syllabication
            □ encyclopedia—general information by subject
            □ textbook—information for instructional purposes
            □ magazine or newspaper—current information by subject
            □ directory—information lists by subject, agency, product
            □ other:
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3.19. Identify the major sections of information in the table of contents (e.g., when locating information about a topic of interest, when finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ book—introduction, chapter titles
   □ magazine—titles, page numbers, authors
   □ newspaper—sections, page numbers
   □ other: ___________________________

3.20. Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)

3.21. Identify the major sections of information in the menu or homepage of an electronic document on a CD-ROM, website, or electronic database (e.g., when locating information about a topic of interest, when finding the correct section of a database). (CL.B.1.In.1, CL.B.1.Su.1)

3.22. Use an index to locate a subtopic by page number (e.g., when locating a specific recipe in a cookbook, when locating a specific topic in a textbook). (CL.B.1.In.1, CL.B.1.Su.1)

3.23. Identify events using a schedule (e.g., television, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.2, CL.B.1.Su.2)

Maps, Charts, and Graphs

3.24. Identify the meaning of simple graphs and charts (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ bar graphs □ pie charts □ tables
   □ other: ___________________________

3.25. Obtain information from charts, graphs, and schedules. (Reading F 24: VI)

3.26. Identify the meaning of information provided by map symbols (e.g., when planning a travel route, when locating a specific location). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ roads □ rivers, lakes □ cities and towns
   □ mileage □ direction □ airports, parks
   □ other: ___________________________

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

3.28. Find specified geographic areas or locations using a map (e.g., when traveling in unfamiliar areas, when completing a geography exam, when locating a destination). (CL.B.1.In.2, CL.B.1.Su.2)
   Specify: □ city or state map □ atlas
   □ other: ___________________________

3.29. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)
3.30. Organize information alphabetically when completing functional tasks (e.g., filing for later reference). (CL.B.1.In.3)

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

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

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

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

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

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

3.37. Organize information by categories when completing functional tasks (e.g., when filing bills, when clustering similar kinds of pictures). (CL.B.1.In.3)

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

3.39. Organize information by topic or subject when completing functional tasks (e.g., organizing notes for a speech, organizing books on a shelf). (CL.B.1.In.3)

3.40. Organize information hierarchically or by outlining when completing functional tasks (e.g., organizing notes for a research report). (CL.B.1.In.3)

3.41. Identify the meaning of simple graphs (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ bar graphs □ pie charts □ tables

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

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

   Indicate guidance and support necessary for mastery at supported level:

   □ physical prompt □ verbal prompt □ visual prompt
   □ assistive technology □ supervision □ other: ____________________

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4.1. Identify purpose of different types of written material. (CL.B.1.In.2)
Specify: □ narrative—stories, plays □ persuasive—advertising, campaigns
□ technical—manuals □ expository—information, reports
□ other: _____________________________________________

4.2. Identify characteristics of different points of view of written material. (CL.B.1.In.2)
Specify: □ from the author's point of view
□ from the character's point of view
□ from the narrator's point of view
□ other: _____________________________________________

4.3. Identify examples of written material that represent different purposes and points of view. (CL.B.1.In.2)
Specify: □ stories □ plays or movies
□ poems □ newspaper articles
□ magazine articles □ reports
□ other: _____________________________________________

5. Determine whether information presented in a text is accurate, valid, or reliable.
CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ____________________________

5.1. Use skills and strategies to determine whether written information is accurate or inaccurate, true or false, or fact or opinion. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: □ match information with other sources
□ look for words such as always, never
□ identify words that indicate feelings or emotions
□ other: _____________________________________________

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

5.3. Distinguish between facts and opinions in sentences. (Reading E 20: VI)

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

5.5. Use skills and strategies to distinguish between misleading and truthful advertising (e.g., compare advertisement to product review). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: □ identify exaggerations □ identify false claims
□ evaluate realism □ other: ____________________________

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

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

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

Indicate guidance and support necessary for mastery at supported level:

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

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

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

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

Specify: □ stories □ novels □ plays □ poems

6.3. Relate specific works of literature to personal feelings and experiences. (CL.B.1.In.2)

Specify: □ stories □ novels □ plays □ poems

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

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

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Increasing Recall and Understanding

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

7.2. Ask questions to obtain information and expand knowledge. (Language C 27: IV)
7.3. Use skills and strategies to remember and understand oral or written directions.
(CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ read aloud ______ ☐ paraphrase
_____ ☐ make a drawing or diagram ______ ☐ other: __________________________

7.4. Follow written directions with one-step. (Reading C 11: V)

7.5. Follow written directions with two-steps. (Reading C 13: VI)

7.6. Identify resources needed to complete assignments (e.g., dictionary, reference books, websites). (CL.B.1.In.1, CL.B.1.Su.1)

7.7. Use self-questioning strategies to clarify and remember information for assignments (e.g., identifying the main points from a passage, determining if I understand what I am reading). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ who, what, when, and where?
_____ ☐ which, how, and why?
_____ ☐ other: __________________________

7.8. Use self-monitoring strategies to clarify and remember information for assignments (e.g., Does what I am reading make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don’t know?). (CL.B.1.In.2, CL.B.1.Su.2)

7.9. Use visual imagery to clarify and remember information for assignments.
(CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ make mental pictures ______ ☐ create an analogy
_____ ☐ other: __________________________

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

7.11. Follow a systematic process when researching a topic for an assignment.
Specify: _____ ☐ identify the topic or main question
_____ ☐ specify subtopic or questions to be answered
_____ ☐ conduct preliminary research using appropriate resources and references
_____ ☐ take notes and cite sources
_____ ☐ review notes and obtain additional information, if needed
_____ ☐ other: __________________________


7.13. Identify characteristics of sources of information about current events (e.g., accuracy, reliability, point of view, purpose and intent). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ ☐ newspapers ______ ☐ magazines ______ ☐ television
_____ ☐ radio ______ ☐ people ______ ☐ Internet
_____ ☐ other: __________________________
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7.14. Use an appropriate source to obtain written information on current events.
       (CL.B.1.In.2, CL.B.1.Su.2)
       Specify: ☐ newspapers ☐ magazines ☐ Internet
       ☐ other: ____________________________

7.15. Identify the appropriate source to obtain information (e.g., dictionary,
       encyclopedia, atlas) on a specific topic. (Reading F 28: VII)

7.16. Identify the appropriate source to obtain information on goods and services
       (e.g., newspapers, telephone directory, media). (Reading F 26: VI)

7.17. Use an appropriate reference or resource to obtain written information on a desired
       topic (e.g., when completing a homework assignment, when locating information for personal
       interest). (CL.B.1.In.2, CL.B.1.Su.2)
       Specify: ☐ atlas ☐ dictionary ☐ encyclopedia
       ☐ textbook ☐ magazine ☐ newspaper
       ☐ directory ☐ other: ____________________________

7.18. Identify characteristics of various formats used to organize information.
       (CL.B.1.In.3)
       Specify: ☐ chronological ☐ alphabetical
       ☐ categorical ☐ topic or subject
       ☐ hierarchical or outlining ☐ other: ____________________________

7.19. Choose format for organizing information based on proposed use of that
       information. (CL.B.1.In.3)
       Specify: ☐ chronological ☐ alphabetical
       ☐ categorical ☐ topic or subject
       ☐ hierarchical or outlining ☐ other: ____________________________

Using Feedback

7.20. Identify situations when feedback is commonly given for assignments
       (e.g., after you have answered a question, after you have finished a project). (CO.A.1.In.1,
       CO.A.1.Su.1)

7.21. Respond effectively to feedback regarding assignments (e.g., repeat or paraphrase, ask
       for clarification, accept in a friendly manner, do not act defensive, thank the person for the input).
       (CO.A.1.In.1, CO.A.1.Su.1)

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

7.23. Give effective feedback to others when working together on assignments
       (e.g., identify what is correct or well done, point out errors, suggest needed improvements).
       (CO.A.1.In.1, CO.A.1.Su.1)
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7.24. Evaluate the correctness and accuracy of own work for assignments to complete functional tasks (e.g., turning in a report or homework assignment with few errors, catching errors on a test before handing it in). (CL.B.1.In.2, CL.B.1.Su.2)
   Specify: ______ ☐ answers to tests ______ ☐ class assignments ______ ☐ other: ________________________________

Problem Solving

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

Planning and Time Management

7.30. Identify purposes of planning assignments (e.g., stay on task, finish work on time, live up to expectations). (CL.C.2.In.1, CL.C.2.Su.1)
   Specify: ______ ☐ school ______ ☐ personal ______ ☐ workplace
7.31. Identify components of a plan to complete assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)
   Specify: ______ ☐ school ______ ☐ personal ______ ☐ workplace
7.32. State steps to complete a task. (Language C 31: VI)
7.33. Identify, prioritize, and schedule responsibilities for assignments (e.g., list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ school □ personal □ workplace

7.34. Use strategies to pace work so that assignments are completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify strategy: □ work according to schedule
□ set an alarm clock as a reminder
□ track subtasks on calendar
□ check off subtasks when completed
□ begin subtasks on time
□ adjust to unforeseen circumstances
□ other:
Specify setting: □ school □ personal □ workplace

7.35. Identify alternative approaches when faced with difficulty in completing assignments. (CL.C.2.In.1, CL.C.2.Su.1)
Specify approach: □ try different techniques □ reread the instructions or references
□ seek advice from others □ seek assistance from others
□ other:
Specify setting: □ school □ personal □ workplace

7.36. Complete routine tasks accurately and effectively (e.g., taking care of personal materials and supplies, changing classes, bringing needed materials to class). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ school □ personal □ workplace

7.37. Follow a procedure to complete assignments on time (e.g., obtain necessary information, begin promptly, check accuracy, complete on time). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ school □ personal □ workplace

7.38. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: □ school □ personal □ workplace

7.39. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: □ use a checklist with pictures or descriptions of supplies, tools, and equipment
□ set up workstation with needed supplies, tools, and equipment before starting
□ other:
Specify: □ school □ personal □ workplace

7.40. Organize materials and supplies to complete assignments (e.g., locker, file folders, accordion files, plastic storage containers). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: □ school □ personal □ workplace
7.41. Use tools, equipment, and supplies safely and correctly for a specific assignment (e.g., use for designated purposes only, wear proper protection, carry scissors with tips down). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: □ school □ personal □ workplace

7.42. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in locker; personal work supplies in personal work area). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: □ school □ personal □ workplace

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

7.44. Demonstrate self-directed behavior when completing school assignments (e.g., beginning tasks when they are assigned, not complaining, thinking positively, not asking questions repeatedly unless necessary, persevering). (IF.B.2.In.2, IF.B.2.Su.2)
Specify: □ school □ personal □ workplace

7.45. Identify the characteristics and importance of paying attention to details when completing assignments (e.g., stay focused, meet expectations, complete task or project). (CL.C.2.In.3, CL.C.2.Su.3)
Specify: □ school □ personal □ workplace

7.46. Demonstrate attentive behavior when completing assignments (e.g., staying on task, not talking to others, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)
Specify: □ school □ personal □ workplace

8. Use functional reading skills required for the workplace (e.g., technical manuals, work orders, reports, business forms, correspondence). (CL.C.2.In.5)
apply employability skills in the workplace.

Indicate guidance and support necessary for mastery at supported level:

□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ____________________

8.1. Identify the meaning of vocabulary related to career exploration to complete functional tasks (e.g., career clusters, characteristics of specific jobs, training requirements). (CL.B.1.In.2, CL.B.1.Su.2)
Identify the meaning of vocabulary related to workplace activities to complete functional tasks (e.g., when participating in a meeting, corresponding with co-workers, when taking an appropriate break, or working on a car). (CL.B.1.In.2, CL.B.1.Su.2)

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

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

Specify: □ blueprints □ floor plans □ diagrams
□ other: ____________________________________________

Identify the meaning of signs found on workplace equipment, tools, and supplies to complete functional tasks (e.g., turning on a machine, opening a package, copying papers, faxing information). (CL.B.1.In.2, CL.B.1.Su.2)

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

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

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

Use functional reading skills required for independent living in the community and home (e.g., newspapers, instruction manuals, catalogues).

IF.A.1.In.1 complete productive and leisure activities used in the home and community.
IF.A.2.In.1 select and use community resources and services for specified purposes.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ________________________
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9.1. Demonstrate functional reading skills used in productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: ______ □ following a recipe
 ______ □ using information found on clothing labels regarding care requirements
 ______ □ using advertisements to select needed furniture, appliances, and personal goods
 ______ □ observing safety information and warning precautions
 ______ □ storing product manuals and warranties in one location
 ______ □ using information on product tags, labels, or information booklets when caring for furniture, appliances, and personal goods
 ______ □ other:

9.2. Demonstrate functional reading skills used in productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: ______ □ learning and obeying local, state, and federal laws
 ______ □ identifying events and resources
 ______ □ other:

9.3. Demonstrate functional reading skills used in leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: ______ □ identifying the location and price of events, e.g., musical performances—concerts, dance performances; theatre and plays; celebrations—holidays, parades, festivals
 ______ □ learning about the rules of a game or sport
 ______ □ obtaining information about a hobby or collection or other leisure interest
 ______ □ other:

9.4. Demonstrate functional reading skills used in selecting and using community resources. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: ______ □ communicating with others—using mail, telephone, e-mail
 ______ □ using schedules for public transportation
 ______ □ obtaining personal services—haircut, cleaning
 ______ □ shopping for personal items, food, clothing
 ______ □ obtaining emergency services—911, police, fire department
 ______ □ other:

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

9.6. Use information in the newspaper to complete functional tasks (e.g., looking for a job, finding the weather forecast, identifying current events, clipping coupons, locating sale items, identifying scores). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ______ □ headlines
 ______ □ local news
 ______ □ sports
 ______ □ recreational activities
 ______ □ special features
 ______ □ classified ads
 ______ □ other:

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9.7. Use advertisements in newspapers, store handouts, and posters to carry out personal care and productive and leisure activities (e.g., purchasing new clothing, redecorating the bedroom, choosing a new barber). (CL.B.1.In.2, CL.B.1.Su.2)

9.8. Use personal care information in magazines or newspapers to carry out functional tasks (e.g., starting a diet, starting a fitness program, finding a desirable hair style, locating answers to medical questions). (CL.B.1.In.2, CL.B.1.Su.2)

9.9. Use information in instructional pamphlets, specialty magazines, computer software, and books on productive or leisure activities to carry out functional tasks (e.g., reading for personal interest, reading about a play before it is seen, learning how to clean a house). (CL.B.1.In.2, CL.B.1.Su.2)

9.10. Use information found in newspapers or magazines regarding community activities and resources (e.g., community festivals, fairs, library events, speakers, concerts, movies). (CL.B.1.In.2, CL.B.1.Su.2)

9.11. Use information on packaged food products, medicines, and cleaning products appropriately to carry out functional tasks (e.g., taking medicine; storing medicine, food, and cleaning agents; cleaning with chemicals; preparing a meal). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: storage [ ] warning labels [ ] dosage [ ] instructions [ ] other: ________________________

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

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

Indicate guidance and support necessary for mastery at supported level:

[ ] physical prompt [ ] verbal prompt [ ] visual prompt
[ ] assistive technology [ ] supervision [ ] other: ________________________

10.1. Identify types of reading used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: [ ] newspapers and magazines
[ ] fiction—mystery, adventure, romance
[ ] nonfiction—biographical, scientific, historical
[ ] other: ________________________

10.2. Identify appropriate times for leisure activities involving reading (e.g., when waiting for an appointment, before bed, on a long trip). (IF.A.1.In.1, IF.A.1.Su.1)

10.3. Demonstrate specific skills in using reading as a leisure activity (e.g., select the book or magazine, read it, share with others). (IF.A.1.In.1, IF.A.1.Su.1)
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10.4. Identify community service agencies, businesses, or other resources that assist individuals with reading as a leisure activity (e.g., after-school programs, camps, YMCA, community centers, libraries, book departments in stores, bookstores). (IF.A.2.In.1, IF.A.2.Su.1)

10.5. Identify favorite stories or movies available in book form. (IF.A.1.In.1, IF.A.1.Su.1)

10.6. Identify magazines and newspapers for personal reading. (IF.A.1.In.1, IF.A.1.Su.1)

10.7. Identify types of stories, plays, or poems that provide personal enjoyment. (IF.A.1.In.1, IF.A.1.Su.1)

10.8. Read materials to gain information about preferred leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Subject Area: Academics: Subject Areas
Course Number: 7910110
Course Title: English: 9-12
Previous Course Title: Applied English: Comprehensive
Credit: Multiple

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

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

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

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

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

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

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

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

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

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

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

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

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

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

After successfully completing this course, the student will:

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

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

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt   ___ verbal prompt    ___ visual prompt
   ___ assistive technology ___ supervision ___ other: _____________________________

Word Identification Skills

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

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

   Specify: ___ ☐ consonants  ___ ☐ vowels  ___ ☐ blends
   ___ ☐ patterns  ___ ☐ syllables  ___ ☐ other: _____________________________

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

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

   Specify: ___ ☐ compound words  ___ ☐ prefix
   ___ ☐ suffix  ___ ☐ other: _____________________________
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1.5. Use the context of the sentence or document to identify the meaning of unknown (oral or written) words (e.g., “The boy rode a unicycle, a bicycle with one wheel”).
(CLB.1.In.1, CLB.1.Su.1)
Specify: □ examples □ direct explanations
□ synonyms □ other: __________________________

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

1.7. Use the dictionary or other types of assistance to identify the meaning and pronunciation of unknown (oral or written) words (e.g., looking up the meaning of a word in a newspaper article, using the pronunciation function for a word found in an electronic encyclopedia). (CLB.1.In.1, CLB.1.Su.1)
Specify: □ printed dictionary □ electronic dictionary
□ persons □ other: __________________________

1.8. Use assistive technology, as necessary, to read words and symbols. (CLB.1.Su.1)
Specify: __________________________

Frequently Used Words

1.9. Identify the meaning of frequently used (oral or written) words (e.g., Dolch, survival words). (CLB.1.In.1, CLB.1.Su.1)
Specify: □ common words and expressions
□ concept of time
□ common objects and locations
□ category words
□ directional concepts
□ other: __________________________

1.10. Identify own first name in manuscript. (Reading A 3: III)

1.11. Demonstrate an understanding of common words and expressions (e.g., stop, drink your milk, bye bye). (Language B 6: I, II)

1.12. Demonstrate an understanding of the beginning concepts of time (e.g., today, now, later, yesterday). (Language B 9: III)

1.13. Comprehend simple opposite concepts (e.g., hot/cold, wet/dry, hard/soft, long/short). (Language B 8: II, III)

1.14. Demonstrate an understanding of simple category words (e.g., clothing, food, animals). (Language B 11: IV)

1.15. Demonstrate an understanding of directional concepts (e.g., above/below, backward/forward, top/bottom, in front/in back, left/right, around/through). (Language B 12: IV)

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1.16. Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)

1.17. Identify the meaning of (oral or written) vocabulary related to school assignments (e.g., homework, test, multiple-choice, essay, revise, peer evaluation). (CL.B.1.In.1, CL.B.1.Su.1)

1.18. Identify the meaning of (oral or written) vocabulary when completing academic tasks (e.g., writing a report, proofreading, putting events in sequential order). (CL.B.1.In.2, CL.B.1.Su.2)

1.19. Identify the meaning of (oral or written) vocabulary related to personal care activities (e.g., getting ready for work or school, managing finances, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: 
- personal hygiene—brush, floss, shower, deodorant
- finances—balance checkbook, budget
- caring for clothes—wash, dry clean
- purchasing items—discount, sale, tax, charge
- other: 

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

Specify: 
- banking—withdrawal, deposit, account number, debit, balance
- library—library card, check out, due date, late charge
- volunteer service—organization, responsibilities, schedule
- other: 

1.21. Identify the meaning of (oral or written) vocabulary related to leisure activities (e.g., attending a play or movie, playing a board game). (CL.B.1.In.1, CL.B.1.Su.1)

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

Signs and Symbols

1.22. Identify the meaning of symbols and icons used on signs in buildings and public facilities. (CL.B.1.In.1, CL.B.1.Su.1)

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

1.23. Identify the meaning of symbols and icons used in safety and warning signs (e.g., using electric appliances, walking near construction sites, pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)

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

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

Specify: □ order here □ cashier
□ no food or drink allowed □ no smoking
□ name of business □ hours of operation
□ proper attire required □ no talking
□ other: ____________________________

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

1.26. Identify and demonstrate understanding of community symbols and signs. (Reading B 6: IV, V)

1.27. Locate desired destination by reading signs and symbols on buildings or public facilities in the community. (CL.B.1.In.2, CL.B.1.Su.2)

1.28. Respond appropriately to warnings and other types of information conveyed by symbols and icons on products and locations and in written material. (CL.B.1.In.2, CL.B.1.Su.2)

Pictures

1.29. Identify household objects and locations as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ furniture □ appliances
□ interior design □ supplies
□ entertainment □ other: ____________________________

1.30. Identify objects, locations, events, or persons in the community as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ buildings □ signs □ persons
□ landmarks □ other: ____________________________

1.31. Identify objects, locations, events, or persons used in assignments, homework, or field trips (e.g., monuments, maps, plants, animals, equipment, pictures of historical events). (CL.B.1.In.1, CL.B.1.Su.1)

1.32. Identify features and events in complex pictures and photographs (e.g. in a newspaper, in a reference book). (CL.B.1.In.1, CL.B.1.Su.1)

1.33. Match and discriminate pictures and shapes. (Reading A 2: III)

1.34. Identify information from a picture. (Reading A 4: IV)

1.35. Describe pictures or objects. (Language C 24: III)

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

Specify:

- linear—ft., mi., m., yd., in.
- weight—oz., lb.
- time—min., hr., Tues., Dec.
- area—sq. ft., sq. yd., sq. mi.
- volume—c., tsp., Tbs., l., ml.
- other:

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

Specify:

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

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

Specify:

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

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

Specify:

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

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

Specify:

- radio—WFSU
- television—WPBS
- Web addresses—www.firm.edu

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

Specify:

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

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

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th>Physical prompt</th>
<th>Verbal prompt</th>
<th>Visual prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive technology</td>
<td>Supervision</td>
<td>Other:</td>
</tr>
</tbody>
</table>

Visuals, Passages, and Documents

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

Specify:
- __ statements
- __ questions
- __ directions
- __ commands
- __ requests
- __ other:

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

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

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

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

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

Specify:
- __ asking yourself “How does this fit?”
- __ asking yourself “Is it needed?”
- __ comparing to similar examples or a model
- __ other:

2.5. Answer factual questions about paragraphs. (Reading C 9: V)

2.6. Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)
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2.7. Use skills and strategies to determine the main ideas of a paragraph, section, or document. (CL.B.1.In.2, CL.B.1.Su.2)
   Specify: _____ □ identify the first sentence or topic
   _____ □ paraphrase information
   _____ □ identify information that is repeated
   _____ □ scan chapter headings
   _____ □ other: _______________________________________

2.8. Determine main idea stated in a paragraph. (Reading C 8: V)

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

2.10. Use skills and strategies to distinguish whether written information is accurate/inaccurate, true/false, or fact/opinion. (CL.B.1.In.2, CL.B.1.Su.2)
      Specify: _____ □ match information with other sources
                 _____ □ look for words such as always, never
                 _____ □ identify words that indicate feelings or emotions
                 _____ □ other: _______________________________________

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

2.12. Distinguish between facts and opinions in sentences. (Reading E 20: VI)

2.13. Distinguish between facts and opinions in paragraphs. (Reading E 21: VI)

2.14. Use skills and strategies to distinguish between misleading and truthful advertising (e.g., deciding which product to purchase, deciding if a product would work, watching television, reading newspaper advertisements). (CL.B.1.In.2, CL.B.1.Su.2)
      Specify: _____ □ identify exaggerations
                 _____ □ identify false claims
                 _____ □ evaluate realism
                 _____ □ other: _______________________________________

2.15. Use skills and strategies to relate and integrate new (oral or written) information with previous experiences (e.g., How does this fit with what I already know? What have I learned?). (CL.B.1.In.2, CL.B.1.Su.2)
      Specify: _____ □ identify common elements or situations
                 _____ □ distinguish what is different
                 _____ □ relate new information to concepts already understood
                 _____ □ other: _______________________________________

2.16. Use strategies to link (oral or written) information with other cues to increase recall. (CL.B.1.In.2, CL.B.1.Su.2)
      Specify: _____ □ create a first letter mnemonic
                 _____ □ make a visual association
                 _____ □ determine order of events
                 _____ □ other: _______________________________________
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2.18. Predict outcomes or conclusions related to (oral or written) information based on previous knowledge to increase understanding (e.g., identifying cause and effect, drawing conclusions, making generalizations). (CL.B.1.In.2, CL.B.1.Su.2)

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

2.20. Identify the implied cause or effect in a paragraph. (Reading D 16: VII)

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

Using Information Resources

2.22. Identify types of information in reference books or resources to accomplish functional tasks (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
- □ atlas—road maps, distance charts, state capitals, population
- □ dictionary—definitions, spelling, syllabication
- □ encyclopedia—general information by subject
- □ textbook—information for instructional purposes
- □ magazine or newspaper—current information by subject
- □ directory—information lists by subject, agency, product
- □ other:

2.23. Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)

2.24. Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)

2.25. Use an appropriate reference or resource to obtain written information on a desired topic (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)

Specify:
- □ atlas
- □ dictionary
- □ encyclopedia
- □ textbook
- □ magazine
- □ newspaper
- □ directory
- □ other:

2.26. Identify the major sections of information in the table of contents (e.g., locating information about a topic of interest, finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
- □ book—introduction, chapter titles
- □ magazines—titles, page numbers, authors
- □ newspaper—sections, page numbers
- □ other:

2.27. Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)
2.28. Identify the major sections of information in the menu or homepage of an electronic document on a CD-ROM, website, or electronic database (e.g., locating information about a topic of interest, finding the correct section of a database). (CL.B.1.In.1, CL.B.1.Su.1)

2.29. Use an index to locate a subtopic by page number (e.g., locating a specific recipe in a cookbook, locating a specific topic in a textbook). (CL.B.1.In.1, CL.B.1.Su.1)

2.30. Identify events using a schedule (e.g., television, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.2, CL.B.1.Su.2)

Maps, Charts, and Graphs

2.31. Identify the meaning of simple graphs and charts (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ bar graphs □ pie charts □ tables
   □ other: ________________________________

2.32. Obtain information from charts, graphs, and schedules. (Reading F 24: VI)

2.33. Identify the meaning of information provided by map symbols (e.g., planning a travel route, learning about a specific location). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ roads □ rivers, lakes □ cities and towns
   □ mileage □ direction □ airports, parks
   □ other: ________________________________

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

2.35. Find specified geographic areas or locations using a map (e.g., traveling in unfamiliar areas, locating a destination). (CL.B.1.In.2, CL.B.1.Su.2)
   Specify: □ city, state map □ atlas □ other: ________________________________

Organizing Information

2.36. Identify characteristics of various methods used to organize information. (CL.B.1.In.3)
   Specify: □ chronological □ alphabetical
   □ categorical □ topic or subject
   □ hierarchical or outlining □ other: ________________________________

2.37. Choose method for organizing information based on intended use of that information. (CL.B.1.In.3)
   Specify: □ chronological □ alphabetical
   □ categorical □ topic or subject
   □ hierarchical or outlining □ other: ________________________________
2.38. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)

2.39. Organize information alphabetically when completing functional task (e.g., filing for later reference, listing names in order). (CL.B.1.In.3)

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

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

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

2.43. Organize information chronologically when completing functional tasks (e.g., filing for later reference, determining sequence of events). (CL.B.1.In.3)

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

2.45. Organize information by categories when completing functional tasks (e.g., identifying members of a class, clustering similar kinds of information for a report). (CL.B.1.In.3)

2.46. Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, using key words for a database search). (CL.B.1.In.3)

2.47. Organize information by topic or subject when completing functional tasks (e.g., organizing notes for a speech, organizing books on a shelf). (CL.B.1.In.3)

2.48. Organize information hierarchically or by outlining when completing functional tasks (e.g., organizing notes for a report). (CL.B.1.In.3)

2.49. Use graphic organizers to display relationships between and among ideas, events, and facts. (CL.B.1.In.3)
   Specify: _____ concept map  _____ tree diagram  _____ flowchart
   _____ semantic web  _____ other: _____________________________

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

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

Indicate guidance and support necessary for mastery at supported level:

____ physical prompt  ____ verbal prompt  ____ visual prompt
____ assistive technology  ____ supervision  ____ other: _____________________________
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3.1. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ home □ school □ community □ workplace

3.2. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ facial expressions □ sounds
                 □ gestures □ body language
                 □ hand signals □ other:

3.3. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ initiating topics
                 □ maintaining topics
                 □ taking turns
                 □ active listening
                 □ ending a conversation
                 □ repairing communication breakdowns
                 □ showing sensitivity to cultural differences
                 □ other:

3.4. Use voice and fluency appropriate for the social situation (e.g., eating meals, attending a religious service, cheering at a sports event, talking in the halls in a hospital). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ tone of voice □ pitch
                 □ fluency (rate and rhythm) □ loudness
                 □ duration □ other:

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

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

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

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

3.9. Use language to respond to verbal greeting. (Language C 19: II)

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

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

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

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

3.14. Use language to relate recent personal experiences. (Language C 26: IV)
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3.15. Use language to participate appropriately in conversation. (Language C 29: V)

3.16. Use language to initiate conversation. (Language C 30: VI)

3.17. Use correct articulation to produce phonemes. (CO.A.1.In.1, CO.A.1.Su.1)

3.18. Imitate or approximate speech sounds. (Language A 3: I)

3.19. Imitate or approximate words. (Language A 4: II)

3.20. Give directions to another person to accomplish a task. (CL.B.2.In.2, CL.B.2.Su.2)
   Specify: □ school task—how to look up a reference, how to dress for physical education
   □ personal task—how to use the microwave, how to find a location
   □ leisure task—how to pack for vacation, how to take care of a pet
   □ work task—how to answer the phone
   □ other: __________________________

3.21. Express personal beliefs or opinions. (Language C 31: VI)

4. Use writing skills to organize and present information according to the specified purpose (e.g., reports, correspondence, essays, lists).  
   Note: Electronic tools and software may be used if available.
   CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
   CL.B.2.In.2 express oral, written, or visual information for specified purposes.

   Indicate guidance and support necessary for mastery at supported level:
   __ physical prompt               __ verbal prompt               __ visual prompt
   __ assistive technology          __ supervision               __ other: __________________________

Handwriting or Keyboarding

4.1. Produce legible handwritten material to complete functional tasks (e.g., write letters, notes, or messages; complete forms; sign documents; complete tests; write checks; write in check register). (CL.B.2.In.1, CL.B.2.Su.1)
   Specify: □ style—manuscript or cursive □ spacing
   □ size
   □ orientation

4.2. Reproduce upper and lower case letters of the alphabet. (Writing A 2: IV)
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4.3. Produce written communications accurately using a word processor or typewriter (e.g., rough draft of letter, report, or project; list of information for a form, application, graph, or chart). (CL.B.2.In.1, CL.B.2.Su.1)

Specify:

- ______ letters
- ______ reports
- ______ charts
- ______ other:

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

Specify:

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

Specify:

- ______ name
- ______ address
- ______ phone number
- ______ date of birth
- ______ race group
- ______ other:

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

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

Completing Forms

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

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

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

Specify

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

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

Organizing Communications

4.13. Identify the characteristics of key elements of documents and written communications (e.g., narrative writing—telling a story; persuasive writing—letter to the principal; technical writing—lab report). (CL.B.2.In.1, CL.B.2.Su.1)
   Specify: □ what is the intent—objectives, target audience, purpose
   □ what components are needed—introduction, body, summary
   □ how should the information be organized
   □ what formatting should be used—layout, text, use of graphics
   □ other: ____________________________

4.14. Write information in alphabetical order (e.g., filing, arranging names on a list). (CL.B.2.In.1, CL.B.2.Su.1)

4.15. Create documents or written communications that relate a series of sequential events (e.g., write about a vacation, write a history report, tell a story). (CL.B.2.In.2, CL.B.2.Su.2)
   Specify: □ brief descriptions
   □ stories
   □ reports
   □ letters
   □ essays
   □ other: ____________________________

4.16. Create documents or written communications that are organized by key ideas and relevant supporting details (e.g., summarize desired career goals, describe the results of an interview, prepare an essay on important things to know about communicable diseases). (CL.B.2.In.2, CL.B.2.Su.2)
   Specify: □ sentences
   □ paragraphs
   □ essays
   □ reports
   □ other: ____________________________

4.17. Create documents or written communications that use a logical order to express information (e.g., justifying a particular action, explaining a concept). (CL.B.2.In.2, CL.B.2.Su.2)
   Specify: □ easy to difficult
   □ least important to most important
   □ most important to least important
   □ specific to general
   □ general to specific
   □ cause and effect
   □ other: ____________________________

4.18. Record activities or transactions performed to accomplish functional tasks (e.g., keep an accurate account balance, complete all school or work assignments, keep an accurate journal, keep track of daily accomplishments). (CL.B.2.In.2, CL.B.2.Su.2)
   Specify: □ daily events
   □ daily tasks
   □ checks and deposits
   □ other: ____________________________

4.19. Create documents or written communications that include necessary documentation (e.g., letter about lost mail with list of dates and lost items; application for eligibility for Vocational Rehabilitation with accompanying documentation of disability). (CL.B.2.In.1, CL.B.2.Su.1)
   Specify: □ report
   □ summary
   □ letter of complaint
   □ other: ____________________________
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4.20. Summarize events and conversations in an accurate, complete, and objective manner in documents or written communications (e.g., write an article for a newsletter, write a project report). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: □ article □ report □ letter □ message □ other: __________________________

4.21. Select the appropriate format for documents and written communications to accomplish functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ note—give a friend directions, let your family know that you will be late
□ memo—announce an event to your co-workers at the office
□ letter—friendly, complaint, request, application
□ message—let a family member know that someone called
□ report—summary of a school project
□ other: __________________________

4.22. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, prepare a presentation). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ note □ memo/e-mail □ letter □ brief description □ report □ cards and invitations
□ other: __________________________

4.23. Write or dictate a message to accurately record information from telephone calls or personal conversations. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: □ caller’s name □ date □ who caller represents
□ time □ phone number □ who the message is for
□ message □ other: __________________________

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

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

5. Use writing skills to draft, revise, and edit written material according to conventions and mechanics of standard English.
Note: Electronic tools and software may be used if available.

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

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: __________________________
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Writing Process

5.1. Use the writing process to develop documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ gather information
□ organize ideas
□ write first draft
□ get feedback
□ edit and revise
□ edit
□ write final copy
□ other: ________________________________

5.2. Revise documents and written communications to improve meaning and focus. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ unity and coherence—words, phrases, and sentences work together
□ content—no irrelevant details
□ organization—logical order
□ style—no run-on sentences or unintentional fragments
□ formatting—margins, spacing, legibility
□ other: ________________________________

5.3. Proofread written communications to accomplish functional tasks (e.g., make corrections in a personal or work letter, prepare a report for a second draft, correct a form or application to be submitted). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ spelling □ grammar □ sentence structure □ word usage □ formatting—margins, spacing

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

Sentences

5.5. Use complete sentences to express thoughts when writing. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ simple □ compound
□ complex □ compound/complex

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

5.7. Use self-monitoring strategies to assist in writing complete sentences. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ select the kind of sentence □ think about the meaning
□ think about the words □ review the sentence when finished
□ other: ________________________________

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Mechanics

5.8. Use forms of words that reflect correct grammar when writing. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: ___ nouns—singular and plural, possessive ___ verbs—present, past, and future tenses ___ subject-verb agreement ___ other: _______________________________________

5.9. Use correct capitalization in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: ___ proper nouns ___ pronoun "I" ___ acronyms ___ abbreviations ___ first word of sentence ___ greeting/closing ___ titles ___ other: _______________________________________

5.10. Capitalize the first letter of own first and last name. (Writing C 6: IV)

5.11. Capitalize and punctuate common titles (e.g., Mr., Mrs., Dr.), proper nouns which name persons, days of the week, months of the year, and names of streets, cities, and countries). (Writing C 8: VI)

5.12. Use correct ending punctuation in sentences within documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: ___ period ___ question mark ___ exclamation point ___ other: _______________________________________

5.13. Use punctuation correctly within words and sentences in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: ___ comma—words in a series, compound sentence, address, date, greeting/closing ___ apostrophe—contraction, possession ___ quotation marks—direct quotation, titles, words used in a special sense ___ semicolon—main clauses without conjunctions, items in a series containing other punctuation ___ other: _______________________________________

5.14. Write a sentence with correct capitalization of the first word and ending punctuation. (Writing C 7: V)

5.15. Use correct punctuation and capitalization when writing a letter and addressing an envelope. (Writing C 9: VI)

5.16. Use correct spelling in preparing written text (e.g., proper names, proper nouns, personal information, frequently used words). (CL.B.2.In.1, CL.B.2.Su.1)
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5.17. Use appropriate resources to aid in spelling correctly (e.g., writing a letter, writing a report, completing homework or class assignments, writing an e-mail). (CL.B.2.In.1, CL.B.2.Su.1)
   Specify: _____ ☐ spelling dictionary _____ ☐ specialized electronic tool
   _____ ☐ people _____ ☐ spell-check utility in software program
   _____ ☐ other: ___________________________

5.18. Spell frequently used words from a specified word list (e.g., Dolch, SSAT, survival and consumer words). (Writing B 4: V, VI, VII)

5.19. Use strategies to effectively edit written material. (CL.B.2.In.1, CL.B.2.Su.1)
   Specify: _____ ☐ use list of frequently misspelled words
   _____ ☐ use the spell checker or grammar checker in word processor
   _____ ☐ read aloud what has been written
   _____ ☐ other: ___________________________

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

   Indicate guidance and support necessary for mastery at supported level:
   _____ physical prompt _____ verbal prompt _____ visual prompt
   _____ assistive technology _____ supervision _____ other: ___________________________

6.1. Identify languages and dialects used in different regions or cultures (e.g., use of Spanish, French, German; bilingualism; use of dialects—Southern, New England, Midwestern).

6.2. Identify the uses of language (verbal and nonverbal) in communication (e.g., fulfill interactive, personal, and informative purposes; convey desires, feelings, ideas, and needs). (CO.A.1.In.1, CO.A.1.Su.1)

6.3. Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

6.4. Identify differences in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)

6.5. Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)
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7. **Demonstrate knowledge of characteristics of major genres of literature (e.g., novel, short story, play, poetry).**

Indicate guidance and support necessary for mastery at supported level:

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

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

Specify:  
- fiction: _______________________
- non-fiction: ___________________  
- drama: ________________________  
- poetry: ________________________  
- other: ________________________

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

Specify:  
- short story: ___________________  
- novel: ________________________  
- drama: ________________________  
- essay: ________________________  
- poem: ________________________  
- other: ________________________

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

Specify device: _______________________

Specify works of literature: _______________________

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

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

Indicate guidance and support necessary for mastery at supported level:

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

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

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

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

Specify:  
- short stories:  
- novels:  
- plays:  
- poems:  

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8.3. Relate literature to personal feelings and experiences. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: □ short stories □ novels
□ plays □ poems

8.4. Identify examples of different genres of literature. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: □ adventure □ science fiction □ mystery
□ romance □ other: ____________________________

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

Indicate guidance and support necessary for mastery at supported level:

□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ____________________________

9.1. Identify characteristics of sources of information about current events (e.g., accuracy, reliability, point of view, purpose and intent). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: □ newspapers □ magazines □ television
□ radio □ people □ Internet
□ other: ____________________________

9.2. Use an appropriate source to obtain written information on current events (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: □ newspapers □ magazines □ television
□ radio □ people □ Internet
□ other: ____________________________

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

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
CL.B.2.In.2 express oral, written, or visual information for specified purposes.
CL.B.4.In.1 identify problems and examine alternative solutions.
CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
CL.C.2.In.1 plan and implement personal work assignments.
Course Number: 7910110 - English: 9-12

Indicate guidance and support necessary for mastery at supported level:

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

Increasing Recall and Understanding

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

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

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

   Specify: ______ □ read aloud ______ □ paraphrase
   ______ □ make a drawing or diagram ______ □ other: ____________________________

10.4. Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)

10.5. Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)

10.6. Follow verbal directions to complete a two-step task. (Language B 13: III)

10.7. Follow verbal directions with more than two steps. (Language B 14: IV)

10.8. Follow written directions with one-step. (Reading C 11: V)

10.9. Follow written directions with two-steps. (Reading C 13: VI)

10.10. Identify resources needed to complete assignments (e.g., dictionary, reference books, websites). (CL.B.1.In.1, CL.B.1.Su.1)

10.11. Use scanning strategies to locate information needed to complete an assignment. (CL.B.1.In.1, CL.B.1.Su.1)

10.12. Use self-questioning strategies to clarify and remember information for assignments (e.g., identifying the main points from a passage, determining if I understand what I am reading). (CL.B.1.In.2, CL.B.1.Su.2)

   Specify: ______ □ who, what, when, and where? ______ □ which, how, and why?
   ______ □ other: ____________________________

10.13. Use self-monitoring strategies to clarify and remember information for assignments (e.g., Does this make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word?). (CL.B.1.In.2, CL.B.1.Su.2)
   Specify: □ make mental pictures □ create an analogy
   □ make an association □ other: ________________________________

10.15. Select and use an appropriate organizational framework to clarify complex information for an assignment. (CL.B.1.In.3)
   Specify: □ outline □ graphic organizer
   □ timeline □ chart or table □ other: ________________________________

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

10.17. Follow a systematic procedure when researching a topic for an assignment. (CL.B.2.In.1, CL.B.2.In.2)
   Specify: □ identify topic or main question
   □ specify questions to be answered or subtopics
   □ conduct a preliminary search for information using appropriate references and resources
   □ take notes and cite sources
   □ review notes and obtain additional information, if needed
   □ other: ________________________________


Using Feedback

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

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

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

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

10.23. Identify that a problem exists in completing or performing well on assignments or tests (e.g., grades on tests are consistently low, work is turned in late). (CL.B.4.In.1, CL.B.4.Su.1)

10.24. Identify possible reasons for existing problems in completing or performing well on assignments or tests (e.g., lack of study time, ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)

10.25. Analyze possible outcomes associated with specific problems in completing or performing well on assignments or tests (e.g., failing courses, getting detention, trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)


Specify:
- identify the problem
- identify alternatives
- choose appropriately from a variety of techniques
- implement solution
- evaluate results

10.27. Differentiate between those problems with completing or performing well on assignments and tests that students can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)

Planning and Time Management

10.28. Identify purposes of planning assignments (e.g., stay on task, finish work on time, live up to expectations). (CL.C.2.In.1, CL.C.2.Su.1)

10.29. Identify components of a plan to complete assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)

10.30. State steps to complete a task. (Language C 31: VI)

10.31. Identify, prioritize, and schedule responsibilities for assignments (e.g., list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

Specify:
- personal
- school
- work

10.32. Follow a procedure to complete assignments on time (e.g., obtain necessary information, begin promptly, check accuracy, don’t get distracted). (CL.C.2.In.1, CL.C.2.Su.1)

Specify:
- personal
- school
- work
10.33. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: □ personal □ school □ work

10.34. Use strategies to pace work so that assignment is completed according to schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify method: □ track subtasks on calendar □ set an alarm clock as a reminder □ begin subtasks on time □ check off subtasks when completed □ other:
Specify setting: □ personal □ school □ work

10.35. Identify alternative approaches when faced with difficulty in completing an assignment. (CL.C.2.In.1, CL.C.2.Su.1)
Specify method: □ try different techniques □ seek advice from others □ seek assistance from others □ reread the instructions or references □ other:
Specify setting: □ personal □ school □ work

10.36. Complete routine tasks accurately and effectively (e.g., taking care of personal materials and supplies, changing classes, bringing needed materials to class). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ personal □ school □ work

10.37. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify method: □ use a checklist with pictures or descriptions of supplies, tools, and equipment □ set up work station with needed supplies, tools, and equipment before starting □ other:
Specify setting: □ personal □ school □ work

10.38. Organize materials and supplies to complete assignments (e.g., locker, file folders, accordion files, plastic storage containers, desk space). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: □ personal □ school □ work

10.39. Use tools, equipment, and supplies safely and correctly for a specific assignment (e.g., use for designated purposes only, wear proper protection, don't overload an electrical outlet, carry scissors with tips down). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: □ personal □ school □ work
10.40. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in locker; personal work supplies in personal work area). (CL.C.2.In.2, CL.C.2.Su.2) Specify: _____ □ personal _____ □ school _____ □ work

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

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

11. Demonstrate skills required for functional communication in the workplace (e.g., technical manuals, work orders, reports, business forms, correspondence). CL.C.2.In.5 apply employability skills in the workplace.

Indicate guidance and support necessary for mastery at supported level:

_____ physical prompt _____ verbal prompt _____ visual prompt

_____ assistive technology _____ supervision _____ other: _______________________

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

11.2. Identify the meaning of vocabulary related to workplace activities (e.g., when participating in a meeting, corresponding with co-workers, taking an appropriate break, working on a car, selling clothes, working on an assembly line). (CL.B.1.In.1, CL.B.1.Su.1) Specify: _____ □ work hours—starting time, break, time card _____ □ dress code—uniform, grooming _____ □ locations—reception areas, parking, restrooms _____ □ equipment—storage, maintenance, repairs, supplies _____ □ other: _______________________

11.3. Identify information contained in simple graphics used in the workplace (e.g., building a table, preparing a report). (CL.B.1.In.1, CL.B.1.Su.1) Specify: _____ □ blueprints _____ □ floor plans _____ □ diagrams _____ □ other: _______________________
11.4. Identify the meaning of signs found on workplace equipment, tools, and supplies (e.g., turning on a machine, opening a package, copying papers, faxing information, cleaning the machines, refilling paper or toner, cleaning an office, storing cleaning products, totaling purchases). (CL.B.1.In.1, CL.B.1.Su.1)

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

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

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

Specify:
- ___ ___ letters
- ___ ___ reports
- ___ ___ forms
- ___ ___ charts
- ___ ___ other:

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

Indicate guidance and support necessary for mastery at supported level:
- ___ physical prompt
- ___ verbal prompt
- ___ visual prompt
- ___ assistive technology
- ___ supervision
- ___ other:

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

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

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

Specify:
- ___ ___ learning about community events and services
- ___ ___ participating in local service organizations
- ___ ___ participating in service activities sponsored by a religious organization
- ___ ___ other:
12.3. Demonstrate functional communication skills used in leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify:  
 ______  □ identifying the location and price of events, e.g., musical performances—concerts, dance performances; theatre and plays; celebrations—holidays, parades, festivals
 ______  □ learning the rules of a game or sport
 ______  □ obtaining information about a hobby or collection or other leisure interest
 ______  □ communicating with others who share the same leisure interests
 ______  □ other: __________________________

12.4. Demonstrate functional communication skills used in selecting and using community resources. (IF.A.2.In.1, IF.A.2.Su.1)
Specify:  
 ______  □ communicating with others—mail, telephone, e-mail
 ______  □ using public transportation—trains, airplanes
 ______  □ obtaining personal services—haircut, cleaning
 ______  □ shopping—personal items, food, clothing
 ______  □ obtaining emergency services—911, police, fire department
 ______  □ other: __________________________

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

12.6. Locate information in the newspaper when completing functional tasks (e.g., looking for a job, finding the weather forecast, identifying current events, clipping coupons, locating sale items, identifying scores). (CL.B.1.In.1, CL.B.1.Su.1)
Specify:  
 ______  □ headlines  ______  □ local news
 ______  □ sports  ______  □ recreational activities
 ______  □ special features  ______  □ comics
 ______  □ advertisements  ______  □ classified ads
 ______  □ other: __________________________
COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

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

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

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

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

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

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

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

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

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate
benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

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

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

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

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

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

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.
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C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate knowledge of functional and basic vocabulary (e.g., survival words, frequently used words, key concepts, task-related terms, abbreviations, acronyms).
   - CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
   - CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
   - CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
   - CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th>Physical prompt</th>
<th>Verbal prompt</th>
<th>Visual prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive technology</td>
<td>Supervision</td>
<td>Other: __________</td>
</tr>
</tbody>
</table>

Word Identification Skills

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

1.2. Use phonics to identify the pronunciation of unknown written words (e.g., sounding out unknown words). (CL.B.1.In.1, CL.B.1.Su.1)
   - Specify: ______ □ consonants ______ □ vowels ______ □ blends
     ______ □ patterns ______ □ syllables ______ □ other: __________

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

1.4. Use structural analysis to identify the meaning of unknown written words. (CL.B.1.In.1, CL.B.1.Su.1)
   - Specify: ______ □ compound words ______ □ prefix
     ______ □ suffix ______ □ other: __________
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1.5. Use the context of the sentence or document to identify the meaning of unknown (oral or written) words (e.g., "The boy rode a unicycle, a bicycle with one wheel").
(CLB.1.In.1, CLB.1.Su.1)
Specify: □ examples □ direct explanations □ synonyms □ other: ____________________________

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

1.7. Use the dictionary or other types of assistance to identify the meaning and pronunciation of unknown (oral or written) words (e.g., looking up the meaning of a word in a newspaper article, using the pronunciation function for a word found in an electronic encyclopedia). (CLB.1.In.1, CLB.1.Su.1)
Specify: □ printed dictionary □ electronic dictionary □ person □ other: ____________________________

1.8. Use assistive technology, as necessary, to read words and symbols. (CLB.1.Su.1)
Specify: ____________________________

Frequently Used Words

1.9. Identify the meaning of frequently used (oral or written) words (e.g., Dolch, survival words). (CLB.1.In.1, CLB.1.Su.1)
Specify: □ common words and expressions □ concepts of time □ common objects and locations □ category words □ directional concepts □ other: ____________________________

1.10. Identify own first name in manuscript. (Reading A 3: III)

1.11. Demonstrate an understanding of common words and expressions (e.g., stop, drink your milk, bye bye). (Language B 6: I, II)

1.12. Demonstrate an understanding of the beginning concepts of time (e.g., today, now, later, yesterday). (Language B 9: III)

1.13. Comprehend simple opposite concepts (e.g., hot/cold, wet/dry, hard/soft, long/short). (Language B 8: II, III)

1.14. Demonstrate an understanding of simple category words (e.g., clothing, food, animals). (Language B 11: IV)

1.15. Demonstrate an understanding of directional concepts (e.g., above/below, backward/forward, top/bottom, in front/in back, left/right, around/through). (Language B 12: IV)
1.16. Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)

1.17. Identify the meaning of (oral or written) vocabulary related to personal care activities (e.g., getting ready for work or school, managing finances, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ☐ personal hygiene—brush, floss, shower, deodorant
   ☐ finances—balance checkbook, budget
   ☐ caring for clothes—wash, dry clean
   ☐ purchasing items—discount, sale, tax, charge
   ☐ other: ____________________________

1.18. Identify the meaning of (oral or written) vocabulary related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ☐ banking—withdrawal, deposit, account number, debit, balance
   ☐ library—library card, check out, due date, late charge
   ☐ volunteer service—organization, responsibilities, schedule
   ☐ other: ____________________________

1.19. Identify the meaning of (oral or written) vocabulary related to leisure activities (e.g., attending a play or movie, playing a board game). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ☐ indoor games
   ☐ outdoor activities
   ☐ sports
   ☐ entertainment
   ☐ pets and plants
   ☐ hobbies
   ☐ other: ____________________________

Signs and Symbols

1.20. Identify the meaning of symbols and icons used on signs for buildings and public facilities. (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ☐ exit and entrance signs
   ☐ restroom signs
   ☐ elevator signs
   ☐ other: ____________________________

1.21. Identify the meaning of symbols and icons used on safety and warning signs (e.g., using electric appliances, walking near construction sites, pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ☐ no smoking, danger, poison
   ☐ do not use near water, for outside use only
   ☐ shock, use grounded outlets, 220 volts only
   ☐ other: ____________________________

1.22. Recognize information communicated by common symbols and signs. (Reading A 1: III)
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1.23. Identify the meaning of words and symbols on signs in stores, restaurants, and other businesses in the community (e.g., grocery stores, restaurants or fast food chains, movies). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:  
- ■ order here
- ■ no food or drink allowed
- ■ no smoking
- ■ name of business
- ■ hours of operation
- ■ proper attire required
- ■ no talking
- ■ other:

1.24. Identifying and demonstrating understanding of community signs and symbols.  
(Reading B 6: IV, V)

1.25. Locate desired destination by reading signs and symbols on buildings or public facilities in the community. (CL.B.1.In.2, CL.B.1.Su.2)

1.26. Respond appropriately to warnings and other types of information conveyed by symbols and icons on products and locations and in written material. (CL.B.1.In.2, CL.B.1.Su.2)

Pictures

1.27. Identify household objects and locations as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)

Specify:  
- ■ furniture
- ■ appliances
- ■ interior design
- ■ supplies
- ■ entertainment
- ■ other:

1.28. Identify objects, locations, events, or persons in the community as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)

Specify:  
- ■ buildings
- ■ signs
- ■ landmarks
- ■ persons
- ■ other:

1.29. Identify objects, locations, events, or persons used in assignments, homework, or field trips (e.g., monuments, maps, plants, animals, equipment, pictures of historical events). (CL.B.1.In.1, CL.B.1.Su.1)

1.30. Identify features and events in complex pictures and photographs (e.g. in a newspaper, in a reference book). (CL.B.1.In.1, CL.B.1.Su.1)

1.31. Match and discriminate pictures and shapes. (Reading A 2: III)

1.32. Identify information from a picture. (Reading A 4: IV)

1.33. Describe pictures or objects. (Language C 24: III)
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Abbreviations and Acronyms

1.34. Identify abbreviations for measurement units (e.g., reading days of the week on a calendar, reading the ingredients required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify:  
   □ linear—ft., mi., m., yd.  
   □ area—sq. ft., sq. yd., sq. mi.  
   □ weight—oz., lb.  
   □ volume—c., tsp., tbs., l.  
   □ time—min., hr., Tues., Dec.  
   □ other: _____________________________

1.35. Identify abbreviations for locations (e.g., when addressing an envelope, when looking up an address in a phone book, when reading an address). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify:  
   □ streets—Rd., Blvd., St.  
   □ states—FL, CA  
   □ post office—PO  
   □ buildings—Apt., Bldg.  
   □ countries—USA, UK  
   □ other: _____________________________

1.36. Identify familiar abbreviations and acronyms for agencies and organizations (e.g., sending information by overnight mail, reading articles in the newspaper, watching the news broadcast). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify:  
   □ medical organizations—Health Maintenance Organization (HMO)  
   □ government agencies—Developmental Services (DS), Vocational Rehabilitation (VR)  
   □ mail services—United Parcel Service (UPS), United States Postal Services (USPS)  
   □ other: _____________________________

1.37. Identify familiar abbreviations for titles (e.g., writing a letter, addressing an envelope, finding a person in a telephone directory). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify:  
   □ personal—Mr., Ms.  
   □ degrees—Ph.D., M.Ed., B.S.  
   □ professional—C.P.A., M.D.  
   □ other: _____________________________

1.38. Identify familiar abbreviations and acronyms for information sources and mass media (e.g., locating a radio or television station in the newspaper schedule, locating a web address on the Internet). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify:  
   □ radio—WFSU  
   □ television—WPBS  
   □ web addresses—www.firm.edu

1.39. Identify the meaning of familiar abbreviations and acronyms when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)
   Specify:  
   □ home  
   □ school  
   □ community  
   □ workplace
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2. Use comprehension skills and strategies to increase understanding of information (e.g., reading for main idea and details, paraphrasing, self-questioning, using graphic and pictorial clues, rereading, following directions, repeating messages).

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

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt  ___ verbal prompt  ___ visual prompt
___ assistive technology  ___ supervision  ___ other: __________________

Visuals, Passages, and Documents

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

Specify:  ___ □ statements  ___ □ questions  ___ □ directions
         ___ □ commands  ___ □ requests  ___ □ other: ________________

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

Specify:  ___ □ key words  ___ □ dates  ___ □ numbers
         ___ □ charts  ___ □ graphs  ___ □ pictures
         ___ □ maps  ___ □ answers to questions
         ___ □ other: __________________

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

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

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

Specify:  ___ □ asking yourself "How does this fit?"
         ___ □ asking yourself "Is it needed?"
         ___ □ comparing to similar examples or a model
         ___ □ other: __________________
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2.5. Answer factual questions about paragraphs. (Reading C 9: V)

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

2.7. Use skills and strategies to determine the main idea of a paragraph, section, or document for school or work. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: __ __ identify the first sentence or topic
__ __ identify information that is repeated
__ __ other: ________________________________

2.8. Determine main idea stated in a paragraph. (Reading C 8: V)

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

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

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

2.12. Identify the implied cause or effect in a paragraph. (Reading D 16: VII)

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

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

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

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

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

2.18. Organize information alphabetically when completing functional tasks (e.g., filing for later reference, listing names in order). (CL.B.1.In.3)

2.19. Alphabetize words by using the first letter. (Reading F 22: V)

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

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

2.22. Organize information chronologically when completing functional tasks (e.g., filing for later reference, determining sequence of events). (CL.B.1.In.3)
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2.23. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe). (CL.B.1.In.3)

2.24. Organize information by categories when completing functional tasks (e.g., identifying members of a class, clustering similar kinds of information for a report). (CL.B.1.In.3)

2.25. Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, using key words for a database search). (CL.B.1.In.3)

2.26. Organize information by topic or subject when completing functional tasks (e.g., organizing notes for a speech, organizing books on a shelf). (CL.B.1.In.3)

2.27. Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)

2.28. Obtain information from charts, graphs, and schedules. (Reading F 24: VI)

2.29. Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)

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

2.31. Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)

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

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

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

Indicate guidance and support necessary for mastery at supported level:

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

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

Specify: ______️ home ______️ school ______️ community ______️ workplace

3.2. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ______️ facial expressions ______️ sounds

- ______️ gestures ______️ body language

- ______️ hand signals ______️ other: _______________________

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

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

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

Specify: □ tone of voice  □ pitch
□ fluency (rate and rhythm)  □ loudness
□ duration  □ other: __________________________

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Use language to participate appropriately in conversation. (Language C 29: V)
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3.20. *Use language to initiate conversation.* *(Language C 30: VI)*

3.21. Use correct articulation to produce phonemes. *(CO.A.1.In.1, CO.A.1.Su.1)*

3.22. *Imitate or approximate speech sounds.* *(Language A 3: I)*

3.23. *Imitate or approximate words.* *(Language A 4: II)*

3.24. Give directions to another person to accomplish a task. *(CL.B.2.In.2, CL.B.2.Su.2)*
   Specify:  □ school task—how to look up a reference, how to dress for physical education
   □ personal task—how to use the microwave, how to find a location
   □ leisure task—how to pack for vacation, how to take care of a pet
   □ work task—how to answer a telephone

3.25. Use assistive technology for augmentative or alternative communication systems, as necessary for expressing information. *(CL.B.2.Su.2)*

**General Listening Skills**

3.26. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). *(CO.A.1.In.1, CO.A.1.Su.1)*
   Specify:  □ relaxed  □ attentive
            □ social  □ defensive
            □ other: ____________________________________________

3.27. Identify the difference between attentive and inattentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; inattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). *(CO.A.1.In.1, CO.A.1.Su.1)*

**Listening to Directions**

3.28. Use skills and strategies to remember and understand oral directions. *(CL.B.1.In.2, CL.B.1.Su.2)*
   Specify:  □ repeat directions  □ paraphrase directions
            □ write directions  □ make a drawing or diagram
            □ other: ____________________________________________

3.29. *Follow verbal directions with prompts to complete a one-step task.* *(Language B 7: II)*

3.30. *Follow verbal directions without prompts to complete a one-step task.* *(Language B 10: III)*

3.31. *Follow verbal directions to complete a two-step task.* *(Language B 13: IV)*

3.32. *Follow verbal directions with more than two steps.* *(Language B 14: V)*
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4. Use writing skills to organize and present information according to the specified purpose (e.g., lists, correspondence, notes, reports, forms).

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

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

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

   CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.

   CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—
   with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

   physical prompt
   assistive technology

   verbal prompt
   supervision

   visual prompt
   other: ____________________________

Handwriting or Keyboarding

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

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

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

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

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

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

   Specify: _____ □ handwriting
              _____ □ typewriter or keyboarding
              _____ □ other: ____________________________

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

   Specify: ____________________________

Personal Information

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

   Specify: _____ □ name
              _____ □ address
              _____ □ phone number
              _____ □ date of birth
              _____ □ race
              _____ □ other: ____________________________
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4.7. Reproduce own first and last name. (Writing A 1: IV)

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

Completing Forms

4.9. Identify information needed to complete forms in order to have the proper documents ready (e.g., Social Security card, birth certificate, identification card). (CL.B.2.In.1, CL.B.2.Su.1)

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

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

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

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

4.13. Complete simple order blanks. (Writing D 14: VII)

Organizing Information

4.14. Record activities or transactions performed to accomplish functional tasks (e.g., keep an accurate account balance, complete all school or work assignments, keep an accurate journal, keep track of daily accomplishments). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: □ daily events □ daily tasks
□ checks and deposits □ other: __________________________

4.15. Create documents or written communications that include necessary documentation (e.g., letter about lost mail with list of dates and lost items, application for eligibility for Vocational Rehabilitation with accompanying documentation of disability). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: □ report □ summary
□ letter of complaint □ letter of application
□ other: __________________________

4.16. Summarize events and conversations in an accurate, complete, and objective manner in documents or written communications (e.g., tell a family member about what someone said, write an article for school newspaper, write a summary describing a field trip, write a description of a community experience). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: □ article □ report
□ letter □ message
□ other: __________________________
Course Number: 7910390 - Life Skills Communication: 9-12

Formatting

4.17. Select the appropriate format for documents and written communications to accomplish functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)
   Specify:  
   Q note—give a friend directions, let your family know that you will be late
   Q memo—announce an event to your co-workers at the office
   Q letter—friendly, complaint, request, application
   Q message—let a family member know that someone called
   Q report—summary of a school project
   Q other: ________________________________________________

4.18. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, prepare a presentation). (CL.B.2.In.1, CL.B.2.Su.1)
   Specify:  
   Q note
   Q memo/e-mail
   Q letter
   Q brief description
   Q report
   Q cards and invitations
   Q other: ________________________________________________

4.19. Write or dictate a message to accurately record information from telephone calls or personal conversations. (CL.B.2.In.2, CL.B.2.Su.2)
   Specify:  
   Q caller’s name
   Q date
   Q who caller represents
   Q time
   Q phone number
   Q who the message is for
   Q message
   Q other: ________________________________________________

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

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

5. Use writing skills to draft, revise, and edit written material according to conventions and mechanics of standard English. 
   Note: Electronic tools and software may be used if available.
   CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
   CL.B.2.In.2 express oral, written, or visual information for specified purposes.

   Indicate guidance and support necessary for mastery at supported level:
   Q physical prompt
   Q verbal prompt
   Q visual prompt
   Q assistive technology
   Q supervision
   Q other: ________________________________________________
Course Number: 7910390 - Life Skills Communication: 9-12

Sentences

5.1. Use complete sentences to express thoughts when writing.  
(CLB.2.In.1, CLB.2.Su.1)  
Specify:  
☐ simple  
☐ compound  
☐ complex  
☐ compound/complex

5.2. Write simple sentences. (Writing D 10: V)

5.3. Use self-monitoring strategies to assist in writing complete sentences.  
(CLB.2.In.1, CLB.2.Su.1)  
Specify:  
☐ select the kind of sentence  
☐ think about the meaning  
☐ think about the words  
☐ review the sentence when finished  
☐ other: ____________________________

Mechanics

5.4. Use forms of words that reflect correct usage of grammar when writing.  
(CLB.2.In.1, CLB.2.Su.1)  
Specify:  
☐ nouns—singular and plural, possessive  
☐ verbs—present, past, and future tenses  
☐ subject-verb agreement  
☐ other: ____________________________

5.5. Use correct capitalization in preparing documents and written communications.  
(CLB.2.In.1, CLB.2.Su.1)  
Specify:  
☐ proper nouns  
☐ pronoun "I"  
☐ acronyms  
☐ abbreviations  
☐ first word of sentence  
☐ greeting/closing  
☐ titles  
☐ other: ____________________________

5.6. Capitalize the first letter of own first and last name. (Writing C 6: IV)

5.7. Capitalize and punctuate common titles (e.g., Mr., Mrs., Dr.), proper nouns which name persons, days of the week, months of the year, and names of streets, cities, and countries). (Writing C 8: VI)

5.8. Use correct ending punctuation in sentences within documents and written communications. (CLB.2.In.1, CLB.2.Su.1)  
Specify:  
☐ period  
☐ question mark  
☐ exclamation point

5.9. Use punctuation correctly within words and sentences in preparing documents and written communications. (CLB.2.In.1, CLB.2.Su.1)  
Specify:  
☐ comma—words in a series, compound sentence, address, date, greeting/closing  
☐ apostrophe—contraction, possession  
☐ quotation marks—direct quotation, titles  
☐ other: ____________________________
5.10. Write a sentence with correct capitalization of the first word and ending punctuation. (Writing C 7: V)

5.11. Use correct punctuation and capitalization when writing a letter and addressing an envelope. (Writing C 9: VI)

5.12. Use correct spelling in preparing written text (e.g., proper names, proper nouns, personal information, frequently used words). (CL.B.2.In.1, CL.B.2.Su.1)

5.13. Use appropriate resources to aid in spelling correctly (e.g., writing a letter, writing a report, completing homework or class assignments, writing an e-mail). (CL.B.2.In.1, CL.B.2.Su.1)
   Specify: _____ ☐ spelling dictionary _____ ☐ specialized electronic tool
   _____ ☐ people _____ ☐ spell-check utility in software program
   _____ ☐ other: ____________________________

5.14. Spell frequently used words from a specified word list (e.g., Dolch, SSAT, survival, and consumer words). (Writing B 4: V, VI, VII)

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

5.16. Use strategies to effectively edit written material. (CL.B.2.In.1, CL.B.2.Su.1)
   Specify: _____ ☐ use list of frequently misspelled words
   _____ ☐ use the spellchecker or grammar checker in word processor
   _____ ☐ read aloud what has been written
   _____ ☐ other: ____________________________

5.17. Create documents or written communications that are organized by key ideas and relevant supporting details (e.g., summarize desired career goals, paraphrase a conversation to the teacher, prepare an essay on important things to know about communicable diseases). (CL.B.2.In.2, CL.B.2.Su.2)
   Specify: _____ ☐ sentences _____ ☐ paragraphs _____ ☐ essays
   _____ ☐ reports _____ ☐ other: ____________________________

5.18. Record activities or transactions performed to accomplish functional tasks (e.g., keep an accurate account balance, complete all school or work assignments, keep an accurate journal, keep track of daily accomplishments). (CL.B.2.In.2, CL.B.2.Su.2)
   Specify: _____ ☐ daily events _____ ☐ daily tasks
   _____ ☐ checks and deposits _____ ☐ other: ____________________________

5.19. Create documents or written communications that include necessary documentation (e.g., letter about lost mail with list of dates and lost items, application for participation in sports with insurance and medical examination). (CL.B.2.In.2, CL.B.2.Su.2)
   Specify: _____ ☐ report _____ ☐ summary
   _____ ☐ letter of complaint _____ ☐ letter of application
   _____ ☐ other: ____________________________
5.20. Summarize events and conversations in an accurate, complete, and objective manner in documents or written communications (e.g., tell a family member about what someone said, write an article for school newspaper, write a summary describing a field trip, write a description of a community experience). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: □ article □ report □ letter □ message □ other: ____________________________

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

Indicate guidance and support necessary for mastery at supported level:

□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ____________________________

6.1. Identify the uses of language (verbal and nonverbal) in communication (e.g., fulfill interactive, personal, and informative purposes; convey desires, feelings, ideas, and needs). (CO.A.1.In.1, CO.A.1.Su.1)

6.2. Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

6.3. Identify differences in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)

6.4. Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)

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

Indicate guidance and support necessary for mastery at supported level:

□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ____________________________
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7.1. Identify characteristics of sources of information about current events (e.g., accuracy, reliability, point of view, purpose and intent). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: ☐ newspapers ☐ magazines ☐ television ☐ radio ☐ people ☐ Internet
☐ other: _________________________

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

Specify: ☐ newspapers ☐ magazines ☐ television ☐ radio ☐ people ☐ Internet ☐ other: _________________________

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

CL.B.4.In.1 identify problems and examine alternative solutions.
CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
CL.C.2.In.1 plan and implement personal work assignments.
CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
☐ physical prompt ☐ verbal prompt ☐ visual prompt ☐ assistive technology ☐ supervision ☐ other: _________________________

Increasing Recall and Understanding

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

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

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

Specify: ☐ read aloud ☐ paraphrase ☐ make a drawing or diagram ☐ other: _________________________
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8.4. *Follow written directions with one-step. (Reading C 11: V)*

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

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

8.7. Identify that a problem exists in completing or performing well on assignments or tests (e.g., grades on tests are consistently low, work is turned in late). (CL.B.4.In.1, CL.B.4.Su.1)

8.8. Identify possible reasons for existing problems in completing or performing well on assignments or tests (e.g., lack of study time, ineffective study habits, difficulty of materials). (CL.B.4.In.1, CL.B.4.Su.1)

8.9. Analyze possible outcomes associated with specific problems in school (e.g., failing courses, getting detention, trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)

8.10. Complete tasks needed to solve problems at school (e.g., use time management strategies, talk to teacher about extended time on some assignments, obtain necessary supplies and resources). (CL.B.4.In.2, CL.B.4.Su.2)

8.11. Seek assistance when needed to solve problems at school (e.g., seek help from school counselor, teacher, psychologist; work cooperatively with peers). (CL.B.4.In.2, CL.B.4.Su.2)

**Planning and Time Management**

8.12. Identify purposes of planning assignments (e.g., stay on task, finish work on time, live up to expectations). (CL.C.2.In.1, CL.C.2.Su.1)

8.13. Identify components of a plan to complete assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)

8.14. *State steps to complete a task. (Language C 31: VI)*

8.15. Follow a procedure to complete assignments on time (e.g., obtain necessary information, begin promptly, check accuracy, don't get distracted). (CL.C.2.In.1, CL.C.2.Su.1)

Specify: ______ ☐ personal ______ ☐ school ______ ☐ work
8.16. Use strategies to pace work so that assignment is completed according to schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify method: ___ [ ] track subtasks on calendar
___ [ ] set an alarm clock as a reminder
___ [ ] begin subtasks on time
___ [ ] check off subtasks when completed
___ [ ] other: ________________________________
Specify setting: ___ [ ] personal ___ [ ] school ___ [ ] work

8.17. Identify alternative approaches when faced with difficulty in completing an assignment. (CL.C.2.In.1, CL.C.2.Su.1)
Specify method: ___ [ ] try different techniques
___ [ ] seek advice from others
___ [ ] seek assistance from others
___ [ ] read the instructions or references
___ [ ] other: ________________________________
Specify setting: ___ [ ] personal ___ [ ] school ___ [ ] work

8.18. Complete routine tasks accurately and effectively (e.g., taking care of personal materials and supplies, changing classes, bringing needed materials to class). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ [ ] personal ___ [ ] school ___ [ ] work

8.19. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify method: ___ [ ] use a checklist with pictures or descriptions of supplies, tools, and equipment
___ [ ] set up work station with needed supplies, tools, and equipment before starting
___ [ ] other: ________________________________
Specify setting: ___ [ ] personal ___ [ ] school ___ [ ] work

8.20. Organize materials and supplies to complete assignments (e.g., locker, file folders, accordion files, plastic storage containers, desk space). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: ___ [ ] personal ___ [ ] school ___ [ ] work

8.21. Use tools, equipment, and supplies safely and correctly for a specific assignment (e.g., use for designated purposes only, wear proper protection when required, don't overload an electrical outlet, carry scissors with tips down). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: ___ [ ] personal ___ [ ] school ___ [ ] work

8.22. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in locker; personal work supplies in personal work area). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: ___ [ ] personal ___ [ ] school ___ [ ] work
9. **Demonstrate skills required for communication in the workplace (e.g., technical manuals, work orders, reports, business forms, correspondence).**

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

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th>Physical prompt</th>
<th>Verbal prompt</th>
<th>Visual prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive technology</td>
<td>Supervision</td>
<td>Other:</td>
</tr>
</tbody>
</table>

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

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

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

Specify:  
- ☐ blueprints
- ☐ floor plans
- ☐ diagrams
- ☐ other:

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

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

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

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

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

Specify:  
- ☐ letters
- ☐ reports
- ☐ forms
- ☐ charts
- ☐ other:
10. Use skills required for communication in daily activities (e.g., newspapers, schedules, menus, signs, shopping lists).

IF.A.1.In.1 complete productive and leisure activities used in the home and community.
IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

10.1. Demonstrate functional communication skills used in productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)
Specify:

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

10.2. Demonstrate functional communication skills used in productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)
Specify:

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

10.3. Demonstrate functional communication skills used in leisure activities.
(IF.A.1.In.1, IF.A.1.Su.1)
Specify:

- identifying the location and price of events, e.g., musical performances—concerts, dance performances, theatre and plays; celebrations—holidays, parades, festivals
- learning about the rules of a game or sport
- obtaining information about a hobby or collection or other leisure interests
- communicating with others who share the same leisure interests
- other:
10.4. Demonstrate functional communication skills used in selecting and using community resources. (IF.A.2.In.1, IF.A.2.Su.1)

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

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

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

Specify:
- □ headlines
- □ local news
- □ sports
- □ recreational activities
- □ special features
- □ comics
- □ advertisements
- □ classified ads
- □ other: ____________________________
Major Concepts/Content. The purpose of this course is to provide instruction in fundamental reading concepts and skills to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

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

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

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

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

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

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

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with...
ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

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

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

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

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  
  Physical prompt—a touch, pointing, or other type of gesture as a reminder
  Verbal prompt—a sound, word, phrase, or sentence as a reminder
  Visual prompt—color-coding, icons, symbols, or pictures as a reminder
  Assistive technology—an alarm, an electronic tool
  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  
  Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

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

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

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

**After successfully completing this course, the student will:**

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

   Indicate guidance and support necessary for mastery at supported level:
   
   - physical prompt
   - verbal prompt
   - visual prompt
   - assistive technology
   - supervision
   - other: __________________________

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

1.2. Identify letters when completing functional tasks (e.g., finding own name card, locating seat in a stadium). (CL.B.1.In.1, CL.B.1.Su.1)

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

1.4. Distinguish phonological (sounds) and graphic (letters) differences in words. Specify: □ presented visually □ presented orally

1.5. Identify rhyming words presented orally.

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

1.7. Compare multiple meanings of words and phrases (e.g., homonyms, idioms, slang). (CL.B.1.In.1, CL.B.1.Su.1)

1.8. Identify synonyms and antonyms for familiar words. (CL.B.1.In.1, CL.B.1.Su.1)

1.9. Retell main ideas and details of a story or article after hearing it read or seeing it signed. (CL.B.1.In.2, CL.B.1.Su.2)
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1.10. Identify household objects and locations as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ☐ furniture ☐ appliances ☐ interior design
☐ supplies ☐ entertainment ☐ other: ______________________________

1.11. Identify objects, locations, events, or persons in the community as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ☐ buildings ☐ signs ☐ landmarks
☐ other: ______________________________

1.12. Identify objects, locations, events, or persons needed in assignments, homework, or field trips (e.g., monuments, maps, plants, animals, equipment, pictures of historical events). (CL.B.1.In.1, CL.B.1.Su.1)

1.13. Identify features and events in complex pictures. (CL.B.1.In.1, CL.B.1.Su.1)

1.14. Identify information from a picture. (Reading A 4: IV)

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

Indicate guidance and support necessary for mastery at supported level:
☐ physical prompt ☐ verbal prompt ☐ visual prompt
☐ assistive technology ☐ supervision ☐ other: ______________________________

Word Identification Skills

2.1. Use phonics to identify the pronunciation of unknown written words (e.g., sounding out unknown words in a letter or magazine). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ☐ initial, medial, and final consonants
☐ long and short vowels
☐ initial, medial, and final blends
☐ patterns and silent letters
☐ syllables
☐ other: ______________________________

2.2. Use structural analysis to identify the meaning of unknown (oral or written) words (e.g., determining the meaning of a familiar word—tied, untied). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ☐ compound words ☐ prefix
☐ suffix ☐ other: ______________________________

2.3. Use the context of the sentence or document to identify the meaning of unknown words (e.g., The boy rode a unicycle, a bicycle with one wheel). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ☐ examples ☐ direct explanations
☐ synonyms ☐ other: ______________________________
2.4. Identify the meanings of words in context using example clues, direct explanation clues, and synonym clues. (Reading D 15: VI)

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

Specify: ☐ printed dictionary ☐ electronic dictionary
☐ person ☐ other:

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

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

Indicate assistance necessary for mastery at participatory level:
☐ physical assistance ☐ full ☐ partial ☐ assistive technology ☐ full ☐ partial

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**Signs and Symbols**

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

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

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

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

3.3. Recognize information communicated by common symbols and signs. (Reading A 1: III)
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3.4. Identify the meaning of words on signs in stores, restaurants, and other businesses in the community (e.g., grocery shopping, restaurants or fast food chains, movies).
   (CL.B.1.In.1, CL.B.1.Su.1)
   Specify:  
   - order here
   - no food or drink allowed
   - cost of admission
   - cashier
   - no smoking
   - hours of operation

3.5. Identify the meaning of road signs (e.g., one-way street, no U-turn, yield).
   (CL.B.1.In.1, CL.B.1.Su.1)
   Specify:  
   - stop
   - one way
   - right turn only
   - speed limit
   - no U-turn
   - merge
   - yield
   - other:

3.6. Identify the meaning of symbols and icons used on signs in the community (e.g., telephone, hospital, picnic area, boat ramp, gas station).
   (CL.B.1.In.1, CL.B.1.Su.1)

3.7. Identify and demonstrate understanding of community signs and symbols.
   (Reading B 6: IV, V)

3.8. Find desired destination as indicated by signs and symbols on buildings or public facilities in the community.
   (CL.B.1.In.2, CL.B.1.Su.2)

3.9. Demonstrate appropriate responses to travel and road signs.
   (CL.B.1.In.2, CL.B.1.Su.2)

3.10. Respond appropriately to warnings and other types of information conveyed by symbols and icons in written material and on products.
      (CL.B.1.In.2, CL.B.1.Su.2)

Frequently Used Words

3.11. Identify the meaning of frequently used written words (e.g., Dolch, survival).
      (CL.B.1.In.1, CL.B.1.Su.1)

3.12. Identify own first name in manuscript. (Reading A 3: III)

3.13. Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary).
      (Reading B 7: V, VI)

3.14. Identify the meaning of written vocabulary related to school activities (e.g., completing detention, participating in field day or pep rally, running for student government, participating in extracurricular activities).
      (CL.B.1.In.1, CL.B.1.Su.1)
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Independent Functioning Vocabulary

3.15. Identify the meaning of written vocabulary related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ( ) banking—withdrawal, deposit, account number, debit, balance
( ) library—library card, check out, due date, late charge
( ) volunteering—organization, hours, responsibilities
( ) other: ________________________________

3.16. Identify the meaning of written vocabulary related to productive tasks at home when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ( ) caring for clothing and personal items
( ) preparing and storing food
( ) maintaining lawn and garden
( ) other: ________________________________

3.17. Identify the meaning of written vocabulary related to leisure activities (e.g., playing sporting events, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ( ) indoor games ( ) outdoor activities ( ) sports
( ) entertainment ( ) pets and plants ( ) hobbies
( ) other: ________________________________

Abbreviations and Acronyms

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

3.19. Identify familiar abbreviations and acronyms for agencies and organizations (e.g., when sending overnight mail, when reading articles in the newspaper, when watching a news broadcast). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ( ) medical organizations—Health Maintenance Organization (HMO)
( ) government agencies—Developmental Services (DS), Vocational Rehabilitation (VR)
( ) mail services—Federal Express (FEDEX), United Parcel Service (UPS), United States Postal Services (USPS)
( ) other: ________________________________
3.20. Identify familiar abbreviations for titles (e.g., when writing a letter, when addressing an envelope, when finding a person in a directory). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ □ personal—Mr., Ms.
_____ □ professional—C.P.A., M.D.
_____ □ degrees—Ph.D., M.Ed., B.S.
_____ □ other: __________________________

3.21. Identify familiar abbreviations and acronyms for information sources and mass media (e.g., when locating a radio or television station in the newspaper schedule, when locating a web address on the Internet). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ □ radio—WFSU
_____ □ television—WPBS
_____ □ web addresses—www.firm.edu

3.22. Identify the meaning of familiar abbreviations and acronyms when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ □ home
_____ □ school
_____ □ community
_____ □ workplace

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Visuals, Passages, and Documents

4.1. Paraphrase the meaning of written sentences or phrases to clarify meaning (e.g., repeating directions, asking for clarification, requesting information). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ □ statements
_____ □ questions
_____ □ directions
_____ □ commands
_____ □ requests
_____ □ other: __________________________
Course Number: 7910400 - Life Skills Reading: 9-12

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

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

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

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

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

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

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

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

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

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

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

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

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

Specify: □ identify common elements or situations
□ distinguish what is different
□ relate new information to concepts already understood
□ other: ____________________________
Using Information Resources

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

Specify: 
- ☐ newspapers
- ☐ magazines
- ☐ television
- ☐ radio
- ☐ people
- ☐ Internet
- ☐ other: ____________________________

4.14. Use an appropriate source to obtain written information on current events. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: 
- ☐ newspapers
- ☐ magazines
- ☐ television
- ☐ radio
- ☐ people
- ☐ Internet
- ☐ other: ____________________________

4.15. Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)

4.16. Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)

4.17. Identify the major sections of information in the table of contents (e.g., when locating information about a topic of interest, when finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: 
- ☐ book—introduction, chapter titles
- ☐ magazine—titles, page numbers, authors
- ☐ newspaper—sections, page numbers
- ☐ other: ____________________________

4.18. Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)

4.19. Identify events using a schedule (e.g., television, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.2, CL.B.1.Su.2)

Maps, Charts, and Graphs

4.20. Identify the meaning of simple graphs and charts (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: 
- ☐ bar graphs
- ☐ pie charts
- ☐ tables
- ☐ other: ____________________________

4.21. Obtain information from charts, graphs, and schedules. (Reading F 24: VI)
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4.22. Identify the meaning of information provided by map symbols (e.g., when planning a travel route, when locating a specific location). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify:  □ roads  □ rivers, lakes
   □ cities and towns  □ mileage
   □ direction  □ airports, parks
   □ other: ________________________________

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

4.24. Find specified geographic areas or locations using a map (e.g., when traveling in unfamiliar areas, when completing a geography exam, when locating a destination). (CL.B.1.In.2, CL.B.1.Su.2)
   Specify:  □ city or state map  □ atlas  □ other: ________________________________

Organizing Information

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

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

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

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

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

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

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

4.32. Organize information by categories when completing functional tasks (e.g., when filing bills, when sorting pictures). (CL.B.1.In.3)
Course Number: 7910400 - Life Skills Reading: 9-12

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

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

Indicate guidance and support necessary for mastery at supported level:

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

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

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

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

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

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

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

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

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

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

Indicate guidance and support necessary for mastery at supported level:

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

6.1. Identify the meaning of vocabulary related to career exploration to complete functional tasks (e.g., career clusters, characteristics of specific jobs, training requirements). (CL.B.1.In.2, CL.B.1.Su.2)
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6.2. Identify the meaning of vocabulary related to workplace activities to complete functional tasks (e.g., when participating in a meeting, corresponding with co-workers, taking an appropriate break, working on a car, selling clothes, working on an assembly line). (CL.B.1.In.2, CL.B.1.Su.2)

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

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

Specify:
- ☐ blueprints
- ☐ floor plans
- ☐ diagrams
- ☐ other: ____________________________

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

Specify:
- ☐ directions for use and storage
- ☐ repair and maintenance
- ☐ safety precautions
- ☐ replacement information
- ☐ other: ____________________________

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

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

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

6.8. Follow written directions with two steps. (Reading C 13: VI)
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7. Use skills required for reading in daily activities (e.g., newspapers, schedules, menus, signs, shopping lists).
   IF.A.1.In.1 complete productive and leisure activities used in the home and community.
   IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
   IF.A.2.In.1 select and use community resources and services for specified purposes.
   IF.A.2.Su.1 use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt
   ___ verbal prompt
   ___ visual prompt
   ___ assistive technology
   ___ supervision
   ___ other: ________________________

7.1. Demonstrate functional reading skills used in productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: ___  ☐ following a recipe
   ___  ☐ using information found on clothing labels regarding care requirements
   ___  ☐ using advertisements to select needed furniture, appliances, and personal goods
   ___  ☐ observing safety information and warning precautions
   ___  ☐ using information on product tags, labels, or information booklets when caring
       for furniture, appliances, and personal goods
   ___  ☐ other: ________________________

7.2. Demonstrate functional reading skills used in productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: ___  ☐ learning and obeying local, state, and federal laws
   ___  ☐ identifying events and resources
   ___  ☐ other: ________________________

7.3. Demonstrate functional reading skills used in leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: ___  ☐ identifying the location and price of events, e.g., musical performances—
       concerts, dance performances, theatre, and plays; celebrations—holidays, parades,
       festivals
   ___  ☐ learning about the rules of a game or sport
   ___  ☐ obtaining information about a hobby or collection or other leisure interest
   ___  ☐ other: ________________________

7.4. Demonstrate functional reading skills used in selecting and using community resources. (IF.A.2.In.1, IF.A.2.Su.1)
   Specify: ___  ☐ communicating with others—using mail, telephone, e-mail
   ___  ☐ using schedules for public transportation
   ___  ☐ obtaining personal services—haircut, cleaning
   ___  ☐ shopping for personal items, food, clothing
   ___  ☐ obtaining emergency services—911, police or fire department
   ___  ☐ other: ________________________
7.5. Identify sources of written information about community service agencies, businesses, or other resources that assist individuals with personal care, leisure activities, transportation, shopping, and emergency needs (e.g., phone book, flyers, mail, brochures, newspaper, community magazines, word-of-mouth, family, neighbors, friends). (CL.B.1.In.1, CL.B.1.Su.1)

7.6. Use information in the newspaper to complete functional tasks (e.g., looking for a job, finding the weather forecast, identifying current events, clipping coupons, locating sale items, identifying scores). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: ______ □ headlines ______ □ local news

□ sports ______ □ recreational activities

□ special features ______ □ comics

□ advertising ______ □ classified ads

□ other: ____________________________

7.7. Use advertisements in newspapers, store handouts, and posters to complete personal care and productive and leisure activities (e.g., purchasing new clothing, redecorating the bedroom, choosing a new barber). (CL.B.1.In.2, CL.B.1.Su.2)

7.8. Use personal care information found in magazines or newspapers or on the Internet to carry out functional tasks (e.g., starting a diet, starting a fitness program, finding a desirable hair style, locating answers to medical questions). (CL.B.1.In.2, CL.B.1.Su.2)

7.9. Use information in instructional pamphlets, specialty magazines, computer software, and books on productive or leisure activities to carry out functional tasks (e.g., reading for personal interest, reading information on a play before it is seen, learning the various types of home care). (CL.B.1.In.2, CL.B.1.Su.2)

7.10. Use information found in newspapers or magazines or on the Internet to identify community activities and resources (e.g., community festivals, fairs, library events or speakers, concerts, movies). (CL.B.1.In.2, CL.B.1.Su.2)

7.11. Use information on packaged food products, medicines, and cleaning products appropriately to carry out functional tasks (e.g., taking medicine; storing medicine, food, and cleaning agents; cleaning with chemicals; preparing a meal). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: ______ □ storage ______ □ warning labels ______ □ dosage

□ instructions ______ □ other: ____________________________

8. Relate works of literature to real life experiences.

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

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

Indicate guidance and support necessary for mastery at supported level:

____ physical prompt ______ verbal prompt ______ visual prompt

____ assistive technology ______ supervision ______ other: ____________________________
Course Number: 7910400 - Life Skills Reading: 9-12

8.1. Identify similarities between individuals in real life and characters in selected stories, poems, or other works of literature. (CL.B.1.In.2, CL.B.1.Su.2)

8.2. Identify events in works of literature that appear to be realistic. (CL.B.1.In.2, CL.B.1.Su.2)

8.3. Identify ways in which selected works of literature have influenced or affected own behavior (e.g., motivating, entertaining, showing other sides of an issue). (CL.B.1.In.2, CL.B.1.Su.2)

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

9.1. Identify types of reading used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify:  □ newspapers and magazines
          □ fiction—mystery, adventure, romance
          □ nonfiction—biographical, scientific, historical
          □ other: __________________________

9.2. Identify the appropriate time for leisure activities involving reading (e.g., when waiting for an appointment, before bed, on a long trip). (IF.A.1.In.1, IF.A.1.Su.1)

9.3. Demonstrate specific skills in using reading as a leisure activity (e.g., select the book or magazine, read it, share with others). (IF.A.1.In.1, IF.A.1.Su.1)

9.4. Identify community service agencies, businesses, or other resources that assist individuals with reading as a leisure activity (e.g., after school programs, camps, YMCA, community centers, libraries, book departments of stores, bookstores). (IF.A.2.In.1, IF.A.2.Su.1)

9.5. Identify favorite stories or movies that are available in book form. (IF.A.1.In.1, IF.A.1.Su.1)

9.6. Identify magazines and newspapers for personal reading. (IF.A.1.In.1, IF.A.1.Su.1)

9.7. Identify types of stories, plays, or poems that provide personal enjoyment. (IF.A.1.In.1, IF.A.1.Su.1)
COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

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

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

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

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

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

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

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

This course is primarily designed for students functioning at independent levels who are generally capable of working and living independently and may need...
occasional assistance. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

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

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

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

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  
  Physical prompt—a touch, pointing, or other type of gesture as a reminder
  Verbal prompt—a sound, word, phrase, or sentence as a reminder
  Visual prompt—color coding, icons, symbols, or pictures as a reminder
  Assistive technology—an alarm, an electronic tool
  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  
  Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

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

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

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

After successfully completing this course, the student will:

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

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

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt    ___ verbal prompt    ___ visual prompt
   ___ assistive technology ___ supervision ___ other: ____________________

Numbers

1.1. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)

1.2. Distinguish between all, some, and none. (Mathematics A 1: III)

1.3. Demonstrate the use of one-to-one correspondence. (Mathematics B 7: III)

1.4. Identify whole numbers to accomplish functional tasks (e.g., finding pages in a book, finding a street address, reading speed limit signs, reading temperature gauges, identifying the cost of a house, identifying bus numbers, giving account numbers). (CL.B.3.In.1, CL.B.3.Su.1)

   Specify: _____ ☐ to 10   _____ ☐ to 100   _____ ☐ to 1000
   _____ ☐ to 10,000  _____ ☐ to 100,000

1.5. Match numerals to corresponding sets of objects, 0 to 10. (Mathematics B 9: IV)

1.6. Reproduce numerals from 0 to 10. (Mathematics B 10: IV)

1.7. Identify numerals which correspond to sets of objects 11 to 100. (Mathematics B 12: V)
Count objects to accomplish functional tasks (e.g., home—counting silverware for setting the table, getting towels for guests; leisure—counting number of seconds to go in a basketball game; workplace—counting screws to assemble a product, identifying how many rooms to clean). (CL.B.3.In.2, CL.B.3.Su.2)
 Specify: ___ □ to 10 ______ □ to 100 ______ □ to 1000

**Count from 1 to 5. (Mathematics B 8: III)**

Use skip counting to accomplish functional tasks (e.g., counting large numbers of objects, counting money, counting items in inventory, counting off individuals to form teams, identifying odd and even numbers, searching for a street number—all buildings on one side of the street have odd numbers). (CL.B.3.In.2, CL.B.3.Su.2)
 Specify: ___ □ by 2s ______ □ by 5s ______ □ by 10s ______ □ by 100s

**Count by 2's, 5's, and 10's to 100. (Mathematics B 13: V)**

Identify the whole number that comes before, after, or between a given number(s) to accomplish functional tasks (e.g., locating the date after a holiday on a calendar, searching for a book in the library according to number, filing charts by numerical order). (CL.B.3.In.1, CL.B.3.Su.1)
 Specify: ___ □ to 10 ______ □ to 100 ______ □ to 1000
 ______ □ to 10,000 ______ □ to 100,000

Compare numbers to accomplish functional tasks (e.g., placing numbered pages in the correct order, comparing prices, comparing rental rates for apartments, comparing scores in a game to determine the winning team). (CL.B.3.In.2, CL.B.3.Su.2)
 Specify: ___ □ to 10 ______ □ to 100 ______ □ to 1000
 ______ □ to 10,000 ______ □ to 100,000

Identify one and one more. (Mathematics A 2: III)

Identify objects in a series by ordinal position to accomplish functional tasks (e.g., identifying the third game in a playoff, identifying the second sentence in a paragraph, identifying the third frame in bowling, identifying the last pay period of the year). (CL.B.3.In.1, CL.B.3.Su.1)
 Specify: ___ □ first, middle, last ______ □ to 5th
 ______ □ to 10th ______ □ to 100th

Identify the first and last member in a group of objects. (Mathematics A 3: III)

Demonstrate understanding the concept of middle. (Mathematics A 4: IV)

Identify the meaning of numerals when completing functional tasks (e.g., reading a street sign). (CL.B.1.In.1, CL.B.1.Su.1)

Write numerals when completing functional tasks (e.g., making an inventory). (CL.B.2.In.1, CL.B.2.Su.1)
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1.20. Identify the meaning of number words when completing functional tasks (e.g., reading a newspaper article, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)

1.21. Identify the meaning of ordinal number words when completing functional tasks (e.g., identifying who is first in line, identifying what place a runner finished in a race, identifying when it is your turn). (CL.B.1.In.1, CL.B.1.Su.1)

1.22. Read number words, zero to ten. (Mathematics B 11: V)

1.23. Read number words from eleven to one hundred. (Mathematics B 14: VI)

Place Value

1.24. Use knowledge of place value for whole numbers and decimals to accomplish functional tasks (e.g., lining up whole numbers and decimals for solving computation problems, reading and writing large numbers correctly, identifying the meaning of a number on a digital gauge or clock). (CL.B.3.In.2, CL.B.3.Su.2)

Specify whole numbers:

- □ 1s  □ 10s  □ 100s
- □ 1000s  □ 10,000s  □ 100,000s

Specify decimals:

- □ tenths  □ hundredths  □ thousandths

1.25. Round whole numbers and decimals to accomplish functional tasks (e.g., estimating distance when traveling, estimating time left for an activity, estimating cost of purchases). (CL.B.3.In.2, CL.B.3.Su.2)

Specify whole numbers:

- □ 1s  □ 10s  □ 100s
- □ 1000s  □ 10,000s  □ 100,000s

Specify decimals:

- □ tenths  □ hundredths  □ thousandths

Fractions/Decimals/Percents

1.26. Identify the meaning of fractional parts of an object, area, or set of items to accomplish functional tasks (e.g., measuring 1/3 cup of milk, cutting a pie into eighths, cutting a piece of wood in half, determining what fraction of the students are girls). (CL.B.3.In.1, CL.B.3.Su.1)

Specify:

- □ halves  □ thirds  □ fourths  □ fifths
- □ sixths  □ eighths  □ tenths  □ twelfths
- □ other: ___________________________

1.27. Identify halves and fourths of an area. (Mathematics J 74: V)

1.28. Identify the meaning of mixed numbers with fractions to accomplish functional tasks (e.g., measuring the length of an object or area, identifying lapsed time). (CL.B.3.In.1, CL.B.3.Su.1)

1.29. Identify the decimal equivalent of a percent (e.g., 98% = .98, 32% = .32) to accomplish functional tasks (e.g., multiplying and dividing percentages to calculate discounts, finding the average of test grades, determining 15% gratuity on a bill). (CL.B.3.In.1, CL.B.3.Su.1)
1.30. Identify the decimal equivalent of a fraction to accomplish functional tasks (e.g., determining discounts—half off, calculating savings at a sale). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: □ 1/2 = 50%  □ 1/4 = 25%  □ 3/4 = 75%
□ 1/3 = 33%  □ 2/3 = 67%  □ other: __________

1.31. Identify simple fraction and percent equivalents (e.g., 1/2 = 50%, 1/4 = 25%). (Mathematics J 75: VI)

1.32. Identify the meaning of numerals with decimals and percents when completing functional tasks (e.g., reading a sale sign, reading a digital clock). (CL.B.1.In.1, CL.B.1.Su.1)

1.33. Write numerals with decimals and percents when completing functional tasks (e.g., listing the cost of items). (CL.B.1.In.2, CL.B.1.Su.2)

1.34. Identify the meaning of numerals with fractions when completing functional tasks (e.g., reading a recipe). (CL.B.1.In.1, CL.B.1.Su.1)

1.35. Write numerals with fractions when completing functional tasks (e.g., writing a recipe). (CL.B.2.In.1, CL.B.2.Su.1)

2. Use estimation in problem solving and computation.

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

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt  □ verbal prompt  □ visual prompt
□ assistive technology  □ supervision  □ other: __________

2.1. Estimate the number of objects in a set and compare the estimate with the actual number to accomplish functional tasks (e.g., dishes needed for a dinner party, pencils to distribute to a class, baseballs in a bag to play a game). (CL.B.3.In.2, CL.B.3.Su.2)

2.2. Estimate, by first rounding numbers, the solution to computation problems to accomplish functional tasks (e.g., rounding prices to obtain a subtotal before purchasing, estimating how much money is needed to fill a gas tank, estimating the average rate of automobile speed). (CL.B.3.In.2, CL.B.3.Su.2)

2.3. Estimate the length, width, or height of an object or area to accomplish functional tasks (e.g., estimating the width of a box to see if it can fit through a door, estimating the height of a chair for a desk, estimating the width and length of a frame for a picture). (CL.B.3.In.2, CL.B.3.Su.2)

2.4. Estimate the solution to problems involving money to accomplish functional tasks (e.g., estimating the cost of electricity for a year, estimating the total cost of groceries for a week). (CL.B.3.In.2, CL.B.3.Su.2)
2.5. Estimate the solution to problems involving time to accomplish functional tasks (e.g., estimating the time it will take to reach a destination, estimating the amount of time involved in completing each step of an assignment). (CL.B.3.In.2, CL.B.3.Su.2)

2.6. Estimate the solution to problems involving capacity or volume to accomplish functional tasks (e.g., selecting the right size of bowl to use in cooking). (CL.B.3.In.2, CL.B.3.Su.2)

2.7. Estimate the solution to problems involving weight when completing functional tasks (e.g., estimating how many pounds of fruit must be purchased or how many ounces of cheese to buy for a pizza, estimating how much weight you can lift when working out). (CL.B.3.In.2, CL.B.3.Su.2)

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

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

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt ___ verbal prompt ___ visual prompt
   ___ assistive technology ___ supervision ___ other: __________________

**Addition**

3.1. Identify the meaning of the concept of addition (e.g., totaling, summing up, putting together, depositing, plus sign [+]). (CL.B.3.In.1, CL.B.3.Su.1)

3.2. Identify situations in daily living when addition is used (e.g., totaling distances traveled over several days, determining the number of members on both teams, determining how much inventory was sold). (CL.B.3.In.1, CL.B.3.Su.1)

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

   Specify:
   ___ ☑ single digit ___ ☑ multiple digits
   ___ ☑ decimals ___ ☑ fractions, mixed numbers
   ___ ☑ without regrouping ___ ☑ with regrouping

   Specify method:
   ___ ☑ mentally ___ ☑ uses a table or chart
   ___ ☑ uses counters or tallies ___ ☑ uses an abacus
   ___ ☑ uses a calculator ___ ☑ other: __________________

3.4. *Add two sets of objects, sums through 12.* (Mathematics C 15: IV)

3.5. *Add a 2-digit number to a 2-digit number without regrouping, sums through 99.* (Mathematics C 16: V)

3.6. *Add two numbers each having no more than two decimal places.* (Mathematics J 77: VII)
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3.7. Add a 1 or 2-digit number to a 2-digit number with no more than one regrouping.  
(Mathematics C 19: VI)

3.8. Add one 2 or 3-digit number to a 3-digit number with regrouping.  
(Mathematics C 21: VII)

3.9. Solve problems involving addition of whole numbers to accomplish functional tasks (e.g., counting paper money, adding amount of money spent from checkbook in one month, determining a monthly budget, adding number of hours worked in a pay period, adding weight gained in two months). (CL.B.3.In.2, CL.B.3.Su.2)

Specify:   
  □ single digit  □ multiple digits
  □ without regrouping  □ with regrouping

Specify method:  
  □ mentally  □ uses a table or chart
  □ uses counters or tallies  □ uses an abacus
  □ uses a calculator  □ other: __________________________

3.10. Apply addition skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics C 17: III)

3.11. Apply addition skills involving two 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics C 20: VI)

3.12. Use addition skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics C 22: VII)

3.13. Solve problems involving addition of numbers with decimals to accomplish functional tasks (e.g., totaling prices). (CL.B.3.In.2, CL.B.3.Su.2)

Specify:   
  □ single digit  □ multiple digits
  □ without regrouping  □ with regrouping

Specify method:  
  □ mentally  □ uses a table or chart
  □ uses counters or tallies  □ uses an abacus
  □ uses a calculator  □ other: __________________________

3.14. Solve problems involving addition of numbers with fractions to accomplish functional tasks (e.g., determining how much fencing is needed for a garden, determining how much border is needed to fit the wall space, doubling a recipe). (CL.B.3.In.2, CL.B.3.Su.2)

Specify:   
  □ like denominators  □ unlike denominators  □ mixed numbers

3.15. Use addition and subtraction to solve applied problems involving simple fractions and percents. (Mathematics J 76: VII)

Subtraction

3.16. Identify the meaning of the concept of subtraction (e.g., deducting, taking away, withdrawal, loss, minus sign [-]). (CL.B.3.In.1, CL.B.3.Su.1)
3.17. Identify situations in daily living when subtraction is used (e.g., determining how many newspapers are left to deliver, comparing the difference in sizes of classes, determining how many hours are left to work, determining how many miles are left to drive). (CL.B.3.In.1, CL.B.3.Su.1)


Specify:

- single digit
- decimals
- without regrouping
- fractions, mixed numbers
- with regrouping

Specify method:

- mentally
- uses counters or tallies
- uses a calculator
- uses a table or chart
- uses an abacus
- other:

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

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

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

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

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

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

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

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

Specify:

- single digit
- without regrouping
- mentally
- uses counters or tallies
- uses a calculator

Specify method:

- multiple digits
- with regrouping
- uses a table or chart
- uses an abacus
- other:

3.27. Solve problems involving subtraction of numbers with decimals to accomplish functional tasks (e.g., subtracting the value of outstanding checks when balancing a checkbook, determining the amount of change to give to a customer). (CL.B.3.In.2, CL.B.3.Su.2)
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3.28. Solve problems involving subtraction of numbers with fractions to accomplish functional tasks (e.g., determining how much fabric will be left when you cut off a half a yard). (CL.B.3.In.2, CL.B.3.Su.2) Specify: ____ □ like denominators ____ □ unlike denominators ____ □ mixed numbers

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Multiplication

4.1. Identify the meaning of the concept of multiplication (e.g., double, triple, times, multiplication sign [x]). (CL.B.3.In.1, CL.B.3.Su.1)

4.2. Identify situations in daily living when multiplication is used (e.g., determining the total cost of tickets for a group, determining how many people eight buses can hold). (CL.B.3.In.1, CL.B.3.Su.1)


Specify: ____ □ single digit ____ □ multiple digits

- □ decimals
- □ fractions, mixed numbers

- □ without regrouping
- □ with regrouping

Specify method: ____ □ mentally

- □ uses counters or tallies
- □ uses a table or chart

- □ uses an abacus

- □ uses a calculator

- □ other: ____________________________

4.4. Identify products of multiplication facts through 81. (Mathematics H 67: VI)

4.5. Multiply a 2-digit number by a 1-digit number. (Mathematics H 68: VI)

4.6. Solve problems involving multiplication of whole numbers to accomplish functional tasks (e.g., determining how many tickets are needed for a family of four to attend eight games, determining the total amount paid on a loan). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: ____ □ single digit ____ □ multiple digits

- □ without regrouping
- □ with regrouping

Specify method: ____ □ mentally

- □ uses counters or tallies
- □ uses a table or chart

- □ uses an abacus

- □ uses a calculator

- □ other: ____________________________

4.7. Apply multiplication skills to solve one-step applied problems. (Mathematics H 70: VII)
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4.8. Multiply numbers with decimals to accomplish functional tasks (e.g., calculating amount of tax, determining amount of tax on an item, determining the amount to tip a waiter, determining amount of discount from a sale). (CL.B.3.In.2, CL.B.3.Su.2)

4.9. Multiply numbers with fractions to accomplish functional tasks (e.g., determining amount of discount from a sale, determining overtime if salary equals time and a half). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: □ like denominators □ unlike denominators □ mixed numbers

Division

4.10. Identify the meaning of the concept of division (e.g., portion, distribution, allocation, fraction, part, divided by, division sign [÷]). (CL.B.3.In.1, CL.B.3.Su.1)

4.11. Identify situations in daily living when division is used (e.g., calculating grade percentages, dividing students into groups, dividing amount owed for a large purchase into monthly payments). (CL.B.3.In.1, CL.B.3.Su.1)


Specify:

□ single digit □ multiple digits
□ decimals □ fractions, mixed numbers
□ without regrouping □ with regrouping

Specify method:

□ mentally □ uses a table or chart
□ uses counters or tallies □ uses an abacus
□ uses a calculator □ other:

4.13. Identify basic division facts products through 81. (Mathematics 171: VI)

4.14. Solve problems involving division of whole numbers to accomplish functional tasks (e.g., determining how much profit was made per job, determining how long a trip would take if a car traveled at a given speed, determining cost per person for expenses on a trip). (CL.B.3.In.2, CL.B.3.Su.2)

Specify:

□ single digit □ multiple digits
□ without remainders □ with remainders

Specify method:

□ mentally □ uses a table or chart
□ uses counters or tallies □ uses an abacus
□ uses a calculator □ other:

4.15. Use division to solve one-step applied problems. (Mathematics 172: VII)

4.16. Divide numbers with decimals to accomplish functional tasks (e.g., budgeting monthly expenses, determining the package that has the lowest cost per unit). (CL.B.3.In.2, CL.B.3.Su.2)
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4.17. Divide numbers with fractions to accomplish functional tasks (e.g., determining how many bows you can make from 1-3/4 yards of ribbon, if each takes 1/2 yard). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: ☐ like denominators ☐ unlike denominators ☐ mixed numbers

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

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

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

Indicate guidance and support necessary for mastery at supported level:
☐ physical prompt ☐ verbal prompt ☐ visual prompt
☐ assistive technology ☐ supervision ☐ other: ___________________________

5.1. Identify the meaning of the concept of percent (e.g., divided by 100, percent sign [%]). (CL.B.3.In.1, CL.B.3.Su.1)

5.2. Identify situations in daily living when percent is used (e.g., calculating grades or interest rates, charting growth by percentage increase or decrease). (CL.B.3.In.1, CL.B.3.Su.1)

5.3. Solve problems involving percent to accomplish functional tasks (e.g., calculating interest, determining amount used). (CL.B.3.In.2, CL.B.3.Su.2)

5.4. Identify the meaning of ratio (e.g., relation in amount, size, or quantity between things). (CL.B.3.In.1, CL.B.3.Su.1)

5.5. Identify situations in daily living when ratio is used (e.g., mixing cleaning solutions). (CL.B.3.In.1, CL.B.3.Su.1)

5.6. Identify the meaning of proportion (e.g., distribution, relation in number or quantity of one part to another). (CL.B.3.In.1, CL.B.3.Su.1)

5.7. Identify situations in daily living when proportion is used (e.g., scale drawings used in interior design). (CL.B.3.In.1, CL.B.3.Su.1)

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

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

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt ___ verbal prompt ___ visual prompt
   ___ assistive technology ___ supervision ___ other: ____________________________

Linear Measurement

6.1. Identify the most appropriate units of linear measurement to accomplish functional tasks (e.g., measuring your height, calculating the length of a room, determining the distance on a trip). (CL.B.3.In.1, CL.B.3.Su.1)
   Specify: ___ □ inches ___ □ feet ___ □ yards
   ___ □ miles ___ □ centimeters ___ □ meters
   ___ □ other: ____________________________

6.2. Identify abbreviations for linear measurement units when completing functional tasks (e.g., reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ___ □ linear—in., ft., yd., mi., cm., m.
   ___ □ area—sq. ft., sq. yd., sq. mi.
   ___ □ other: ____________________________

6.3. Identify the most appropriate tools or equipment for linear measurement to complete functional tasks (e.g., length of tool, unit of measurement, effective and ineffective uses). (CL.B.3.In.1, CL.B.3.Su.1)
   Specify: ___ □ ruler ___ □ tape measure ___ □ yard stick
   ___ □ other: ____________________________

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

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

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

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

6.8. Identify the length, width, or height of an object. (Mathematics F 54: VII)
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6.9. Identify equivalents for commonly used linear measurements to accomplish functional tasks (e.g., determining the length of a football field, determining if a 4-foot board will make a 52-inch shelf). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ □ 12 inches = 1 foot _____ □ 3 feet = 1 yard
_____ □ 36 inches = 1 yard _____ □ other: ______________________

6.10. Solve problems involving linear measurement to accomplish functional tasks (e.g., determining which rope is longer, determining miles to desired destination, determining the height of a fence, determining the length of a soccer field, determining amount of fabric needed to make curtains). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ □ no conversion _____ □ conversion

6.11. Solve applied problems involving measurement using addition or subtraction. (Mathematics F 55: VII)

Volume/Capacity

6.12. Identify the most appropriate units to measure volume or capacity when completing functional tasks (e.g., preparing a recipe, adding oil to the car, purchasing soft drinks). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ □ cup _____ □ pint _____ □ quart
_____ □ gallon _____ □ liter _____ □ teaspoon
_____ □ tablespoon _____ □ other: ______________________

6.13. Identify abbreviations for volume or capacity measurement units when completing functional tasks (e.g., reading the ingredients required in a recipe). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ □ volume—c., tsp., Tbs., gal., l.
_____ □ other: ______________________

6.14. Identify the most appropriate tools or equipment to measure volume or capacity when completing functional tasks (e.g., dry or liquid ingredients, amount to measure, accuracy). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ □ measuring cups and spoons _____ □ containers marked by volume
_____ □ other: ______________________

6.15. Demonstrate an understanding of capacity concepts (e.g., least, most, empty, full). (Mathematics A 6: IV)

6.16. Measure volume or capacity accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., measuring a cup of bleach for the laundry, measuring gas into a tank for a lawnmower, measuring quarts of water for tea, measuring a dose of liquid medicine). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ □ cup _____ □ pint _____ □ quart
_____ □ gallon _____ □ liter _____ □ teaspoon
_____ □ tablespoon _____ □ other: ______________________

6.17. Identify a cup, quart, and gallon as tools to measure capacity. (Mathematics F 49: V)
6.18. Identify volume or capacity measurement equivalents to accomplish functional tasks (e.g., determining how many cups of water are needed for two quarts of lemonade, determining how many tablespoons it takes to fill a 1/4 cup, determining how many pint jars are needed for a gallon of honey). (CL.B.3.In.1, CL.B.3.Su.1)
   Specify: ______ □ 3 teaspoons = 1 tablespoon ______ □ 4 cups = 1 quart
   ______ □ 4 quarts = 1 gallon ______ □ other:

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

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

**Weight**

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

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

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

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

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

6.26. Identify equivalents for units of weight when completing functional tasks (e.g., determining cost for mailing a box, determining if truck is strong enough to carry load of gravel). (CL.B.3.In.1, CL.B.3.Su.1)
   Specify: ______ □ 16 ounces = 1 pound ______ □ 2000 pounds = 1 ton
   ______ □ other:
6.27. Solve problems involving weight (e.g., determining how many pounds of gravel are needed for a walkway, determining how many ounces of cocoa to buy to make hot chocolate for a party). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: □ no conversion □ conversion

7. Select and use measurement concepts involving time, temperature, and money to solve problems related to personal life and the workplace.
CL.B.3.In.2 apply mathematical concepts and processes to solve problems.

Indicate guidance and support necessary for mastery at supported level:
__ physical prompt __ verbal prompt __ visual prompt __ assistive technology __ supervision __ other: __________________________

Time

7.1. Identify the most appropriate units of time to accomplish functional tasks (e.g., making plans for the week, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: □ seconds, minutes, hours □ days, weeks, months, years
□ seasons of the year □ now, later, future, past
□ today, tomorrow □ other: __________________________

7.2. Identify abbreviations for units of time when completing functional tasks (e.g., reading days of the week on a calendar). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: □ time—min., hr., wk., mo., yr., Tues., Dec.
□ other: __________________________

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

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

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

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

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

7.8. Identify equivalent units of time when accomplishing functional tasks (e.g., determining how many hours to allow for a 90-minute activity). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: □ 60 seconds = 1 minute □ 60 minutes = 1 hour
□ 24 hours = 1 day □ 7 days = 1 week
□ other: __________________________
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7.9. Identify time equivalencies (e.g., 12 months = 1 year, 60 minutes = 1 hour, 24 hours = 1 day, 30 minutes = half hour, and 1 week = 7 days). (Mathematics G 63: VI)

7.10. Identify time on a clock to accomplish functional tasks (e.g., timing a runner, setting a VCR to tape a show, estimating time to reach a destination). (CL.B.3.In.1, CL.B.3.Su.1)
Specify type of clock: ☐ analog ☐ digital
Specify interval: ☐ hour/half hour ☐ minutes

7.11. Tell time to the hour. (Mathematics G 57: IV)

7.12. Tell time to the hour and half hour. (Mathematics G 59: V)

7.13. Indicate time in hours and minutes using proper notation (e.g., 1:28). (Mathematics G 65: VI)

7.14. Identify the date on a calendar to accomplish functional tasks (e.g., planning a party, scheduling an appointment). (CL.B.3.In.1, CL.B.3.Su.1)

7.15. Given a date, identify the day of the week on a calendar. (Mathematics G 61: V)

7.16. Determine the elapsed time between events to accomplish functional tasks (e.g., taking medication every four hours, determining when to schedule next appointment, determining how much time is left to finish the test, determining if warranty is still good). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: ☐ conversion ☐ no conversion

7.17. Solve problems involving time to accomplish functional tasks (e.g., setting a VCR to tape a television show, determining how long it has been since last dental checkup). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: ☐ conversion ☐ no conversion

7.18. Using addition and subtraction, solve applied problems involving years, months, weeks, days, or hours. (Mathematics G 66: VII)

Temperature

7.19. Identify the most appropriate units to measure temperature to accomplish functional tasks (e.g., understanding the weather report from another country, reading an oral thermometer, preparing food, reading a temperature gauge in a freezer). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: ☐ degrees Fahrenheit ☐ degrees Celsius

7.20. Identify the meaning of commonly used temperatures to accomplish functional tasks (e.g., reading a thermometer to identify a high fever, determining if the freezer is cold enough to make ice, setting a thermostat in a room). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: ☐ freezing and boiling points of water ☐ normal body temperature ☐ comfortable room temperature ☐ other:

7.21. Identify the time and temperature as represented on electronic signs on buildings in the community. (CL.B.1.In.1, CL.B.1.Su.1)
7.22. Identify the most appropriate equipment to measure temperature when completing functional tasks (e.g., purpose, limits, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ❑ thermometers—weather, oral, cooking
_____ ❑ thermostat—furnace, car, motor
_____ ❑ other: ____________________________

7.23. Identify tools to measure temperature (e.g., thermometer, thermostat). (Mathematics F 48: IV)

7.24. Measure temperature accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., using a meat thermometer to determine if a roast is fully cooked, reading the thermostat to find the temperature in a room). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ❑ thermometer—weather, oral, cooking
_____ ❑ thermostat—furnace, car, motor
_____ ❑ other: ____________________________

7.25. Determine the temperature using Fahrenheit thermometers. (Mathematics F 53: VI)

7.26. Solve problems involving temperature to accomplish functional tasks (e.g., checking the oven’s temperature for cooking). (CL.B.3.In.2, CL.B.3.Su.2)

Money

7.27. Identify the names and values of coins and bills to accomplish functional tasks (e.g., counting money, paying for an item, putting correct change into a vending machine, paying for a cab fare). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ❑ to $1.00  _____ ❑ to $5.00  _____ ❑ to $20.00
_____ ❑ to $100.00  _____ ❑ other: ____________________________

7.28. Identify coins as money. (Mathematics E 31: III)

7.29. Identify the coins: penny, nickel, dime, and quarter. (Mathematics E 32: IV)

7.30. Identify the cent (¢) sign and the dollar ($) sign. (Mathematics E 33: IV)

7.31. Identify the cent value of a penny, a nickel, a dime, a quarter, and the dollar value of bills through $10. (Mathematics E 35: V)

7.32. Identify money values not to exceed $100 (e.g., $62.43). (Mathematics E 42: VI)

7.33. Count coins and bills to accomplish functional tasks (e.g., making penny rolls to take to a bank, using quarters to pay for a $2.00 item, paying the bill at a restaurant). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ❑ to $1.00  _____ ❑ to $5.00  _____ ❑ to $20.00
_____ ❑ to $100.00  _____ ❑ other: ____________________________
7.34. Identify common coin combinations to accomplish functional tasks (e.g., paying a toll on a highway, paying bus fare, using pay phones, buying a newspaper from a stand, purchasing gum from a machine, placing money in a parking meter). (CL.B.3.In.1, CL.B.3.Su.1)

7.35. Determine equivalent amounts of money using coins and paper currency to accomplish functional tasks (e.g., giving change for a dollar, collecting one hundred dollars in small bills). (CL.B.3.In.1, CL.B.3.Su.1)

Specify:
- □ to $1.00
- □ to $5.00
- □ to $20.00
- □ to $100.00
- □ other: ____________________________

7.36. Determine equivalent amounts using pennies, nickels, dimes, and quarters (not to exceed $1). (Mathematics E 37: V)

7.37. Determine equivalent amounts not to exceed $10 using coins and paper currency. (Mathematics E 41: VI)

7.38. Use numbers and symbols to represent amounts of money to accomplish functional tasks (e.g., adding amounts of money). (CL.B.3.In.2, CL.B.3.Su.2)

Specify:
- □ to $1.00
- □ to $5.00
- □ to $20.00
- □ to $100.00
- □ other: ____________________________

7.39. Write money values not to exceed $10. (Mathematics E 38: V)

7.40. Determine the total cost of items to accomplish functional tasks (e.g., determining how much money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)

7.41. Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)

7.42. Identify which costs more or less through $5, given the cost of two items. (Mathematics E 36: V)

7.43. Solve applied problems involving comparison shopping. (Mathematics E 46: VII)

7.44. Calculate correct change to accomplish functional tasks (e.g., selling items, verifying change given from a vending machine, counting change as a customer). (CL.B.3.In.2, CL.B.3.Su.2)

Specify:
- □ to $1.00
- □ to $5.00
- □ to $10.00
- □ to $20.00
- □ to $100.00
- □ other: ____________________________

7.45. Determine the change to be received from a $5 bill after a purchase (with a calculator, if needed). (Mathematics E 40: VI)

7.46. Solve problems involving discounts to accomplish functional tasks (e.g., determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)

7.47. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a car loan, sales tax). (CL.B.3.In.2, CL.B.3.Su.2)
7.48. Identify purposes and functions of banks and credit unions (e.g., financial transactions, maintaining a savings account, establishing credit for future loans). (IF.A.2.In.1, IF.A.2.Su.1)

7.49. Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)

7.50. Identify the purposes of a checking and savings account. (Mathematics E 39: V)

7.51. Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)

7.52. Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)

7.53. Complete forms associated with a savings account. (Mathematics E 45: VI)

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

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

Indicate guidance and support necessary for mastery at supported level:

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

8.1. Identify 2-dimensional shapes to accomplish functional tasks (e.g., drawing a circle, identifying a yield sign, buying a mat for a picture frame, finding a tablecloth for a table). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: ___ □ square ___ □ rectangle ___ □ triangle ___ □ circle
___ □ other: ____________________________

8.2. Identify 3-dimensional shapes to accomplish functional tasks (e.g., selecting a tube for packaging a poster for shipping, making a cone for frosting a cake). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: ___ □ cube ___ □ sphere ___ □ cylinder ___ □ cone
___ □ other: ____________________________

8.3. Use points, lines, and line segments to accomplish functional tasks (e.g., making a scale drawing of a room, identifying the distance between two points on a map). (CL.B.3.In.2, CL.B.3.Su.2)

8.4. Use angles to accomplish functional tasks (e.g., rearranging furniture, laying tiles on a diagonal, hanging a bulletin board, folding a napkin in a triangle, identifying angle of release when shooting a basketball). (CL.B.3.In.2, CL.B.3.Su.2)
8.5. Use parallel or perpendicular lines to accomplish functional tasks (e.g., aligning two pictures on a wall, drawing a map that shows the intersection of two streets). (CL.B.3.In.2, CL.B.3.Su.2)

8.6. Identify functional situations when it is useful to locate coordinate points on a grid (e.g., reading a map, determining direction of coordinates when traveling on a boat). (CL.B.3.In.1, CL.B.3.Su.1)

8.7. Solve problems involving the perimeter or area of a rectangle or square to accomplish functional tasks (e.g., calculating the distance traveled around a block for exercising, determining the area of a room to purchase carpet). (CL.B.3.In.2, CL.B.3.Su.2)

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Algebraic Thinking

9.1. Identify patterns and relationships among numbers when accomplishing functional tasks (e.g., finding the odd numbers, estimating the height of a flight of stairs). (CL.B.3.In.1, CL.B.3.Su.1)

9.2. Apply a pattern or relationship to explain how a change in one quantity results in a change in another when accomplishing functional tasks (e.g., doubling a recipe). (CL.B.3.In.2, CL.B.3.Su.2)

9.3. Identify the variables and operations expressed in a formula or equation to accomplish functional tasks (e.g., determining tip for a restaurant bill—total bill x 15%; centering a picture—length/2; calculating unit costs—price is 3 lbs./$1). (CL.B.3.In.1, CL.B.3.Su.1)

9.4. Use a formula or equation to solve a problem involving mathematical concepts (e.g., to determine the area of a room—l x w; to determine the overdue book fine—days x fine each day; to determine amount of time it will take to travel to a different city—distance divided by rate = time). (CL.B.3.In.2, CL.B.3.Su.2)
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9.5. Find the value of an unknown variable in a formula or equation to accomplish functional tasks (e.g., calculating the rate of travel given the distance and time—\( r = \frac{d}{t} \), calculating salary given hourly wage and hours worked—\( \text{wage} \times \text{hours} = \text{salary} \)). (CL.B.3.In.2, CL.B.3.Su.2)

9.6. Substitute variables in a formula or equation to accomplish functional tasks (e.g., comparing Centigrade to Fahrenheit temperature readings, doubling a recipe, converting square feet to square yards when measuring carpet for a room). (CL.B.3.In.2, CL.B.3.Su.2)

Solving Mathematical Problems


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

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


Specify: ______  □ drawing pictures or diagrams ______  □ using concrete objects
______  □ paraphrasing ______  □ using models
______  □ other: __________________________________________

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

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

Indicate guidance and support necessary for mastery at supported level:

____ physical prompt   ______ verbal prompt   ______ visual prompt
____ assistive technology ______ supervision ______ other: __________________________________________

10.1. Identify the meaning of basic concepts of chance and probability (e.g., How likely? What are the odds? What do you predict will happen? Can you count on it? What is the possibility? How do you know?). (CL.B.3.In.1, CL.B.3.Su.1)
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10.2. Identify situations in daily life when the concepts of chance and probability are used (e.g., in weather forecasts—a 30% chance of rain; in winning the lottery—a million-to-one chance to win; in a playoff series for a championship a team is favored 2-1 to win a game). (CL.B.3.In.1, CL.B.3.Su.1)

10.3. Make a reasonable prediction of the likelihood of a simple event occurring (e.g., likelihood of your football team winning the next game). (CL.B.3.In.2, CL.B.3.Su.2)

10.4. Determine the odds for and the odds against a given situation (e.g., raining on a particular day, winning the lottery). (CL.B.3.In.2, CL.B.3.Su.2)

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

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

Indicate guidance and support necessary for mastery at supported level:

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

11.1. Identify functional situations when it is useful to gather and organize data (e.g., calculating a bowling average, keeping track of monthly expenditures, charting the growth of a child, preparing to file a tax return). (CL.B.3.In.1, CL.B.3.Su.1)

11.2. Identify the meaning of measures of central tendency to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)

Specify: □ mean (average)—estimating the average cost of school supplies
□ mode (most frequent)—determining when a restaurant has the most customers

11.3. Solve problems using measures of central tendency to accomplish functional tasks (e.g., determining the most frequent exam scores, determining the average number of customers for a paper route). (CL.B.3.In.2, CL.B.3.Su.2)

11.4. Identify the meaning of information that displayed graphically in various forms (e.g., locate the team with the highest scores, locate high temperatures in a weather report). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: □ charts □ graphs □ tables □ other: _______________________

11.5. Solve problems using information displayed in charts and tables to accomplish functional tasks (e.g., determining the highest temperature for the week from a bar graph, determining from a pie graph what percentage of time a student spends sleeping, determining the class's favorite ice cream flavor from a graph). (CL.B.3.In.2, CL.B.3.Su.2)
12. Use calculators and other electronic tools to assist with computation.

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

Indicate guidance and support necessary for mastery at supported level:

| ____ physical prompt | ____ verbal prompt | ____ visual prompt |
| ____ assistive technology | ____ supervision | ____ other: ____________________________ |

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

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

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

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

12.4. Use a calculator to assist with computation to accomplish functional tasks (e.g., balancing a checkbook, determining purchase price of a 30% off sale, determining the average of five grades, determining the tax on a hotel room). (CL.C.2.In.2, CL.C.2.Su.2)

12.5. Use a calculator to perform complex addition computations. (Mathematics C 18: VI)

12.6. Use a calculator to perform complex subtraction computations. (Mathematics D 26: VI)

12.7. Use a calculator to perform complex division computations. (Mathematics I 73: VII)

12.8. Use a calculator to perform complex multiplication computations.

(Mathematics H 69: VII)
COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Academics: Subject Areas
Course Number: 7912340
Course Title: Life Skills Math: 9-12
Previous Course Title: Functional Math: Comprehensive
Credit: Multiple

A. Major Concepts/Content. The purpose of this course is to develop the fundamental mathematics skills to enable students with disabilities who are functioning at independent and supported levels to prepare to participate effectively in post-school adult living and in the world of work.

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

- numeration
- measurement
- money
- time
- computational skills
- geometry
- applications in personal life
- applications in the workplace

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

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

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

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.
Course Number: 7912340 - Life Skills Math: 9-12

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

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

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

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

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation

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

- Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.
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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

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

After successfully completing this course, the student will:

1. Use whole numbers and common fractions and decimals in situations related to personal life and the workplace.
   CL.B.3.In.1 identify mathematical concepts and processes to solve problems.
   CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
   CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
   CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt ___ verbal prompt ___ visual prompt
   ___ assistive technology ___ supervision ___ other: ____________________

Numbers

1.1. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)

1.2. Distinguish between all, some, and none. (Mathematics A 1: III)

1.3. Demonstrate the use of one-to-one correspondence. (Mathematics B 7: III)

1.4. Identify whole numbers to accomplish functional tasks (e.g., finding pages in a book, finding a street address, reading speed limit signs, reading temperature gauges, identifying bus numbers). (CL.B.3.In.1, CL.B.3.Su.1)
   Specify: ___ □ to 10    ___ □ to 100    ___ □ to 1000
   ___ □ to 10,000   ___ □ to 100,000

1 2 1
1 5 0
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1.5. Match numerals to corresponding sets of objects, 0 to 10. (Mathematics B 9: IV)

1.6. Reproduce numerals from 0 to 10. (Mathematics B 10: IV)

1.7. Identify numerals which correspond to sets of objects 11 to 100. (Mathematics B 12: V)

1.8. Count objects to accomplish functional tasks (e.g., home—counting silverware for setting the table, getting towels for guests; leisure—counting number of seconds to go in a basketball game; workplace—counting screws to assemble a product, identifying how many rooms to clean). (CL.B.3.In.2, CL.B.3.Su.2) Specify: _____ □ to 10 _____ □ to 100 _____ □ to 1000

1.9. Count from 1 to 5. (Mathematics B 8: III)

1.10. Use skip counting to accomplish functional tasks (e.g., counting large numbers of objects, counting money, counting items in inventory, counting off individuals to form teams). (CL.B.3.In.2, CL.B.3.Su.2) Specify: _____ □ by 2s _____ □ by 5s _____ □ by 10s _____ □ by 100s

1.11. Count by 2’s, 5’s, and 10’s to 100. (Mathematics B 13: V)

1.12. Identify the whole number that comes before, after, or between a given number(s) to accomplish functional tasks (e.g., locating the date after a holiday on a calendar, searching for a book in the library according to number, filing charts by numerical order). (CL.B.3.In.1, CL.B.3.Su.1) Specify: _____ □ to 10 _____ □ to 100 _____ □ to 1000 _____ □ to 10,000

1.13. Compare numbers to accomplish functional tasks (e.g., placing numbered pages in the correct order, comparing prices, comparing rental rates for apartments, comparing scores in a game to determine the winning team). (CL.B.3.In.2, CL.B.3.Su.2) Specify: _____ □ to 10 _____ □ to 100 _____ □ to 1000 _____ □ to 10,000

1.14. Identify one and one more. (Mathematics A 2: III)

1.15. Identify objects in a series by ordinal position to accomplish functional tasks (e.g., identifying the third game in a playoff, identifying the second sentence in a paragraph, identifying the third frame in bowling, identifying the last pay period of the year). (CL.B.3.In.1, CL.B.3.Su.1) Specify: _____ □ first, middle, last _____ □ to 5th _____ □ to 10th _____ □ to 100th

1.16. Identify the first and last member in a group of objects. (Mathematics A 3: III)

1.17. Demonstrate understanding the concept of middle. (Mathematics A 4: IV)
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1.18. Identify the meaning of numerals when completing functional tasks (e.g., reading a street sign). (CL.B.1.In.1, CL.B.1.Su.1)

1.19. Write numerals when completing functional tasks (e.g., making an inventory). (CL.B.1.In.2, CL.B.1.Su.2)

1.20. Identify the meaning of number words when completing functional tasks (e.g., reading a newsletter, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)

1.21. Identify the meaning of ordinal number words when completing functional tasks (e.g., identifying who is first in line, identifying what place a runner finished in a race, identifying when it is your turn). (CL.B.1.In.1, CL.B.1.Su.1)

1.22. Read number words, zero to ten. (Mathematics B 11: V)

1.23. Read number words from eleven to one hundred. (Mathematics B 14: VI)

Place Value

1.24. Use knowledge of place value for whole numbers and decimals to accomplish functional tasks (e.g., lining up whole numbers and decimals for solving computation problems, reading and writing large numbers correctly, identifying the meaning of a number on a digital gauge or clock). (CL.B.3.In.2, CL.B.3.Su.2)

Specify whole numbers:   ❑ 1s     ❑ 10s     ❑ 100s
Specify decimals:        ❑ tenths    ❑ hundredths    ❑ thousandths

1.25. Round whole numbers and decimals to accomplish functional tasks (e.g., estimating distance when traveling, estimating time left for an activity, estimating cost of purchases). (CL.B.3.In.2, CL.B.3.Su.2)

Specify whole numbers:   ❑ 1s     ❑ 10s     ❑ 100s
Specify decimals:        ❑ tenths    ❑ hundredths    ❑ thousandths

Fractions/Decimals/Percents

1.26. Identify the meaning of fractional parts of an object, area, or set of items to accomplish functional tasks (e.g., measuring 1/3 cup of milk, cutting a pie into eighths, cutting a piece of wood in half). (CL.B.3.In.1, CL.B.3.Su.1)

Specify:    ❑ halves     ❑ thirds
            ❑ fourths     ❑ fifths
            ❑ sixths     ❑ eighths
            ❑ tenths     ❑ twelfths
            ❑ other:________________________

1.27. Identify halves and fourths of an area. (Mathematics J 74: V)
1.28. Identify the decimal equivalent of a percent (e.g., 98% = .98, 32% = .32) to accomplish functional tasks (e.g., multiplying and dividing percentages to calculate discounts, finding the average of test grades, finding 15% gratuity on a bill). (CL.B.3.In.1, CL.B.3.Su.1)

1.29. Identify the decimal equivalent of a fraction to accomplish functional tasks (e.g., determining discounts—half-off, calculating savings at a sale). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: □ 1/2 = 50% □ 1/4 = 25% □ 3/4 = 75%
□ 1/3 = 33% □ 2/3 = 67% □ other: __________

1.30. Identify simple fraction and percent equivalents (e.g., 1/2 = 50%, 1/4 = 25%). (Mathematics J 75: VI)

1.31. Identify the meaning of numerals with decimals and percents when completing functional tasks (e.g., reading a sale sign, reading a digital clock). (CL.B.1.In.1, CL.B.1.Su.1)

1.32. Write numerals with decimals and percents when completing functional tasks (e.g., listing the cost of items). (CL.B.1.In.2, CL.B.1.Su.2)

1.33. Identify the meaning of numerals with fractions when completing functional tasks (e.g., reading a recipe). (CL.B.1.In.1, CL.B.1.Su.1)

1.34. Write numerals with fractions when completing functional tasks (e.g., writing a recipe). (CL.B.1.In.2, CL.B.1.Su.2)

2. Add and subtract whole numbers and decimals to solve problems related to personal life and the workplace.

Addition

2.1. Identify the meaning of the concept of addition (e.g., totaling, summing up, putting together, depositing, plus sign [+]). (CL.B.3.In.1, CL.B.3.Su.1)

2.2. Identify situations in daily living when addition is used (e.g., totaling distances traveled over several days, determining the number of members on both teams, determining how much inventory was sold). (CL.B.3.In.1, CL.B.3.Su.1)
2.3. Add numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify:
-  □ single digit
-  □ multiple digits
-  □ decimals
-  □ fractions, mixed numbers
-  □ without regrouping
-  □ with regrouping
Specify method:
-  □ mentally
-  □ uses a table or chart
-  □ uses counters or tally marks
-  □ uses an abacus
-  □ uses a calculator
-  □ other: ________________________

2.4. Add two sets of objects, sums through 12. (Mathematics C 15: IV)

2.5. Add a 2-digit number to a 2-digit number without regrouping, sums through 99.
(Mathematics C 16: V)

2.6. Add two numbers each having no more than two decimal places.
(Mathematics J 77: VII)

2.7. Add a 1 or 2-digit number to a 2-digit number with no more than one regrouping.
(Mathematics C 19: VI)

2.8. Add one 2 or 3-digit number to a 3-digit number with regrouping.
(Mathematics C 21: VII)

2.9. Solve problems involving addition of whole numbers to accomplish functional tasks (e.g., counting paper money, adding amount of money spent from checkbook in one month, determining a monthly budget, adding number of hours worked in a pay period, adding weight gained in two months). (CL.B.3.In.2, CL.B.3.Su.2)
Specify:
-  □ single digit
-  □ multiple digits
-  □ without regrouping
-  □ with regrouping
Specify method:
-  □ mentally
-  □ uses a table or chart
-  □ uses counters or tally marks
-  □ uses an abacus
-  □ uses a calculator
-  □ other: ________________________

2.10. Apply addition skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics C 17: V)

2.11. Apply addition skills involving two 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics C 20: VI)

2.12. Use addition skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics C 22: VII)

2.13. Solve problems involving addition of numbers with decimals to accomplish functional tasks (e.g., totaling prices). (CL.B.3.In.2, CL.B.3.Su.2)
Specify:
-  □ single digit
-  □ multiple digits
-  □ without regrouping
-  □ with regrouping
Specify method:
-  □ mentally
-  □ uses a table or chart
-  □ uses counters or tally marks
-  □ uses an abacus
-  □ uses a calculator
-  □ other: ________________________
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Subtraction

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

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


Specify:

- single digit
- decimals
- without regrouping
- with regrouping

Specify method:

- mentally
- uses counters or tallies
- uses a calculator
- uses a table or chart
- uses an abacus
- other:

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

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

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

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

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

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

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

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

Specify:

- single digit
- without regrouping
- with regrouping

Specify method:

- mentally
- uses counters or tallies
- uses a calculator
- uses a table or chart
- uses an abacus
- other:

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

3. Use a calculator to multiply and divide whole numbers to solve problems related to personal life and the workplace.

   CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
   CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt ___ verbal prompt ___ visual prompt
   ___ assistive technology ___ supervision ___ other: ____________________

Multiplication

3.1. Identify the meaning of the concept of multiplication (e.g., compound, double, triple, times, multiplication sign [%]). (CL.B.3.In.1, CL.B.3.Su.1)

3.2. Identify situations in daily living when multiplication is used (e.g., determining the total cost of tickets for a group, determining how many people eight buses can hold). (CL.B.3.In.1, CL.B.3.Su.1)


   Specify:  ___ ☐ single digit  ___ ☐ multiple digits
   ___ ☐ decimals  ___ ☐ fractions, mixed numbers
   ___ ☐ without regrouping  ___ ☐ with regrouping

   Specify method:  ___ ☐ mentally  ___ ☐ uses a table or chart
   ___ ☐ uses counters or tallies  ___ ☐ uses an abacus
   ___ ☐ uses a calculator  ___ ☐ other: ____________________

3.4. Identify products of multiplication facts through 81. (Mathematics H 67: VI)

3.5. Multiply a 2-digit number by a 1-digit number. (Mathematics H 68: VI)

3.6. Solve problems involving multiplication of whole numbers to accomplish functional tasks (e.g., determining how many tickets are needed for a family of four to attend eight games, determining the total amount paid on a loan). (CL.B.3.In.2, CL.B.3.Su.2)

   Specify:  ___ ☐ single digit  ___ ☐ multiple digits
   ___ ☐ without regrouping  ___ ☐ with regrouping

   Specify method:  ___ ☐ mentally  ___ ☐ uses a table or chart
   ___ ☐ uses counters or tallies  ___ ☐ uses an abacus
   ___ ☐ uses a calculator  ___ ☐ other: ____________________
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3.7. **Apply multiplication skills to solve one-step applied problems.**
   *(Mathematics H 70: VII)*

Division

3.8. **Identify the meaning of the concept of division (e.g., portion, distribution, allocation, fraction, part, divided by, division sign [÷]).** (CL.B.3.In.1, CL.B.3.Su.1)

3.9. **Identify situations in daily living when division is used (e.g., calculating grade percentages, dividing students into groups, dividing money owed for a large purchase over a period of months).** (CL.B.3.In.1, CL.B.3.Su.1)

3.10. **Divide numbers accurately to accomplish functional tasks.** (CL.B.3.In.1, CL.B.3.Su.1)

   Specify:
   - single digit
   - multiple digits
   - decimals
   - fractions, mixed numbers
   - without regrouping
   - with regrouping

   Specify method:
   - mentally
   - uses a table or chart
   - uses counters or tallies
   - uses an abacus
   - uses a calculator
   - other:

3.11. **Identify basic division facts products through 81.** *(Mathematics I 71: VI)*

3.12. **Solve problems involving division of whole numbers to accomplish functional tasks (e.g., determining how much profit was made per job, determining how long a trip would take if a car traveled at a given speed, determining cost per person for expenses on a trip).** (CL.B.3.In.2, CL.B.3.Su.2)

   Specify:
   - single digit
   - multiple digits
   - without remainders
   - with remainders

   Specify method:
   - mentally
   - uses a table or chart
   - uses counters or tallies
   - uses an abacus
   - uses a calculator
   - other:

3.13. **Use division to solve one-step applied problems.** *(Mathematics I 72: VII)*

4. **Use measurement concepts and tools involving length, weight, and volume to solve problems related to personal life and the workplace.**

   CL.B.3.In.2  apply mathematical concepts and processes to solve problems.
   CL.B.3.Su.2  apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   - physical prompt
   - verbal prompt
   - visual prompt
   - assistive technology
   - supervision
   - other:

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Linear Measurement

4.1. Identify the most appropriate units of linear measurement to accomplish functional tasks (e.g., measuring your height, calculating the length of a room, determining the distance on a trip). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ □ inches _____ □ feet _____ □ yards _____ □ miles
_____ □ other: ________________________________

4.2. Identify abbreviations for linear measurement units when completing functional tasks (e.g., reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ □ linear—in., ft., yd., m. _____ □ area—sq. ft., sq. yd., sq. mi.
_____ □ other: ________________________________

4.3. Identify the most appropriate tools and equipment for linear measurement to complete functional tasks (e.g., length of tool, unit of measurement, effective and ineffective uses). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ □ ruler _____ □ tape measure _____ □ yard stick
_____ □ other: ________________________________

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

4.5. Measure the length, width, or height of object or area accurately using appropriate tools or equipment to accomplish functional tasks (e.g., use a ruler to measure a short line, use a tape measure to measure a room). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ □ ruler _____ □ tape measure _____ □ yard stick
_____ □ other: ________________________________

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

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

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

4.9. Solve problems involving linear measurement to accomplish functional tasks (e.g., determining which rope is longer, determining miles to desired destination, determining the height of a fence, determining the length of a soccer field, determining amount of fabric needed to make curtains). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ □ no conversion _____ □ conversion

4.10. Solve applied problems involving measurement using addition or subtraction. (Mathematics F 55: VII)
Volume/Capacity

4.11. Identify the most appropriate units to measure volume or capacity when completing functional tasks (e.g., preparing a recipe, adding oil to the car, purchasing soft drinks). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: ____ □ cup ____ □ pint ____ □ quart ____ □ gallon ____ □ liter ____ □ teaspoon ____ □ tablespoon ____ □ other: ____________________________

4.12. Identify abbreviations for volume or capacity measurement units when completing functional tasks (e.g., reading the ingredients required in a recipe). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ____ □ volume—c., l., tsp., Tbs., gal. ____ □ other: ____________________________

4.13. Identify the most appropriate tools or equipment to measure volume or capacity when completing functional tasks (e.g., dry or liquid ingredients, amount to measure, accuracy). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: ____ □ measuring cups and spoons ____ □ containers marked by volume ____ □ other: ____________________________

4.14. Demonstrate an understanding of capacity concepts (e.g., least, most, empty, full). (Mathematics A 6: IV)

4.15. Measure volume or capacity accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., measuring a cup of bleach for the laundry, measuring gas into a tank for a lawnmower, measuring quarts of water for tea, measuring a dose of liquid medicine). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: ____ □ cup ____ □ pint ____ □ quart ____ □ gallon ____ □ liter ____ □ teaspoon ____ □ tablespoon ____ □ other: ____________________________

4.16. Identify a cup, quart, and gallon as tools to measure capacity. (Mathematics F 49: V)

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

4.18. Solve problems involving capacity or volume to accomplish functional tasks (e.g., determining how many glasses can be filled from a 1-liter bottle of soda, getting the right-sized can for a recipe). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: ____ □ no conversion ____ □ conversion ____ □ addition

Weight

4.19. Identify the most appropriate units to measure weight to accomplish functional tasks (e.g., weighing an infant, buying produce). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: ____ □ ounce ____ □ pound ____ □ ton ____ □ other: ____________________________
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4.20. Identify abbreviations for weight measurement units when completing functional tasks (e.g., recording your weight on a chart, writing a recipe). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: □ weight—oz., lb. □ other: ______________

4.21. Identify the most appropriate tools and equipment used to measure weight when completing functional tasks (e.g., capacity, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: □ bathroom scales □ postal scales □ produce scales
□ other: ______________

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

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

4.24. Solve problems involving weight (e.g., determining how many pounds of gravel are needed for a walkway, determining how many ounces of cocoa to buy to make hot chocolate for a party). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: □ no conversion □ conversion

5. Use measurement concepts involving time, temperature, and money to solve problems related to personal life and the workplace.

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ______________

Time

5.1. Identify the most appropriate units of time to accomplish functional tasks (e.g., making plans for the week, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: □ seconds, minutes, hours □ days, weeks, months, years
□ seasons of the year □ now, later, future, past
□ today, tomorrow □ other: ______________

5.2. Identify abbreviations for units of time when completing functional tasks (e.g., reading days of the week on a calendar). (CL.B.1.In.1, CL.B.1.Su.1)
□ other: ______________
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5.3. Associate activities with morning, afternoon, and night (e.g., eating breakfast, going to bed). (Mathematics G 56: III)

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

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

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

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

5.8. Identify equivalent units of time when accomplishing functional tasks
(e.g., determining how many hours to allow for a 30-minute activity, recording time worked on a time sheet). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: □ 60 seconds = 1 minute □ 60 minutes = 1 hour
□ 24 hours = 1 day □ 7 days = 1 week
□ other: ________________________________

5.9. Identify time equivalencies (e.g., 12 months = 1 year; 60 minutes = 1 hour; 24 hours = 1 day; 30 minutes = half hour, and 1 week = 7 days). (Mathematics G 63: VI)

5.10. Identify time on a clock to accomplish functional tasks (e.g., timing a runner, setting a VCR to tape a show, counting time to reach a destination). (CL.B.3.In.1, CL.B.3.Su.1)
Specify type of clock: □ analog □ digital
Specify interval: □ hour/half hour □ minutes

5.11. Tell time to the hour. (Mathematics G 57: IV)

5.12. Tell time to the hour and half hour. (Mathematics G 59: V)

5.13. Indicate time in hours and minutes using proper notation (e.g., 1:28). (Mathematics G 65: VI)

5.14. Identify the date on a calendar to accomplish functional tasks (e.g., planning a party, scheduling an appointment). (CL.B.3.In.1, CL.B.3.Su.1)

5.15. Given a date, identify the day of the week on a calendar. (Mathematics G 61: V)

5.16. Determine the elapsed time between events to accomplish functional tasks
(e.g., taking medication every four hours, determining when to schedule next appointment, determining how much time is left to finish the test, determining if warranty is still good). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: □ conversion □ no conversion

5.17. Solve problems involving time to accomplish functional tasks (e.g., setting a VCR to tape a television show, determining how long it has been since last dental checkup). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: □ conversion □ no conversion
5.18. Using addition and subtraction, solve applied problems involving years, months, weeks, days, or hours. (Mathematics G 66: VII)

Temperature

5.19. Identify the most appropriate units to measure temperature to accomplish functional tasks (e.g., understanding the weather report from another country, describing a fever, preparing food, reading a temperature gauge in a freezer). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☑ degrees Fahrenheit   _____ ☑ degrees Celsius

5.20. Identify the meaning of commonly used temperatures to accomplish functional tasks (e.g., reading a thermometer to identify a high fever, determining if the freezer is cold enough to make ice, setting a thermostat in a room). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☑ freezing and boiling points of water   _____ ☑ normal body temperature

_____ ☑ comfortable room temperature   _____ ☑ other: ______________________

5.21. Identify the time and temperature as represented on electronic signs on buildings in the community. (CL.B.1.In.1, CL.B.1.Su.1)

5.22. Identify the most appropriate equipment to measure temperature when completing functional tasks (e.g., purpose, limits, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☑ thermometers—weather, oral, cooking

_____ ☑ thermostat—furnace, motor

_____ ☑ other: ______________________

5.23. Identify tools to measure temperature (e.g., thermometer, thermostat). (Mathematics F 48: IV)

5.24. Measure temperature accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., using a meat thermometer to determine if a roast is fully cooked, reading the thermostat to find the temperature in a room). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ ☑ thermometer—weather, oral, cooking

_____ ☑ thermostat—furnace, car, motor

_____ ☑ other: ______________________

5.25. Determine the temperature using Fahrenheit thermometers. (Mathematics F 53: VI)

5.26. Solve problems involving temperature to accomplish functional tasks (e.g., checking the oven’s temperature for cooking). (CL.B.3.In.2, CL.B.3.Su.2)

Money

5.27. Identify the names and values of coins and bills to accomplish functional tasks (e.g., counting money, paying for an item, putting correct change into a vending machine, paying for a cab fare). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ ☑ to $1.00   _____ ☑ to $5.00   _____ ☑ to $20.00   _____ ☑ to $100.00

_____ ☑ other: ______________________
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5.28. Identify coins as money. (Mathematics E 31: III)

5.29. Identify the coins: penny, nickel, dime, and quarter. (Mathematics E 32: IV)

5.30. Identify the cent (¢) sign and the dollar ($) sign. (Mathematics E 33: IV)

5.31. Identify the cent value of a penny, a nickel, a dime, a quarter, and the dollar value of bills through $10. (Mathematics E 35: V)

5.32. Identify money values not to exceed $100 (e.g., $62.43). (Mathematics E 42: VI)

5.33. Count coins and bills to accomplish functional tasks (e.g., rolling pennies to take to a bank, using quarters to pay for a $2.00 item, paying the bill at a restaurant). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ □ to $1.00 _____ □ to $5.00 _____ □ to $20.00 _____ □ to $100.00

_____ □ other: _____________________________

5.34. Identify common coin combinations to accomplish functional tasks (e.g., paying a toll on a highway, paying bus fare, using pay phones, buying a newspaper from a stand, purchasing gum from a machine, placing money in a parking meter). (CL.B.3.In.1, CL.B.3.Su.1)

5.35. Determine equivalent amounts of money using coins and paper currency to accomplish functional tasks (e.g., giving change for a dollar, collecting one hundred dollars in small bills). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ □ to $1.00 _____ □ to $5.00 _____ □ to $20.00 _____ □ to $100.00

_____ □ other: _____________________________

5.36. Determine equivalent amounts using pennies, nickels, dimes, and quarters (not to exceed $1). (Mathematics E 37: V)

5.37. Determine equivalent amounts not to exceed $10 using coins and paper currency. (Mathematics E 41: VI)

5.38. Use numbers and symbols to represent amounts of money to accomplish functional tasks (e.g., adding amounts of money). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ □ to $1.00 _____ □ to $5.00 _____ □ to $20.00 _____ □ to $100.00

_____ □ other: _____________________________

5.39. Write money values not to exceed $10. (Mathematics E 38: V)

5.40. Determine the total cost of items to accomplish functional tasks (e.g., determining how much money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)

5.41. Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)

5.42. Identify which costs more or less through $5, given the cost of two items. (Mathematics E 36: V)
5.43. Solve applied problems involving comparison shopping. (Mathematics E 46: VII)

5.44. Calculate correct change to accomplish functional tasks (e.g., verifying change given from a vending machine, counting change as a customer). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: □ to $1.00  □ to $5.00  □ to $10.00
□ to $20.00  □ to $100.00  □ other: ____________

5.45. Determine the change to be received from a $5 bill after a purchase (with a calculator, if needed). (Mathematics E 40: VI)

6. Demonstrate knowledge of skills and concepts involved in personal money management (e.g., budgets, banking, salaries, credit, taxes).

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

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt    □ verbal prompt    □ visual prompt
□ assistive technology □ supervision    □ other: ____________

6.1. Identify common productive activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: □ preparing and following weekly and monthly budgets
□ managing and protecting personal cash
□ using checking and savings accounts
□ buying goods and services
□ paying bills, contributing to charities
□ using comparative shopping to make wise purchases
□ using a credit, debit, or ATM card
□ paying income and other kinds of taxes
□ saving and investing money
□ buying insurance
□ other: ____________

6.2. Identify purposes and functions of banks and credit unions (e.g., financial transactions, maintaining a savings account, establishing credit for future loans). (IF.A.2.In.1, IF.A.2.Su.1)

6.3. Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)

6.4. Identify the purposes of a checking and savings account. (Mathematics E 39: V)

6.5. Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)
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6.6. Use essential knowledge and skills when completing productive activities involving managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: □ using coins and bills to pay for goods and services
□ selecting desired goods and services based on needs and available funds
□ evaluating claims in advertisements
□ understanding sales tactics used by stores and services—discounts, brand names and generic items, bulk packaging
□ entering into long-term contracts and loans
□ using ATM and debit cards
□ using credit cards or charge accounts
□ maintaining checking and savings accounts at a bank or credit union
□ other:

6.7. Solve problems involving purchases with a discount to accomplish functional tasks (e.g. determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)

6.8. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a car loan, sales tax). (CL.B.3.In.2, CL.B.3.Su.2)

6.9. Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)

6.10. Complete forms associated with a savings account. (Mathematics E 45: VI)

7. Use basic concepts of geometry and spatial relationships in situations related to personal life and the workplace (e.g., room layout, use of models, maps).

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ______________________

7.1. Identify two-dimensional shapes to accomplish functional tasks (e.g., drawing a circle, identifying stop and yield signs by their shapes, buying a mat for a picture frame, matching the shape of a tablecloth to a table). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: □ square □ rectangle □ triangle
□ circle □ other: ______________________

7.2. Identify three-dimensional shapes to accomplish functional tasks (e.g., selecting a tube to package a poster, making a cone for frosting). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: □ cube □ sphere □ cylinder □ cone
□ other: ______________________
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7.3. Use angles to accomplish functional tasks (e.g., rearranging furniture, laying tiles on a diagonal, folding a napkin in a triangle). (CL.B.3.In.2, CL.B.3.Su.2)

7.4. Use parallel or perpendicular lines to accomplish functional tasks (e.g., aligning two pictures on a wall, drawing a map that shows the intersection of two streets). (CL.B.3.In.2, CL.B.3.Su.2)

7.5. Solve problems involving the perimeter or area of a rectangle or square to accomplish functional tasks (e.g., buying a mat for a photograph, determining the area of a room to purchase carpet). (CL.B.3.In.2, CL.B.3.Su.2)

8. Apply appropriate mathematical problem-solving strategies in situations related to personal life and the workplace (e.g., estimation, rounding, checking for accuracy, using electronic devices).

CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
CL.B.4.In.1 identify problems and examine alternative solutions.
CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

<table>
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<td>Assistive Tech.</td>
<td>Supervision</td>
<td>Other: ______</td>
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8.1. Estimate the number of objects in a set and compare the estimate with the actual number to accomplish functional tasks (e.g., dishes needed for a dinner party, pencils to distribute to a class, baseballs in a bag to play a game). (CL.B.3.In.2, CL.B.3.Su.2)

8.2. Estimate, by first rounding numbers, the solution to computation problems to accomplish functional tasks (e.g., rounding prices to obtain a subtotal of items before purchasing, estimating how much money is needed to buy gas to fill a gas tank, estimating the hourly rate of speed of a car). (CL.B.3.In.2, CL.B.3.Su.2)

8.3. Estimate the length, width, or height of an object or area to accomplish functional tasks (e.g., estimating the width of a box to see if it can be moved through a door, estimating the height of a chair for a desk, estimating the width and length of a frame for a picture). (CL.B.3.In.2, CL.B.3.Su.2)

8.4. Estimate the solution to problems involving money to accomplish functional tasks (e.g., estimating the cost of electricity for a year—lights, TV, heater; estimating the total cost of groceries for a week). (CL.B.3.In.2, CL.B.3.Su.2)
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8.5. Estimate the solution to problems involving time to accomplish functional tasks (e.g., estimating the time it will take to reach a destination, estimating the amount of time involved in getting ready for work). (CL.B.3.In.2, CL.B.3.Su.2)

8.6. Estimate the solution to problems involving capacity or volume to accomplish functional tasks (e.g., selecting the right size of bowl to use in cooking). (CL.B.3.In.2, CL.B.3.Su.2)

8.7. Estimate the solution to problems involving weight when completing functional tasks (e.g., estimating how much fruit must be purchased, estimating weight of food when dieting, estimating weight that can be lifted when working out). (CL.B.3.In.2, CL.B.3.Su.2)

Solving Mathematical Problems


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

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


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

9. Interpret simple bar graphs and tables in situations related to personal life and the workplace.

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

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: __________________________

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9.1. Identify the meaning of information that is displayed graphically in various forms (e.g., locate the team with the highest scores, locate high temperatures in a weather report). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ □ charts  _____ □ graphs  _____ □ tables

9.2. Obtain information from charts, graphs, and schedules. (Reading F 24: VI)

9.3. Solve problems using information displayed in charts and tables to accomplish functional tasks (e.g., determining the highest temperature for the week from a bar graph, determining from a pie graph what percentage of time the student spends sleeping). (CL.B.3.In.2, CL.B.3.Su.2)

10. Use calculators and other electronic tools to assist with computation.
CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
_____ physical prompt  _____ verbal prompt  _____ visual prompt
_____ assistive technology  _____ supervision  _____ other: ______________________

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

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

10.3. Demonstrate skills needed to use a calculator correctly. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ □ turning on and off
_____ □ entering a number
_____ □ entering a function—add, subtract, multiply, divide
_____ □ getting a total
_____ □ using percent
_____ □ clearing the display
_____ □ correcting a mistake
_____ □ other: ______________________

10.4. Use a calculator to assist with computation to accomplish functional tasks
(e.g., balancing a checkbook, determining purchase price of a 50 percent off sale, determining the average of five grades, determining the tax on a restaurant bill). (CL.C.2.In.2, CL.C.2.Su.2)

10.5. Use a calculator to perform complex addition computations. (Mathematics C 18: VI)

10.6. Use a calculator to perform complex subtraction computations. (Mathematics D 26: VI)
Course Number: 7912340 - Life Skills Math: 9-12

10.7. Use a calculator to perform complex division computations. (Mathematics 173: VII)

10.8. Use a calculator to perform complex multiplication computations. (Mathematics H 69: VII)
Subject Area: Academics: Subject Areas
Course Number: 7920010
Course Title: Science: 9-12
Previous Course Title: Applied Science
Credit: Multiple

A. **Major Concepts/Content.** The purpose of this course is to provide a general knowledge of the concepts of life science, physical science, and earth science to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

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

- **life science:**
  - plants and animals
  - human growth and development
- **physical science:**
  - matter and energy
  - force and motion
- **earth science:**
  - climate and weather
  - the solar system
- **application of scientific knowledge**

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

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

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

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

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

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

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

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

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color-coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may
Course Number: 7920010 - Science: 9-12

need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Laboratory activities including the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

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

After successfully completing this course, the student will:

1. Use the scientific method and general science skills to solve problems (e.g., making observations, using scientific tools, conducting experiments, using safe procedures).

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

Indicate guidance and support necessary for mastery at supported level:

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

1.1. Identify characteristics of major elements of the scientific process. (CL.B.4.In.1, CL.B.4.Su.1)

Specify:  ___ □ using methods and tools of observation and measurement
         ___ □ experimenting and reproducing results
         ___ □ controlling conditions
         ___ □ testing hypotheses and investigating
         ___ □ determining cause and effect and making inferences
         ___ □ drawing conclusions based on observations
         ___ □ other: __________________
1.2. Identify basic apparatus and equipment used for scientific study.
   Specify:  □ beakers, test tubes, pipette
             □ microscope, magnifying glass, thermometer
             □ scales, other measurement devices
             □ other: ________________________________

1.3. Identify and follow safety practices and considerations needed when conducting scientific activities.
   Specify:  □ wear protective goggles, clothing, gloves
             □ use and store chemicals appropriately
             □ handle materials and animals appropriately
             □ use equipment, including gas and electrical devices, safely
             □ identify hazards and potentially dangerous situations—
               flame, fumes, broken glass, poisons
             □ respond effectively to emergency situations
             □ other: ________________________________

1.4. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)

1.5. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

1.6. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

1.7. Safely handle potentially harmful objects and materials (Social and Personal D 34: IV)

1.8. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)

1.9. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)

1.10. Follow a systematic approach using scientific concepts and processes to solve problems in accomplishing functional tasks (e.g., predicting what will happen if I put too much air in a bicycle tire, testing which type of battery will last longer in a portable CD player). (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)
    Specify:  □ determine the question to be answered
              □ select subjects, conditions, and treatments
              □ make reasonable hypothesis
              □ apply treatment or procedures to obtain result
              □ check results for accuracy and reliability
              □ explain results
              □ other: ________________________________
Course Number: 7920010 - Science: 9-12

2. Use skills to locate information and present ideas regarding knowledge about science and its application to personal life and the community.

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

Indicate guidance and support necessary for mastery at supported level:

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<td>Supervision</td>
<td>Other:</td>
</tr>
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</table>

2.1. Identify general sources of information about science that are reliable and accurate to complete school assignments and functional tasks (e.g., looking up information about a type of fish, gathering information about local recycling efforts, investigating public issues). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ newspapers □ magazines □ television
□ radio □ people □ Internet
□ other: __________________________

2.2. Identify types of information related to science in reference books or resources on science (e.g., descriptions and diagrams of scientific concepts, results of research, definitions). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ textbooks □ encyclopedias □ reference books
□ other: __________________________

2.3. Locate and use information related to science from various types of books and resources. (CL.B.1.In.1, CL.B.1.In.2, CL.B.1.Su.1, CL.B.1.Su.2)

Specify: □ newspapers □ magazines □ television
□ radio □ people □ Internet
□ textbooks □ encyclopedias □ reference books
□ other: __________________________
Course Number: 7920010 - Science: 9-12

2.4. Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)

2.5. Evaluate the correctness and accuracy of information in materials used in science (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2, CL.B.1.Su.2)

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

2.7. Use strategies to relate and integrate new information about science with own previous experiences. (CL.B.1.In.2, CL.B.1.Su.2)
   Specify: [ ] distinguish what is different
   [ ] relate new information to concepts already understood
   [ ] other: __________________________

2.8. Determine a logical conclusion or generalization for a paragraph or passage. (Reading D 18: VII)

2.9. Communicate information about science in an accurate, complete, and objective manner using written or verbal formats (e.g., tell another what you have learned, write a report for school, write a summary describing a field trip, write a description of the results of an experiment for the school’s webpage). (CL.B.2.In.1, CL.B.2.Su.1)
   Specify: [ ] notes [ ] summaries [ ] reports [ ] other: __________________________

2.10. Document activities or experiments performed accurately to accomplish functional tasks (e.g., keep an accurate record of observations, keep an accurate journal, keep track of daily measurements). (CL.B.2.In.1, CL.B.2.Su.1)

2.11. Organize information about science based on intended use. (CL.B.1.In.3)
   Specify: [ ] by date [ ] by classification
   [ ] by categories [ ] by topics or events
   [ ] by characteristics [ ] by size
   [ ] other: __________________________

3. Demonstrate knowledge of plants and animals (e.g., interdependency of plants and animals, interaction with environment).

Indicate guidance and support necessary for mastery at supported level:
   [ ] physical prompt [ ] verbal prompt [ ] visual prompt
   [ ] assistive technology [ ] supervision [ ] other: __________________________
3.1. Identify major characteristics of living organisms.
Specify:
- basic needs and habitats—relation to environment
- major functions—birth, growth and development, reproduction, and death
- major structures—cells, tissues, organs, and systems
- major groups and classifications—species, phylum, class
- other:

Plant Life

3.2. Identify characteristics of plant life.
Specify:
- basic needs—air, water, light, and habitats
- parts of a plant—cell, root, stem, leaf, flower, cone, fruit, seed
- major types of plants—flowering, leafy, pine, cactus
- characteristics and types of plants in the local environment
- other:

3.3. Identify events in the life cycle of a plant and the process of plant reproduction.

3.4. Identify ways that humans or animals use plants for food, medicines, clothing, tools, building materials, and other types of products.

3.5. Identify how plants adapt structurally to their environment, including the effects of variations in the amount of water, heat, and light on plant growth.

3.6. Identify various structures and reactions of plants for survival (e.g., thorns, fold-up leaves, protective odor, bitter taste).

3.7. Identify common plants that are poisonous to humans and what to do when exposed to such plants (e.g., poinsettia, poison ivy, mistletoe, poison oak, poison sumac, toadstool, oleander).

Animal Life

3.8. Identify characteristics of animal life.
Specify:
- basic needs—air, water, food
- habitats—water, land
- parts of an animal—cells, tissues, organs, systems
- major types of animals—vertebrates and invertebrates
  vertebrates—mammals, birds, reptiles, amphibians, fish
  invertebrates—insects, sponges, corals, amoebae, tapeworms
- characteristics and types of animals in the local environment
- other:
3.9. Identify events in the life cycle of an animal and the process of animal reproduction. Specify: [ ] reproduction processes—cell division, eggs, live births [ ] developmental stages [ ] metamorphosis [ ] other: __________________________

3.10. Identify ways that humans use animals for food, medicines, clothing, work, and pets.

3.11. Identify how animals are adapted to their environments (e.g., white fur on polar bears, camouflage color on snakes).

3.12. Identify various structures and reactions of animals for survival (e.g., coloring, poison, speed, teeth, horns, barbs, protective odor, bitter taste).

3.13. Identify common animals that may be dangerous to humans and what to do when exposed to such animals (e.g., poisonous snakes, insects, or sea life; animals with rabies or other diseases).

3.14. Identify ways that changes in the environment due to human activity can negatively impact animal life.

3.15. Demonstrate awareness that some animals are endangered and of ways that humans can protect them (e.g., sea turtles, spotted owls).

Aquatic Life

3.16. Identify characteristics of aquatic life. Specify: [ ] saltwater and freshwater habitats [ ] mammals, fish, and other aquatic animals [ ] algae, kelp, seaweed, and other aquatic plants [ ] types of aquatic life and environments in the local environment [ ] other: __________________________

3.17. Identify ways that humans use aquatic life and environments for food, medicines, other products, recreation, and pets.

3.18. Identify ways that human activity can negatively impact aquatic life.

4. Demonstrate knowledge of growth and development of human body systems and their functions relevant to personal needs (e.g., adolescence and adulthood, disease, reproduction, nutrition).

Indicate guidance and support necessary for mastery at supported level:
[ ] physical prompt [ ] verbal prompt [ ] visual prompt
[ ] assistive technology [ ] supervision [ ] other: __________________________
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4.1. Demonstrate knowledge of major body systems including their structures and functions (e.g., cells, tissues, and organs).
Specify: □ circulatory □ respiratory □ digestive
□ excretory □ reproductive □ nervous
□ skeletal □ muscular □ other: ____________

4.2. Identify body parts and gender. (Social and Personal D 39: III)

4.3. Demonstrate knowledge of how the various systems of the body are related to each other.

4.4. Demonstrate knowledge of concepts of human growth and maturation.
Specify: □ major stages of growth—infancy, childhood, adolescence, adulthood, old age
□ physical, mental, and emotional changes of humans
□ other: ____________

4.5. Demonstrate knowledge of concepts of heredity and reproduction.
Specify: □ development of the reproductive system—males and females
□ process of fertilization and stages of pregnancy
□ birth
□ individual responsibilities in family planning
□ risks of diseases and tobacco, alcohol, and other drug abuse to the fetus
□ knowledge of heredity; i.e., characteristics that are inherited from parents
□ other: ____________

4.6. Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)

4.7. Identify basic physical needs of the human body, including food, air, shelter, exercise, and rest. (IF.A.1.In.2, IF.A.1.Su.2)

4.8. Identify the effects of various diseases on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ common communicable diseases and symptoms
□ life-threatening diseases—cancer, heart disease, emphysema
□ sexually transmitted diseases, including HIV/AIDS
□ other: ____________

4.9. Demonstrate knowledge of the effects of nutrition on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ using the Food Guide Pyramid for a balanced diet
□ identifying common effects of malnutrition
□ distinguishing nutrient-dense from nutrient-poor foods
□ identifying the impact of emotional problems on nutrition
□ other: ____________

4.10. Discriminate food items from nonfood items. (Social and Personal A 10: III)
4.11. Demonstrate awareness of the effects of drugs and other chemicals on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify:  
   - use of prescription and over-the-counter drugs
   - allergic drug reactions
   - impact of tobacco and alcohol
   - relation of emotional and social problems with alcohol and other drug abuse
   - other:

4.12. Recognize the health risks associated with substance abuse. (Social and Personal E 42: V)

4.13. Identify appropriate storage and use of medications. (Social and Personal E 41: V)

4.14. Recognize those illnesses and injuries which require a doctor’s or dentist’s attention. (Social and Personal E 40: IV)

4.15. Demonstrate knowledge of the effects of exercise and rest on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify:  
   - benefits of a regular exercise program—weight control, stamina
   - types of exercise—aerobic, strength-conditioning
   - use of exercise to relieve stress
   - importance of sleep and rest in maintaining body’s functions
   - impact of chronic fatigue on body’s functions
   - other:

4.16. Demonstrate knowledge of the effects of emotional and social factors on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify:  
   - effects of positive outlook and social relationships on health and illness
   - negative impacts of emotional and social factors—eating disorders, digestive disorders, addictions
   - impact of positive and negative role models and peer pressure
   - other:

4.17. Demonstrate knowledge of the importance of maintaining good personal hygiene. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify:  
   - acceptable personal hygiene habits
   - acceptable personal appearance
   - importance to physical health
   - importance to social relationships
   - other:

4.18. Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal D 38: III)

4.19. Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV).

Specify:
- ☐ stopping bleeding and applying bandages
- ☐ taking care of burns, poisons, and wounds
- ☐ using cardiopulmonary resuscitation (CPR)
- ☐ getting help when needed
- ☐ other: ________________________________

4.21. Demonstrate or indicate knowledge of basic first aid principles.

(Social and Personal E 45: VI)

4.22. Identify sources of medical assistance and emergency help (e.g., doctors, dentists, nutritionists, hospital, clinic, support groups, fitness centers, health care agencies, rehabilitation centers, 911, police, fire department, emergency centers). (IF.A.2.In.1, IF.A.2.Su.1)

5. Demonstrate knowledge of the ecology of natural resources and the importance of protection of the natural systems on Earth (e.g., recycling, human responsibility for the environment).

Indicate guidance and support necessary for mastery at supported level:
- ☐ physical prompt
- ☐ verbal prompt
- ☐ visual prompt
- ☐ assistive technology
- ☐ supervision
- ☐ other: ________________________________

5.1. Identify characteristics of the physical environment of the Earth.
Specify:
- ☐ composition of land—soil, sand, rocks, minerals
- ☐ composition of the ocean and other bodies of water
- ☐ physical features of the earth’s surface—topography of land and sea
- ☐ forces that change the surface of the earth—weather, man, earthquake, erosion
- ☐ other: ________________________________

5.2. Demonstrate knowledge of the water cycle and its impact on water resources (e.g., relation to climatic patterns, renewal of water supplies).

5.3. Identify the importance of the food chain and the global food web and their impact on resources.
Specify:
- ☐ producers, consumers, decomposers
- ☐ effects of human activity on food chains
- ☐ other: ________________________________

5.4. Demonstrate knowledge of how the surface of the Earth changes.
Specify:
- ☐ slow processes—erosion
- ☐ fast processes—earthquakes, landslides
- ☐ other: ________________________________

5.5. Demonstrate knowledge of the effects of human activity on various habitats, the physical environment, and the need for environmental protection.
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5.6. Demonstrate knowledge of major types of renewable and nonrenewable natural resources and the need for conservation measures.

5.7. Demonstrate knowledge of major types of pollution and related means of prevention or control.

5.8. Identify techniques and benefits of recycling various kinds of materials.
Specify: □ paper □ glass □ cans □ plastic □ other: __________________________

5.9. Identify techniques and legal requirements related to the disposal of certain hazardous waste materials.
Specify: □ oil and gas □ cleaning products □ paints and polishes □ batteries □ fluorescent bulbs □ aerosol cans □ other: __________________________

6. Demonstrate knowledge of the application of concepts of matter and energy, force, and motion as they relate to daily living and the workplace (e.g., properties of matter; forms of energy; relationships among energy, force, and work; simple machines; gravity).

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt □ assistive technology □ supervision □ other: __________________________

6.1. Demonstrate knowledge of different states of matter—solids, liquids, and gases.

6.2. Demonstrate knowledge of types of changes in states of matter and how these changes occur and relate to loss of heat (energy).
Specify: □ physical—breaking down, freezing, boiling, vaporizing □ chemical—rust, decomposing, burning

6.3. Identify the concepts of and relationships among energy, force, and work.

6.4. Identify characteristics of the major forms of energy—sound, heat, mechanical.

6.5. Demonstrate knowledge of different sources of energy and the forces that are derived by them (e.g., solar, water, wind, nuclear, fossil fuels).

6.6. Demonstrate knowledge of the importance of conservation of energy resources.
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6.7. Demonstrate knowledge of electricity as a type of energy. Specify:
   - ☐ static and current electricity
   - ☐ types of circuits—series and parallel
   - ☐ conductors and nonconductors of electricity
   - ☐ uses of electricity in daily activities and work
   - ☐ sources of electrical power—circuits, batteries
   - ☐ potential safety hazards—overloaded circuits, exposed wires, fire
   - ☐ other:

6.8. Demonstrate knowledge of the properties of magnetism. Specify:
   - ☐ magnetic and nonmagnetic materials
   - ☐ uses of magnetism in daily activities and work
   - ☐ other:

6.9. Demonstrate knowledge of the properties of gravity. Specify:
   - ☐ nature of gravity on earth and in space
   - ☐ effects of gravity
   - ☐ other:

6.10. Demonstrate knowledge of simple machines and their relation to work. Specify:
   - ☐ concept and purpose
   - ☐ types of simple machines—lever, pulley, inclined plane
   - ☐ uses of simple machines in daily activities and work
   - ☐ other:

6.11. Demonstrate knowledge of the effects of force on motion. Specify:
   - ☐ friction, gravity, and inertia
   - ☐ identify types of movement used for work—pushing, pulling, lifting
   - ☐ other:

6.12. Demonstrate knowledge of the concept of light. Specify:
   - ☐ properties of light including the color spectrum
   - ☐ natural and artificial light
   - ☐ transparent, translucent, opaque
   - ☐ how the eye uses light to see
   - ☐ potential hazards of bright lights
   - ☐ other:

6.13. Demonstrate knowledge of the concept of sound. Specify:
   - ☐ properties of sound waves and vibration
   - ☐ how the ear uses sound to hear
   - ☐ potential hazards of loud noises
   - ☐ other:
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7. Demonstrate knowledge of the solar system in relation to the environment and daily living (e.g., relationships among planets and stars, time, Earth's place in the universe).

Indicate guidance and support necessary for mastery at supported level:

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

7.1. Demonstrate knowledge of the Earth and its place in the universe.
Specify: ☐ sun, moon, and Earth
☐ other major celestial bodies—planets, stars, galaxies
☐ functions of manmade satellites and rockets
☐ other: ____________________________

7.2. Demonstrate knowledge of the Earth's movement in the solar system, including its effect on day, night, month, year, and seasons.

7.3. Demonstrate knowledge of the Earth's relation to the sun, including the sun's effect on seasonal changes in the weather by providing heat and light.

7.4. Demonstrate knowledge of the cause of the eclipse of the sun and moon.

7.5. Demonstrate knowledge of current activities related to exploration and investigation of space and their impact on life on Earth.

8. Demonstrate knowledge of climate and weather patterns and predictions relevant to daily living (e.g., weather measurements, preparation for storms).

IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

8.1. Demonstrate knowledge of characteristics of major types of climate (e.g., tropical, moderate, arctic).

8.2. Demonstrate knowledge of characteristics of major types of weather.
Specify: ☐ temperature, precipitation, wind, clouds
☐ seasonal changes in the weather
☐ other: ____________________________
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8.3. Identify methods used to measure the weather and how that information is used.
   Specify: ☐ temperature, precipitation, wind
   ☐ meteorology and weather predictions
   ☐ other: ____________________________________________

8.4. Demonstrate knowledge of the impact of climate on human activity
   (e.g., economic activity, social activity, leisure activity).

8.5. Demonstrate knowledge of the impact of weather on humans.
   Specify: ☐ need to select suitable clothing based on the weather
   ☐ effects on moods and emotions
   ☐ effects on activities
   ☐ effects on economy
   ☐ other: ____________________________________________

8.6. Identify characteristics of types of adverse weather.
   Specify: ☐ thunderstorms, tornadoes, hurricanes, floods, blizzards
   ☐ other: ____________________________________________

8.7. Identify appropriate responses to adverse weather conditions.
   Specify: ☐ heeding warnings, evacuation, following recommended procedures
   ☐ other: ____________________________________________

8.8. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

9. Demonstrate knowledge of the application of scientific concepts and
   processes in personal life, the community, and the world of work
   (e.g., use of senses and tools to obtain information, importance of
   accuracy, understanding patterns of events).

   CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making
   career choices.

   CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in
   making career choices—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   ☐ physical prompt ☐ verbal prompt ☐ visual prompt
   ☐ assistive technology ☐ supervision ☐ other: __________________________

Science Occupations

9.1. Identify general characteristics of the career cluster related to science (e.g., technical
   knowledge and expertise, related support positions). (CL.C.1.In.1, CL.C.1.Su.1)
9.2. Identify specific jobs associated with the career cluster related to science (e.g., health services, agriculture, horticulture, meteorology, engineering). (CL.C.1.In.1, CL.C.1.Su.1)

Specify: □ entry level □ technical support positions
□ advanced level □ professional positions
□ other: ____________________________

9.3. Identify advantages and disadvantages of specified occupations in career cluster related to science (e.g., advantages—jobs are widely available, many different levels of jobs are available; disadvantages—many positions require extensive training). (CL.C.1.In.1, CL.C.1.Su.1)

9.4. Identify interests and skills generally needed to fulfill performance requirements for specific jobs within the career cluster related to science (e.g., problem solving, making careful observations). (CL.C.1.In.1, CL.C.1.Su.1)

9.5. Identify trends in the local job market for specific jobs within the career cluster related to science (e.g., involvement with technology). (CL.C.1.In.1, CL.C.1.Su.1)

9.6. Identify educational and training requirements for jobs within the career cluster related to science (e.g., technical training, degree programs, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)

9.7. Identify career advancement opportunities for jobs within the career cluster related to science. (CL.C.1.In.1, CL.C.1.Su.1)

Using Science in Everyday Life

9.8. Demonstrate knowledge that scientific study is one way of answering questions and explaining the natural world.

9.9. Demonstrate knowledge that science and technology have improved many aspects of daily living, including transportation, health, sanitation, and communication.

9.10. Demonstrate knowledge that changes in scientific knowledge occur as a result of investigation, experimentation, and chance events.

9.11. Demonstrate knowledge that natural events are predictable and occur in patterns (e.g., tides, seasons of the year, life cycle).

9.12. Identify situations in daily life when scientific laws and principles are applied (e.g., laws of force and motion—magnetism, velocity, aerodynamics, gravity).
# COURSE DESCRIPTION - GRADES 9-12, ADULT

## SUGGESTED COURSE PERFORMANCE OBJECTIVES

<table>
<thead>
<tr>
<th>Subject Area:</th>
<th>Academics: Subject Areas</th>
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<tbody>
<tr>
<td>Course Number:</td>
<td>7920050</td>
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<tr>
<td>Course Title:</td>
<td>Health and Safety: 9-12</td>
</tr>
<tr>
<td>Previous Course Title:</td>
<td>Applied Health and Safety I</td>
</tr>
<tr>
<td>Credit:</td>
<td>Multiple</td>
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</tbody>
</table>

### A. Major Concepts/Content

The purpose of this course is to provide knowledge of the concepts of health and safety to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

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

- physical, mental, and emotional aspects of human growth and development
- nutritional needs of the human body
- physical exercise and fitness
- family relationships and responsibilities
- diseases and disorders that affect the human body system
- substance abuse
- safety and first aid
- community resources for health care

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

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

### B. Special Note

This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.
This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

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

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

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

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color-coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.
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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Any student whose parents or guardian makes a written request to the school principal shall be exempt from instructional activities regarding HIV/AIDS or human sexuality. Course requirements for HIV/AIDS and human sexuality shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

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

After successfully completing this course, the student will:

1. Demonstrate knowledge of major stages of life including the physical, mental, and emotional changes that occur during growth and development.

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt  ___ verbal prompt  ___ visual prompt
   ___ assistive technology  ___ supervision  ___ other: ______________________

1.1. Demonstrate knowledge of major body systems and health indicators.

   Specify:  ___ circulatory  ___ respiratory  ___ digestive
             ___ excretory  ___ reproductive  ___ nervous
             ___ skeletal  ___ muscular  ___ other: ______________________

   Specify:  ___ knowledge of each system, including organs and functions
             ___ knowledge of indicators of healthy functioning for each system
             ___ common problems and treatment within each system
             ___ other: ______________________

1.2. Identify body parts and gender. (Social and Personal D 39: III)

1.3. Demonstrate knowledge of basic concepts of human growth and maturation.

   Specify:  ___ major stages of growth—infancy, childhood, adolescence, adulthood, old age
             ___ physical, mental, and emotional changes of humans
             ___ other: ______________________
Course Number: 7920050 - Health and Safety: 9-12

2. Demonstrate knowledge of physical and mental health problems and diseases with their appropriate prevention and treatment measures relevant to personal needs.

IF.A.1.In.2 complete personal care, health, and fitness activities.
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th>Physical prompt</th>
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</tr>
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<tbody>
<tr>
<td>Assistive technology</td>
<td>Supervision</td>
<td>Other: ____________________</td>
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</table>

Hygiene

2.1. Identify personal care activities involved in hygiene (e.g., recognizing types of equipment and fixtures, supplies, locations, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify:

- ☐ washing and bathing
- ☐ dental care
- ☐ using the toilet
- ☐ menstrual care
- ☐ other: ____________________

2.2. Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)

2.3. Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)

2.4. Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal D 38: III)

2.5. Identify when hygiene activities are needed (e.g., hand washing—when hands are dirty, before meals, after the bathroom is used; bathing—at least once a day, after exercising; using the toilet—before getting in the car for a long trip, before bed, after meals; dental hygiene—brush teeth after meals, when you wake up, and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)

2.6. Use specific knowledge and skills when completing hygiene activities (e.g., selecting the correct soap or shampoo, correctly brushing and flossing teeth, using the toilet). (IF.A.1.In.2, IF.A.1.Su.2)

2.7. Use strategies related to complete hygiene activities effectively and efficiently and on a regular basis (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning; personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)

Specify:

- ☐ home
- ☐ school
- ☐ community
- ☐ workplace

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Wellness

2.8. Identify health care activities involved in maintaining wellness (e.g., recognizing types of health care, professionals, locations, activities, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: □ getting routine medical care, periodic check-ups
□ resting and exercising regularly
□ maintaining a nutritious diet following the Food Guide Pyramid
□ maintaining a positive mental attitude
□ scheduling time for your personal needs
□ scheduling social events
□ other: ____________________________________________

2.9. Identify when health care activities are needed for wellness (e.g., developing a wellness plan, seeing the general practitioner, gynecologist, and ophthalmologist annually or as needed; seeing the dentist every six months for a cleaning; taking time for yourself). (IF.A.1.In.2, IF.A.1.Su.2)

2.10. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying eating habits, maintaining a regular exercise program, getting enough sleep, using nonprescription medicines for minor aches and pains, identifying sources of stress, balancing activities). (IF.A.1.In.2, IF.A.1.Su.2)

2.11. Use strategies related to wellness to complete health care activities effectively and efficiently and on a regular basis (e.g., develop an individual wellness plan and follow it, participate in wellness activities with a friend, keep nonprescription drugs stored together, check expiration dates on nonprescription drugs every six months, discard prescription drugs after one year, ask doctor and dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)

Diseases

2.12. Identify health care issues and practices involving diseases (e.g., recognizing symptoms, warning signs, medical care, locations, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: □ identifying communicable diseases including sexually transmitted diseases such as HIV/AIDS and their symptoms
□ knowing how diseases are transmitted and incubation periods
□ knowing preventative measures and ways to avoid contact
□ knowing possible treatments for communicable diseases
□ knowing about causes and symptoms of cancer, heart attack, lung disease, and other chronic illnesses
□ knowing how to get treatment for diseases and illnesses
□ other: ____________________________________________

2.13. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don’t feel well enough to continue an activity, when you are in pain). (IF.A.1.In.2, IF.A.1.Su.2)
2.14. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., identifying symptoms, getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed). (IF.A.1.In.2, IF.A.1.Su.2)

2.15. Use strategies related to disease control to complete health care activities effectively and efficiently and on a regular basis (e.g., ask a friend or relative, maintain good personal hygiene, put daily medicines in compartmentalized container). (IF.A.1.In.2, IF.A.1.Su.2)

2.16. Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)

2.17. Identify appropriate storage and use of medications. (Social and Personal E 41: V)

Mental Health

2.18. Identify activities for maintaining mental health. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: ___ Q identifying emotional needs
   ___ Q identifying social needs
   ___ Q identifying maladaptive behaviors and habits
   ___ Q identifying sources of stress or anxiety
   ___ Q determining own ability to deal with perceived causes of emotional problems
   ___ Q determining potential impact or results of mental health problems
   ___ Q choosing to engage in alternate behaviors or activities to relieve problems
   ___ Q requesting assistance with mental health needs when necessary
   ___ Q other:

2.19. Identify when activities for maintaining mental health are needed (e.g., after major changes in your life, when you experience constant failure, when you are “burned out”). (IF.A.1.In.2, IF.A.1.Su.2)

2.20. Use specific knowledge and skills when completing activities to maintain mental health (e.g., identifying types of mental health problems, identifying sources of assistance in the family or community, analyzing the potential impact of maladaptive behavior, examining own habits and behaviors). (IF.A.1.In.2, IF.A.1.Su.2)

2.21. Use strategies related to maintaining mental health to complete activities effectively and efficiently and on a regular basis (e.g., get support from family and friends, balance work and recreation activities). (IF.A.1.In.2, IF.A.1.Su.2)
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3. Demonstrate knowledge of nutritional values of food and the relationship to personal health (e.g., diets, eating habits, menu planning).

IF.A.1.In.2 complete personal care, health, and fitness activities.
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

3.1. Identify health care activities involving nutrition (e.g., recognizing types of food, locations, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify:     ☐ selecting food that provides optimum nutritional value
           ☐ maintaining, losing, or gaining weight
           ☐ following a diet that provides complete nutrition according to the Food Guide Pyramid
           ☐ other: ______________________

3.2. Identify when health care activities are needed for good nutrition (e.g., when planning to lose weight, when increasing food intake to gain weight, when maintaining weight, when planning meals for a week, when making a grocery list). (IF.A.1.In.2, IF.A.1.Su.2)

3.3. Use specific knowledge and skills when completing health care activities involving nutrition (e.g., using knowledge of the Food Guide Pyramid when planning a meal, selecting nutritious snacks, interpreting nutritional information on packages, limiting the amount of food eaten, identifying benefits and risks of dietary supplements). (IF.A.1.In.2, IF.A.1.Su.2)

3.4. Use strategies related to nutrition when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals according to the Food Guide Pyramid; keep a list of the "best" [nutrient dense] and "worst" [lacking in nutrients] foods to eat; pre-measure servings; use measuring devices to serve food [1/2 cup of mashed potatoes]; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

3.5. Discriminate food items from nonfood items. (Social and Personal B 10: III)
4. Demonstrate understanding of the importance of exercise and planned fitness programs for maintaining personal physical health.

IF.A.1.In.2 complete personal care, health, and fitness activities.
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

4.1. Identify health care activities involved in exercise programs (e.g., recognizing types of programs, professionals, locations, events, activities, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify:
- selecting appropriate exercise activities for fitness
- performing specific exercises
- maintaining participation in exercise programs
- identifying potential problems resulting from exercise programs
- evaluating the benefits of an exercise program
- requesting assistance with disability needs when necessary
- other: ________________________________

4.2. Identify when exercise programs are needed (e.g., to maintain wellness; to help lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, and muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

4.3. Use specific knowledge and skills when completing an exercise program (e.g., refining motor skills to complete exercises appropriate to ability level—using weights, swimming, running; increasing coordination for aerobics, yoga, karate, jumping rope; identifying ways to motivate yourself to continue; identifying symptoms of over-exertion—sore muscles, cramps, incontinence; monitoring own progress). (IF.A.1.In.2, IF.A.1.Su.2)

4.4. Use strategies to complete exercise programs effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)
5. Demonstrate understanding of individual responsibilities for promoting positive interpersonal relationships with peers, family members, and adults.

SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

5.1. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of a religious organization, community members). (SE.A.2.In.1, SE.A.2.In.1)

5.2. Identify attitudes and behaviors toward others which help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.In.1)

5.3. Identify personal feelings. (Social and Personal G 54: IV)

5.4. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

5.5. Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)

5.6. Identify personal strengths and weaknesses. (Social and Personal G 59: VI)

5.7. Identify interpersonal skills for maintaining a close relationship with family, friends, and peers (e.g., keeping in touch, visiting others, writing to others, showing continuous concern for others). (SE.A.2.In.1, SE.A.2.In.1)

5.8. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

5.9. Cooperate with peers. (Social and Personal G 51: III)

5.10. Show respect for property of others. (Social and Personal G 52: III)

5.11. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.In.1)

5.12. Identify qualities of a destructive relationship (e.g., being vengeful toward each other, talking behind each other's back, physically hurting one another, using harsh language toward one another, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.In.1)
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5.13. Identify personal characteristics that make one a good friend (e.g., does not talk about one's friends, says positive things about one's friends, helps friends in time of crisis, makes friends laugh, does not make rude comments to one's friends, does not physically harm friends, shares with friends, respects friends, encourages friends). (SE.A.2.In.1, SE.A.2.In.1)

5.14. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., encouraging them to make healthy choices, being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper name, using proper tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.In.1)

5.15. Demonstrate use of strategies to resolve interpersonal difficulties.
(Social and Personal G 60: VI)

5.16. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., encouraging them to make unhealthy or destructive choices, criticizing others, being vengeful to others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.In.1)

5.17. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressing people can make others unhappy, mean people can make others nervous). (SE.A.2.In.1, SE.A.2.In.1)

6. Demonstrate knowledge of human sexuality and reproduction and the importance of responsible behavior (e.g., physical, social, and emotional characteristics; prevention and treatment measures for sexually transmitted diseases including HIV/AIDS; appropriate responses).

IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations—with guidance and support.
IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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<td>Assistive technology</td>
<td>Supervision</td>
<td>Other:</td>
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6.1. Demonstrate knowledge of basic concepts of heredity and reproduction.
Specify:
- development of the reproductive system—males and females
- menstrual cycle and the function of menstruation
- process of fertilization and stages of pregnancy
- onset of nocturnal emissions
- birth process
- heredity—characteristics that are inherited from parents
- other: ________________________

6.2. Demonstrate knowledge of individual responsibilities in family planning and pregnancy.
Specify:
- abstinence as acceptable birth control
- contraceptives as methods of disease prevention and birth control
- risks of sexually transmitted diseases, HIV/AIDS
- prenatal care
- risks to the unborn through diseases and use of tobacco, alcohol, and other drugs
- assistance available through community agencies
- other: ________________________

6.3. Demonstrate knowledge of human sexuality.
Specify:
- sexual behaviors, including intercourse
- self-stimulation
- other: ________________________

6.4. Identify body functions and recognize personal responsibility for human sexuality.
(Social and Personal E 44: V)

Sexual Relationships

6.5. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, appropriate language, reflect responsible decisions about when to have sexual relationships). (IF.B.2.In.1, IF.B.2.Su.1)

6.6. Demonstrate behaviors that are responsible and appropriate expressions of sexual relationships. (IF.B.2.In.2, IF.B.2.Su.2)
Specify:
- home
- school
- community
- workplace

6.7. Discriminate between responsible and irresponsible behaviors in sexual relationships (responsible—chooses abstinence prior to marriage, uses acceptable terms of endearment; irresponsible—forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)

6.8. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., high self-esteem, presence of positive role models). (IF.B.2.In.1, IF.B.2.Su.1)
Specify:
- home
- school
- community
- workplace
6.9. Identify factors that inhibit behaviors that are responsible and appropriate expressions of sexual relationships (e.g., bad role models, lack of reinforcement or feedback, use of alcohol and other drugs, use of power or control, peer pressure). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: □ home □ school □ community □ workplace

6.10. Identify the effects of negative peer pressure on sexual relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of). (IF.B.2.In.1, IF.B.2.Su.1)

6.11. Demonstrate appropriate responses and refusal skills when exposed to negative peer pressure. (IF.B.2.In.2, IF.B.2.Su.2)

6.12. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., if touching makes you uncomfortable, if someone forces you to do something you don’t want to do, if someone tells you their actions are acceptable when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)

6.13. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, making sexually explicit comments). (IF.B.2.In.3, IF.B.2.Su.3)

7. Demonstrate knowledge of the effects of substance use and abuse on physical, mental, and social well-being, including legal consequences.

IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ____________________
7.1. Identify common health care issues involved in tobacco, alcohol, and other drug use and abuse. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ identifying the appropriate use of prescription and nonprescription drugs
□ identifying physical dangers of tobacco, alcohol, and other drugs
□ identifying mental and social dangers of tobacco, alcohol, and other drugs
□ identifying legal control of tobacco, alcohol, and other drugs
□ identifying the role of peer pressure
□ other: ___________________________

7.2. Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)

7.3. Identify when health care activities are needed to control tobacco, alcohol, and other drug use (e.g., use of alcohol and tobacco affects health and family life, when prescription drugs are taken even when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)

7.4. Use specific knowledge and skills related to prescription and nonprescription drug use and control of tobacco, alcohol, and other drug abuse when completing health care activities (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by legal restrictions; knowing characteristics of an addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to tobacco, alcohol, and other drugs; knowing legal consequences of improper use of tobacco, alcohol, and other drug abuse). (IF.A.1.In.2, IF.A.1.Su.2)

7.5. Use strategies related to the use of prescription and nonprescription drugs, tobacco, and alcohol when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of names and dosages of all prescription medications in wallet or purse; list dates to renew prescriptions; keep a list of recommendations and warnings with the prescriptions you take regularly—take with food or do not drink alcohol; join a support group for substance abusers; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)

7.6. Identify behaviors that promote positive physical, mental, and social well-being. (IF.B.2.In1, IF.B.2.Su.1)
Specify: □ following a wellness plan
□ using refusal skills when confronted by negative influences
□ gaining knowledge of benefits of positive health practices
□ gaining knowledge of potential harm of tobacco, alcohol, and other drug abuse, including legal consequences
□ other: ___________________________

7.7. Demonstrate behaviors that promote positive physical, mental, and social well-being. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: □ following a wellness plan
□ using refusal skills when confronted by negative influences
□ gaining knowledge of benefits of positive health practices
□ gaining knowledge of potential harm of tobacco, alcohol, and other drug abuse, including legal consequences
□ other: ___________________________
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7.8. Identify appropriate ways to respond to offers or pressure to participate in activities involving the use of tobacco, alcohol, or other drugs (e.g., use refusal skills, ignore or walk away, find other activity, report to trusted adult). (IF.B.2.In.3, IF.B.2.Su.3)

8. Demonstrate understanding of unsafe acts and harmful conditions and appropriate personal responses.

IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.

IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Identifying Unsafe Factors or Situations

8.1. Identify unsafe factors or situations in the home that are potentially dangerous (e.g., overloaded electrical outlets, firearms, faulty wiring, dangerous chemicals stored in an open place, an intruder at the door, adverse weather). (IF.B.2.In.3, IF.B.2.Su.3)

8.2. Identify daily procedures to protect the home from intruders (e.g., keep doors and windows locked, keep garage door shut, use deadbolt locks). (IF.B.2.In.3, IF.B.2.Su.3)

8.3. Identify unsafe factors or situations in the school that are potentially dangerous (e.g., slippery floors, broken desks, wet stairwells, students fighting, students running in the halls, unsupervised gathering on the schoolgrounds, students with guns or knives). (IF.B.2.In.3, IF.B.2.Su.3)

8.4. Identify unsafe factors or situations in the community that are potentially dangerous (e.g., unlit streets, accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas). (IF.B.2.In.3, IF.B.2.Su.3)

8.5. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)

8.6. Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)

8.7. Identify unsafe factors or situations in the workplace which are potentially dangerous (e.g., improper ventilation, exposure to dangerous chemicals, co-workers with firearms, robbery, sexual harassment, exposure to second-hand smoke). (IF.B.2.In.3, IF.B.2.Su.3)
Following Safety Procedures

8.8. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber’s commands). (IF.B.2.In.3, IF.B.2.Su.3)

8.9. Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers). (IF.B.2.In.3, IF.B.2.Su.3)

8.10. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)

8.11. Identify procedures for obtaining emergency medical assistance (e.g., call doctor, call Poison Control Center, dial 911). (IF.B.2.In.3, IF.B.2.Su.3)

8.12. Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)

8.13. Behave in ways that comply with safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt, follow rules for use of exercise or outdoor equipment). (IF.B.2.In.3, IF.B.2.Su.3)

8.14. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

8.15. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

8.16. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

Dealing with Fires

8.17. Identify potential hazards of open fires, matches, electrical appliances, and outlets (e.g., surrounding materials may ignite, open fire may get out of control, sparks can cause fire accidentally). (IF.B.2.In.3, IF.B.2.Su.3)

8.18. Identify steps to take in reporting a fire or other emergency (e.g., remain calm, dial 911, identify name, identify location, follow directions of operator). (IF.B.2.In.3, IF.B.2.Su.3)

8.19. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, look for smoke under doors, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)

8.20. Behave in ways that comply with fire drills and emergency procedures (e.g., follow instructions, do not run, do not panic, go to a safe place, do not crowd doorways). (IF.B.2.In.3, IF.B.2.Su.3)
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Dealing with Adverse Weather

8.21. Identify hazards associated with adverse weather conditions (e.g., rain storms—thunder, lightning, strong winds, poor visibility; tornadoes and hurricanes—strong winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)

8.22. Identify safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go to basement, go to inner hallway). (IF.B.2.In.3, IF.B.2.Su.3)

8.23. Behave in ways that comply with safety procedures used during adverse weather conditions. (IF.B.2.In.3, IF.B.2.Su.3)

Dealing with Violence and Aggression

8.24. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

8.25. Identify ways to avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

8.26. Behave in ways that avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

Using Self-control

8.27. Behave in ways that show self-control in response to unexpected events and potentially harmful situations in various environments (e.g., do not become upset, remain calm, seek assistance if needed). (IF.B.2.In.3, IF.B.2.Su.3)

Specify: _____ ☐ home—family gatherings, meals, chores

 _____ ☐ school—in class, between classes, extracurricular activities

 _____ ☐ community—events, organizations, services

 _____ ☐ community—leisure activities, stores, restaurants, traveling

 _____ ☐ workplace—on-the-job, breaks

8.28. Monitor own use of behaviors that show self-control in response to unexpected events and potentially harmful situations in various environments. (IF.B.2.In.3, IF.B.2.Su.3)

Specify: _____ ☐ home—family gatherings, meals, chores

 _____ ☐ school—in class, between classes, extracurricular activities

 _____ ☐ community—events, organizations, services

 _____ ☐ community—leisure activities, stores, restaurants, traveling

 _____ ☐ workplace—on-the-job, breaks
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9. **Demonstrate appropriate decision-making skills in the area of physical and mental health.**

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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9.1. **Identify personal situations involving physical and mental health that call for careful decision making** (e.g., feeling depressed or suicidal, using birth control, experiencing persistent symptoms of diseases). (IF.B.1.In.1, IF.B.1.Su.1)

9.2. **Identify sources of assistance for decision making related to physical and mental health.** (IF.B.1.In.1, IF.B.1.Su.1)

Specify: __________ □ individuals—family members, supervisors, teachers

__________ □ agencies—government agencies, private agencies, religious organizations, schools

__________ □ other: __________________________

9.3. **Use a systematic approach when making decisions about physical and mental health.** (IF.B.1.In.1, IF.B.1.Su.1)

Specify: __________ □ identify and describe the problem or issue clearly

__________ □ consider alternative actions available to resolve the problem

__________ □ identify the risks, consequences, and benefits associated with each alternative

__________ □ evaluate the choices and make a decision

__________ □ get assistance if needed

__________ □ other: __________________________

9.4. **Identify strategies for balancing time and energy spent on self, family, work, leisure, and citizenship in order to reduce stress** (e.g., following a wellness plan, using time-management strategies, separating work and personal life, starting an exercise program). (IF.B.1.In.1, IF.B.1.Su.1)

9.5. **Identify consequences of decisions related to physical and mental health before acting** (e.g., starting to smoke—may cause cancer, emphysema, and cardiovascular disease; affects your breathing; affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

9.6. **Commit to undertake new tasks and adapt to changes in routine when carrying out decisions related to physical and mental health.** (IF.B.1.In.2, IF.B.1.Su.2)
9.7. Adapt decisions in response to changing situations and requirements related to physical and mental health (e.g., determine that decision may have been incorrect, determine alternate action or choice). (IF.B.1.In.2, IF.B.1.Su.2)

9.8. Distinguish between work and leisure time activities. (Social and Personal G 53: III)

9.9. Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)

10. Demonstrate basic first aid skills.

Indicate guidance and support necessary for mastery at supported level:

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

10.1. Identify health care activities involving first aid (e.g., recognizing wounds, warning signs, treatments, locations, tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: 
- ☐ stopping bleeding and applying bandages
- ☐ taking care of burns, poisons, and wounds
- ☐ using cardiopulmonary resuscitation (CPR)
- ☐ getting help when needed
- ☐ other: _______________________

10.2. Identify when first aid treatment is needed (e.g., after an accident; after skin has been cut, burned, or punctured; when someone is choking; when someone is unconscious and not breathing; when someone is drowning). (IF.A.1.In.2, IF.A.1.Su.2)

10.3. Use specific knowledge and skills when providing first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, properly applying a bandage to a wound, properly cleaning and applying medicines to wounds and burns, knowing when to not move an injured person, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)

10.4. Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI).

10.5. Use strategies to provide first aid effectively and efficiently (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)
11. **Access sources of reliable health information and services.**

IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th>physical prompt</th>
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<th>visual prompt</th>
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<tbody>
<tr>
<td>assistive technology</td>
<td>supervision</td>
<td>other: ________</td>
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11.1. **Identify characteristics of community services that assist individuals with health care.** (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___________ hospitals
___________ clinics
___________ support groups
___________ rehabilitation centers
___________ fitness centers
___________ home health care
___________ other: ________________________

11.2. **Identify ways to get information on the types of services, costs, and eligibility requirements of community services that assist individuals with health care.** (IF.A.2.In.1, IF.A.2.Su.1)

11.3. **Identify the meaning of information commonly found on prescription and nonprescription drug labels (e.g., taking medicine, disposing of medicines, storing hazardous materials).** (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___________ directions for use
___________ dosage
___________ warnings
___________ expiration date
___________ storage
___________ antidotes
___________ prescription and renewal information
___________ other: ________________________

11.4. **Identify the meaning of information found on food and product labels (e.g., storing food after shopping, planning nutritious meals using the Food Guide Pyramid).** (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___________ storage requirements
___________ expiration date
___________ nutrition information
___________ serving and portion information
___________ safety precautions—cook thoroughly, refrigerate after opening
___________ other: ________________________

11.5. **Identify reliable and accurate sources of information on health care (e.g., health screenings, home remedies, public health issues).** (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___________ newspaper
___________ magazine
___________ television
___________ radio
___________ people
___________ Internet resources
___________ other: ________________________

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11.6. Identify types of information in reference books or resources on health care (e.g., symptoms of a communicable disease, historical information, side effects of types of medication, inherited or genetic diseases or conditions). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:  
- medical references—detailed information
- encyclopedia—general information by subject
- other: ________________________________

12. Demonstrate knowledge of community health resources and local agencies to contact for mental, physical, and emotional problems.

IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

12.1. Identify local community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., doctors, dentists, hospitals, clinics, support groups, fitness centers, health care agencies, rehabilitation centers). (IF.A.2.In.1, IF.A.2.Su.1)

12.2. Identify services provided by local community agencies. (Social and Personal E 43: V)

12.3. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with medical needs would need to be contacted (e.g., illness, annual exams, after an accident or injury, preventative medicine). (IF.A.2.In.1, IF.A.2.Su.1)

12.4. Identify sources of information about local community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., parents, friends, neighbors, co-workers, phone book, insurance company, chronic disease agencies—American Heart Association, American Lung Association, American Cancer Society). (IF.A.2.In.1, IF.A.2.Su.1)

13. Demonstrate knowledge of practices which promote personal safety (e.g., helmets, seat belts, poison control, 911).

IF.A.2.In.2 demonstrate safe travel within and beyond the community.
IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ________________________________
13.1. Identify community service agencies, businesses, or other resources that assist individuals with emergency needs (e.g., Red Cross, shelters, police department, fire department, health department, medical centers, clinics, poison control). (IF.A.2.In.1, IF.A.2.Su.1)

13.2. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular service that assists individuals with emergency needs (e.g., knowing how to describe an emergency situation, knowing how to speak to a 911 operator). (IF.A.2.In.1, IF.A.2.Su.1)

13.3. Identify and demonstrate basic personal safety skills when traveling (e.g., by car—wear seat belt, lock doors; by bus—remain in seat, don’t put hands outside windows; by cab—determine route in advance, inform driver of destination, have enough money; by bike—wear a helmet, stay on the correct side of the road; by foot—watch for cars, look both ways, don’t talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)

13.4. Identify the purpose of cleaning up after spilling or breaking something and disposing of trash properly (e.g., prevent self and others from being harmed, keep area picked up, prevent contamination, use proper sanitation). (IF.B.2.In.3, IF.B.2.Su.3)

13.5. Return items after use to a proper place. (Social and Personal F 46: III)

13.6. Pick up trash and dispose properly. (Social and Personal F 47: III)


CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.

CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.

CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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Health Occupations

14.1. Identify general characteristics of the career cluster related to health sciences (e.g., technical knowledge and expertise, certification exams, related support positions). (CL.C.1.In.1, CL.C.1.Su.1)
14.2. Identify specific jobs associated with the career cluster related to health sciences (e.g., physician, nurse practitioner, nurse, occupational therapist, lab assistant, nurse’s aide, health education teacher). (CL.C.1.In.1, CL.C.1.Su.1)

Specify: □ entry level □ technical support
□ advanced level □ professional positions
□ other: ____________________________

14.3. Identify advantages and disadvantages of specified occupations in career cluster dealing with health sciences (e.g., advantages—jobs are widely available, many different levels of jobs are available; disadvantages—many positions require a great deal of training, pay is low for some support positions). (CL.C.1.In.1, CL.C.1.Su.1)

14.4. Identify interests and skills generally needed to fulfill performance requirements for specific jobs within the career cluster dealing with health sciences (e.g., likes to help other people, is skilled at problem solving, makes careful observations). (CL.C.1.In.1, CL.C.1.Su.1)

14.5. Identify trends in the local job market for specific jobs within the career cluster dealing with health sciences (e.g., home health care, health care for the elderly). (CL.C.1.In.1, CL.C.1.Su.1)

14.6. Identify educational and training requirements for jobs within the career cluster dealing with health sciences (e.g., technical training, degree programs, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)

14.7. Identify career advancement opportunities for jobs within the career cluster dealing with health sciences (e.g., aide, technician, therapist). (CL.C.1.In.1, CL.C.1.Su.1)

Health and Safety in the Workplace

14.8. Identify the meaning of laws and regulations which help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—requires worker to be over 18 to operate dangerous machinery, requires worker to acquire work permit if 15 or under, employer must allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with alcohol or other drug problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)

14.9. Identify ways to get information about laws and regulations that protect the safety of workers (e.g., employee manuals, Occupational Safety and Health Administration [OSHA], fire department). (CL.C.2.In.4, CL.C.2.Su.4)
COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Academics: Subject Areas
Course Number: 7921010
Course Title: Social Studies: 9-12
Previous Course Title: Applied Social Studies
Credit: Multiple

A. Major Concepts/Content. The purpose of this course is to develop an understanding of history, geography, economics, and government to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

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

- current and past historical events
- use of tools and concepts of geography
- roles of government at the local, state, and national levels
- responsible citizenship
- community resources
- consumer economics
- family, culture, and society
- career preparation

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

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

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

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable
of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

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

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

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

Physical prompt—a touch, pointing, or other type of gesture as a reminder
Verbal prompt—a sound, word, phrase, or sentence as a reminder
Visual prompt—color-coding, icons, symbols, or pictures as a reminder
Assistive technology—an alarm, an electronic tool
Supervision—from occasional inspection to continuous observation

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

Physical assistance—from a person, such as full physical manipulation or partial movement assistance
Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

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

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

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

After successfully completing this course, the student will:

1. Demonstrate understanding of how individuals are affected by
current events in the community, state, nation, and world.
   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt    ___ verbal prompt    ___ visual prompt
   ___ assistive technology ___ supervision    ___ other: ____________________

1.1. Demonstrate knowledge of historical implications of selected current events.
   Specify: ___ □ local       ___ □ Florida
             ___ □ United States  ___ □ international

1.2. Demonstrate awareness of current events that are related to social problems.
   Specify: ___ □ local       ___ □ Florida
             ___ □ United States  ___ □ international

1.3. Demonstrate awareness of current events that are related to the economy.
   Specify: ___ □ local       ___ □ Florida
             ___ □ United States  ___ □ international

1.4. Demonstrate awareness of current events that are related to government.
   Specify: ___ □ local       ___ □ Florida
             ___ □ United States  ___ □ international

1.5. Demonstrate awareness of current events that are related to geography and the
     physical environment.
   Specify: ___ □ local       ___ □ Florida
             ___ □ United States  ___ □ international

1.6. Identify ways individuals can use knowledge of current events in daily activities
     (e.g., when interacting with peers, family, or others; when making decisions related to voting; to
     understand why certain laws are in place; to understand changes in the workplace).

1.7. Demonstrate knowledge of why it is important for individuals to know what is
     going on in the government at the local, state, national, and international levels.
Course Number: 7921010 - Social Studies: 9-12

1.8. Demonstrate knowledge of ways people can gain information about the decisions and actions of the government (e.g., reading about public issues, watching television news programs, discussing public issues, communicating with public officials). (CL.B.1.In.1, CL.B.1.Su.1)

1.9. Demonstrate knowledge of individuals or groups who can influence the decisions and actions of local, state, and national governments (e.g., the media, labor unions, parent and teacher organizations, Chamber of Commerce, taxpayer associations).

1.10. Demonstrate knowledge of the influence of television, radio, the press, newsletters, and emerging electronic communication on individuals.

2. Demonstrate knowledge of the effects of major historical events, documents, and individuals at the local, state, national, or global level.

Indicate guidance and support necessary for mastery at supported level:

<table>
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</table>

2.1. Demonstrate knowledge of major historical events and their impact on present times (e.g., wars, social movements, elections, treaties, reforms).
Specify: _____ ☐ local _____ ☐ Florida
       _____ ☐ United States _____ ☐ international

2.2. Demonstrate knowledge of major historical documents and their impact on present times (e.g., Constitution, Declaration of Independence, Bill of Rights, Civil Rights Act, Vocational Rehabilitation Act of 1973).
Specify: _____ ☐ local _____ ☐ Florida
       _____ ☐ United States _____ ☐ international

2.3. Demonstrate knowledge of individuals who have had significant influence in major historical events and their impact on present times (e.g., political leaders, scientists and inventors, religious leaders, social justice leaders).
Specify: _____ ☐ local _____ ☐ Florida
       _____ ☐ United States _____ ☐ international

2.4. Demonstrate awareness of events and characteristics of broadly defined eras of historical events.
Specify: _____ ☐ local _____ ☐ Florida
       _____ ☐ United States _____ ☐ international

2.5. Demonstrate awareness of how major technological changes have affected society and individuals in communication, transportation, and information management.
Specify: _____ ☐ local _____ ☐ Florida
       _____ ☐ United States _____ ☐ international
Course Number: 7921010 - Social Studies: 9-12

2.6. Demonstrate awareness of how major changes in culture, social institutions, and family life have affected individuals.
   Specify: __ □ local              ___ □ Florida
   ___ □ United States  ___ □ international

3. Use maps, globes, charts, graphs, and other tools of geography effectively to solve problems of daily living.
   CL.B.4.In.1 identify problems and examine alternative solutions.
   CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
   CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
   CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt              ___ verbal prompt       ___ visual prompt
   ___ assistive technology         ___ supervision        ___ other:

Maps and Globes

3.1. Identify the meaning and purpose of basic elements of maps and globes.
   (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ___ □ title              ___ □ legend          ___ □ direction arrow (North)
   ___ □ scale                      ___ □ other:

3.2. Identify the meaning of information provided by map symbols when completing tasks (e.g., planning a trip). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ___ □ roads              ___ □ states          ___ □ rivers and bodies of water
   ___ □ countries                  ___ □ cities and towns  ___ □ scale
   ___ □ directions                 ___ □ elevation        ___ □ mileage
   ___ □ points of interest         ___ □ other:

3.3. Identify characteristics and uses of various kinds of flat maps, globes, and other geographic tools. (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ___ □ state maps        ___ □ regional maps    ___ □ political maps
   ___ □ aerial photos              ___ □ globes           ___ □ grid maps
   ___ □ other:

3.4. Find specified points or areas using a map when completing functional tasks
      (e.g., traveling in unfamiliar areas, locating a destination). (CL.B.4.In.2, CL.B.4.Su.2)
   Specify: ___ □ city or state map  ___ □ world map
   ___ □ regional map                ___ □ atlas
   ___ □ United States map           ___ □ other:
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3.5. *Locate a specific place using maps and floor plans.* (Reading F 27: VI)

3.6. Identify uses of maps in the school, the workplace, and in daily life to solve problems (e.g., to find a delivery route, to navigate a boat, to pinpoint an emergency situation, to find a place for a vacation, to travel to a new place in the community). (CL.B.4.In.1, CL.B.4.Su.1)

3.7. Identify information conveyed in simple charts and graphs when solving problems related to social studies (e.g., identifying populations of a region, finding mileage between two cities). (CL.B.4.In.1, CL.B.4.Su.1)

Specify: ☐ bar graph ☐ temperature chart ☐ mileage chart
☐ pie chart ☐ table ☐ street index
☐ other: ___________________________

3.8. *Obtain information from charts, graphs, and schedules.* (Reading F 24: VI)

3.9. Demonstrate awareness of the use of standard time zones and daylight savings time in the United States (e.g., Eastern, Standard, Eastern Daylight, Central Standard, Central Daylight).


Specify: ☐ determine what information is needed
☐ select correct tool and technique
☐ apply tool or procedures to obtain result
☐ check results for accuracy and reliability
☐ explain results
☐ other: ___________________________

4. *Demonstrate knowledge of the geographical features of major regions.*

Indicate guidance and support necessary for mastery at supported level:
☐ physical prompt ☐ verbal prompt ☐ visual prompt
☐ assistive technology ☐ supervision ☐ other: ___________________________

4.1. Identify different ways that geographic regions are described and labeled (e.g., coastal areas, wetlands, deserts).

4.2. Identify major features of a particular geographic region (e.g., climate, landforms, vegetation, industrial or economic development, culture, language).

Specify: ☐ local community ☐ Florida ☐ other: ___________________________

4.3. Identify characteristics that give a particular geographic region its identity.

Specify: ☐ central economic focus ☐ physical characteristics
☐ human characteristics ☐ other: ___________________________

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4.4. Identify ways that regional labels and images affect how individuals feel about the area, including their opinions of the people, businesses, and products that come from that region (e.g., the Sunbelt, the Plains, the Gold Coast).

5. Demonstrate knowledge of characteristics and functions of government at the local, state, and national levels.

Indicate guidance and support necessary for mastery at supported level:

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

5.1. Identify the major functions of governments (e.g., make, carry out, and enforce rules and laws; manage conflicts; provide security; provide services such as education, health care, and transportation).

5.2. Identify the structure and characteristics of governments at three levels—local, state and national (e.g., type of leadership—mayor, governor, president; type of representation—commissioner, representative, senator).

Specify: □ city (municipal) government
□ county government
□ state government, particularly the State of Florida
□ federal government of the United States of America

5.3. Identify general functions and characteristics of the three major branches of government at all levels of government in the United States.

Specify branch: □ executive □ legislative □ judicial
Specify level: □ city □ county □ state □ federal

5.4. Identify the offices (appointed and elected) and basic functions for each branch of government in the local community.

Specify: □ executive—mayor, city manager
□ legislative—city council, county commission
□ judicial—judges

5.5. Identify the offices (appointed and elected) and basic functions for each branch of government in the State of Florida.

Specify: □ executive—Governor, Lieutenant Governor, and Cabinet
□ legislative—Senate and House of Representatives
□ judicial—State Supreme Court, District Court of Appeals

5.6. Identify the offices (appointed and elected) and basic functions for each branch of the federal government of the United States of America.

Specify: □ executive—President, Vice-President
□ legislative—Senate and House of Representatives
□ judicial—Supreme Court, District Court, District Court of Appeals
5.7. Identify the characteristics of major services provided by state and local governments (e.g., public education, public health, public transportation and highways, police and fire protection, public utilities).

5.8. Demonstrate knowledge of the purposes of taxes and different ways that governments collect fees and taxes.

Specify: □ sales tax □ property tax □ FICA (Social Security)
□ income tax □ Medicare □ tolls
□ licenses, registration fees, and user fees □ other: ________________

5.9. Identify ways that people can participate in their local and state government and the importance of their participation (e.g., being informed, taking part in discussing issues, voting, volunteering in government agencies or political parties).

5.10. Identify fundamental principles of American democracy (e.g., citizens have rights; the power of government is limited by law; citizens exercise their authority directly through voting and indirectly through elected representatives; citizens support work of government by paying taxes).

5.11. Demonstrate knowledge of how the principles of American democracy are expressed in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.

5.12. Demonstrate knowledge of the importance of equality of opportunity and equal protection under the law in American society (e.g., all people have a right to equal opportunity in education, employment, housing, and access to public facilities; all people have a right to participate in political life by expressing their opinions and trying to persuade others).

6. Demonstrate understanding of the role and responsibilities of citizens associated with participation in local, state, and national government (e.g., voting, obeying laws).

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ________________

6.1. Identify characteristics of civic responsibilities (e.g., paying taxes, being informed about public issues, monitoring actions of political leaders and governmental agencies, complying with laws and policies, deciding how to vote, performing public service, serving as a juror, serving in the military).

6.2. Identify current issues related to individual rights in a variety of situations (e.g., personal rights issues—dress codes, curfews, sexual harassment, health care, school choice; political rights issues—freedom of speech, right to fair trial, freedom of the press; economic rights issues—welfare, right to minimum wage, equal pay for equal work).

6.3. Identify rules of citizenship within the community. (Social and Personal H 64: V)
6.4. Identify reasons for voting. (Social and Personal H 65: VI)

6.5. Demonstrate procedures for voting. (Social and Personal H 66: VI)

6.6. Use specific knowledge and skills when completing productive activities in the community involving citizenship (e.g., abiding by laws, participating in community events, voting in an election, working with others on a service project, obeying rules and laws).

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

Specify:
- □ knowing laws and rules
- □ registering to vote
- □ knowing issues and propositions
- □ identifying positions of election candidates
- □ serving as a juror
- □ serving in the military
- □ performing public service
- □ other:

6.7. Demonstrate understanding of how participation in civic and political life can help an individual to achieve personal and community goals (e.g., personal goals such as living in a safe neighborhood, obtaining a good education, living in a healthy environment; community goals such as increasing the safety of the community, improving local transportation facilities, providing opportunities for education and recreation).

6.8. Demonstrate understanding of ways citizens can influence the decisions and actions of government.

Specify:
- □ voting after studying the issues and candidates
- □ participating in special interest groups and political parties
- □ attending meetings of governing agencies
- □ working on campaigns
- □ taking part in peaceful demonstrations
- □ contributing money to political parties, candidates, or causes
- □ other:

7. Locate information and present ideas regarding knowledge of social studies and its application to personal life and the world of work.

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.2.In.2 express oral, written, or visual information for specified purposes.
CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.
7.1. Identify characteristics of sources of information about current events related to social studies (e.g., accuracy, reliability, completeness, point of view, purpose and intent). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
- Newspapers
- Magazines
- Television
- Radio
- People
- Internet
- Other:

7.2. Use a variety of sources to gain information about current events related to social studies. (CL.B.1.In.2, CL.B.1.Su.2)

Specify:
- Newspapers
- Magazines
- Television
- Radio
- People
- Internet
- Other:

7.3. Use a variety of primary and secondary sources of information to understand social studies issues (e.g., interpreting diaries, letters, and newspapers; reading maps and graphs; reading biographies and documents). (CL.B.1.In.2, CL.B.1.Su.2)

Specify:
- Newspapers
- Magazines
- Television
- Radio
- People
- Internet
- Textbooks
- Encyclopedias
- Other:

7.4. Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)

7.5. Evaluate the correctness and accuracy of social studies information to complete assignments (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2, CL.B.1.Su.2)

7.6. Use strategies to integrate new information related to social studies with previous experiences. (CL.B.1.In.2, CL.B.1.Su.2)

Specify:
- Identify common elements or events
- Distinguish what is different
- Relate new information to previously learned concepts
- Other:

7.7. Express and summarize information related to social studies in an accurate, complete, and objective manner using written or verbal communication to complete functional tasks and assignments (e.g., describe what you have learned, write a report for school, write a summary describing a field trip, write a description of the results of a project for the school's webpage). (CL.B.2.In.2, CL.B.2.Su.2)

Specify:
- Brief statements
- Summaries
- Reports
- Other:
7.8. Organize information about social studies in ways that show the relationships among facts, ideas, events, and decisions when completing assignments (e.g., timelines, flow charts, graphic organizers, Venn diagrams). (CL.B.1.In.3)

Specify:
- □ by chronology
- □ by characteristics
- □ by categories
- □ by topics or events
- □ other: ____________________________

8. Demonstrate understanding of practices and skills required for responsible consumer economics (e.g., comparative shopping, budgeting, banking, using advertisements).

IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
- □ physical prompt
- □ verbal prompt
- □ visual prompt
- □ assistive technology
- □ supervision
- □ other: ____________________________

8.1. Identify characteristics of practices in consumer economics (e.g., managing money—budgeting, banking, investing; comparative shopping; consumer protection; managing credit, income, and expenses).

8.2. Identify characteristics of common activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)

Specify:
- □ preparing and following weekly and monthly budgets
- □ managing and protecting personal cash
- □ using checking and savings accounts
- □ buying goods and services
- □ contributing to charities
- □ using comparative shopping to make wise purchases
- □ using a credit card
- □ using an ATM or debit card
- □ paying income and other kinds of taxes
- □ saving and investing money
- □ buying insurance
- □ other: ____________________________

8.3. Identify the purposes of a checking and savings account. (Mathematics E 39: V)

8.4. Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)
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8.5. Use essential knowledge and skills when completing activities involving managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify:  
   □ using coins and bills to pay for goods and services
   □ selecting desired goods and services based on needs and available funds
   □ evaluating claims in advertisements
   □ understanding sales tactics used by stores and services—e.g., discounts, brand names vs. generic items, bulk packaging
   □ entering into long-term contracts and loans
   □ using an ATM or debit card
   □ using credit cards or charge accounts
   □ maintaining checking and savings accounts at a bank or credit union
   □ other:  

8.6. Use coin-operated machines. (Social and Personal H 63: V)

8.7. Complete simple order blanks. (Social and Personal D 14: VII)

8.8. Use strategies to manage money and personal finances effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, pay bills at regularly scheduled times). (IF.A.1.In.1, IF.A.1.Su.1)

8.9. Identify community service agencies, businesses, or other resources that assist individuals with financial needs (e.g., banks, credit card companies, investment companies, mortgage companies, lending companies, insurance companies, welfare and public assistance, Social Security Administration). (IF.A.2.In.1, IF.A.2.Su.1)

8.10. Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)

8.11. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with financial needs would need to be contacted (e.g., to manage income from a job, to purchase insurance, to obtain a loan). (IF.A.2.In.1, IF.A.2.Su.1)

8.12. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with financial needs (e.g., phone book, credit counseling services, parents, friends, co-workers). (IF.A.2.In.1, IF.A.2.Su.1)

8.13. Identify the appropriate sources to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)

8.14. Demonstrate the specific knowledge and skills that are required to use and benefit from a financial service (e.g., knowledge of loans, knowledge of insurance, knowledge of banking and financial terminology, skills for managing a checking account). (IF.A.2.In.1, IF.A.2.Su.1)
9. Demonstrate knowledge of how needs of individuals are met by the family; private agencies; and local, state, and federal government (e.g., housing, employment, health care, child care).

IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt  ___ visual prompt
___ assistive technology  ___ supervision
___ other: ________________________________

9.1. Demonstrate knowledge of major needs of individuals that are met by the family (e.g., personal care, living arrangements, close relationships). (IF.A.1.In.1, IF.A.1.Su.1)

9.2. Demonstrate knowledge of major needs of individuals that are met by organizations in the community (e.g., recreation, social action, religious guidance). (IF.A.2.In.1, IF.A.2.Su.1)

9.3. Demonstrate knowledge of major needs of individuals that are met by private agencies in the community (e.g., health care, employment assistance, personal care). (IF.A.1.In.1, IF.A.1.Su.1)

9.4. Demonstrate knowledge of major needs of individuals that are met by public agencies funded by the government (e.g., public health care, emergency assistance, welfare, education, public safety, transportation, employment assistance). (IF.A.1.In.1, IF.A.1.Su.1)

9.5. Demonstrate knowledge of eligibility and application procedures associated with services provided by public agencies. (IF.A.2.In.1, IF.A.2.Su.1)

9.6. Demonstrate knowledge of eligibility and costs associated with services provided by private agencies. (IF.A.2.In.1, IF.A.2.Su.1)

Medical, Health, and Wellness Needs

9.7. Identify community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., doctors, dentists, hospitals, nutritionists, clinics, support groups, fitness centers, health care agencies, rehabilitation centers). (IF.A.2.In.1, IF.A.2.Su.1)

9.8. Identify services provided by local community agencies. (Social and Personal E 43: V)

9.9. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with medical needs would need to be contacted (e.g., illness, annual exams, accident or injury, preventative medicine). (IF.A.2.In.1, IF.A.2.Su.1)
9.10. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., health department, parents, friends, neighbors, co-workers, telephone book, insurance company). (IF.A.2.In.1, IF.A.2.Su.1)

Civic Responsibilities

9.11. Identify community service agencies or other resources that assist individuals in dealing with government agencies (e.g., Division of Motor Vehicles, social services, advocacy centers, Department of Health, Federal Emergency Management Administration). (IF.A.2.In.1, IF.A.2.Su.1)

9.12. Identify circumstances or situations when community service agencies or government agencies would need to be contacted (e.g., renewing an automobile tag, obtaining a fishing or hunting license, renewing or obtaining a drivers license, using social services, obtaining a voter registration card, needing assistance evacuating during emergencies). (IF.A.2.In.1, IF.A.2.Su.1)

9.13. Identify sources of information about community service agencies or other resources that assist individuals in dealing with government agencies (e.g., telephone book, city commission, city hall, friends, community, directory assistance). (IF.A.2.In.1, IF.A.2.Su.1)

Housing, Home Maintenance, and Utilities Needs

9.14. Identify community service agencies, businesses, or other resources that assist individuals with housing, home maintenance, and utility needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: 
- ☐ housing—real estate agencies, Developmental Services
- ☐ home maintenance—lawn care, housekeeping, contractor
- ☐ utilities—electricity, telephone, television cable, waste removal

9.15. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with housing, home maintenance, and utility needs would need to be contacted (e.g., when you want to sell your home; when you move into a home and need to establish electric, water, and gas service; when outdoor repair is needed—paint, sprinklers, doors, roof; when indoor repair is needed—painting, plumbing, air conditioner, electrical wiring; when you hire an extermination service for pest control). (IF.A.2.In.1, IF.A.2.Su.1)

9.16. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with housing, home maintenance, and utility needs (e.g., Developmental Services, family, newspaper, telephone book, city hall, neighbors). (IF.A.2.In.1, IF.A.2.Su.1)
10. Demonstrate knowledge of how to locate and use community resources and facilities to meet personal needs.

IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

10.1 Identify community service agencies, businesses, or other resources that assist individuals with personal needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: □ employment—Vocational Rehabilitation, private agencies
□ housing/home maintenance— real estate, pest control, lawn care
□ civil—voter registration, tax collector
□ utilities— water, electricity, gas
□ communication— telephone company, post office, e-mail provider
□ transportation— bus, taxi
□ personal care— barbers, dry cleaner, laundromat
□ retail— department stores, discount stores, specialty shops, grocery stores
□ food services— restaurants, fast food chains, cafeterias
□ financial— banking, credit cards, insurance, social security
□ recreation, leisure, or entertainment— movies, libraries, sports centers
□ legal or advocacy— lawyers, advocacy and protection groups
□ educational— adult education, trade schools
□ emergency— police, fire, ambulance, Red Cross
□ other: __________________________

10.2 Identify advantages and disadvantages of particular types of community service agencies, businesses, or other resources that assist individuals with personal needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: □ community service agencies: advantages— usually free or low-cost; disadvantages— may have a waiting list, may have limited services
□ businesses: advantages— more available; disadvantages— higher cost
□ other resources— friends, neighbors, co-workers: advantages— motivated to help, low-cost; disadvantages— less knowledgeable about needs of disabled than professionals

10.3 Select the community service agency, business, or other resource that will meet (or is most likely to meet) needs for personal assistance (e.g., based on cost, need for a particular service, matches own eligibility, no waiting list). (IF.A.2.In.1, IF.A.2.Su.1)

10.4 Locate community service agencies, businesses, or other resources that assist individuals with personal needs (e.g., use a phone book, look on the Internet). (IF.A.2.In.1, IF.A.2.Su.1)
10.5. Identify ways of contacting community service agencies, businesses, or other resources that assist individuals with personal needs (e.g., telephone, fax machine, e-mail, personal visit). (IF.A.2.In.1, IF.A.2.Su.1)

10.6. Identify when it may be necessary to contact community service agencies, businesses, or other resources to assist individuals with personal needs (e.g., to question a bill, to make an appointment, to find out hours of operation, to get a price estimate). (IF.A.2.In.1, IF.A.2.Su.1)

10.7. Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)

10.8. Use the specific knowledge and skills that are required to obtain and benefit from community services that assist with personal needs (e.g., knowledge of a reputable service provider in the community, knowledge of past history of the business from a resource such as the Better Business Bureau, communication skills to explain to the business what service is needed, mathematical skills to determine costs and methods of payment). (IF.A.2.In.1, IF.A.2.Su.1)

11. Demonstrate knowledge of effective use of services provided by organizations (e.g., banks, schools, hospitals, the military). (SE.A.1.In.3, SE.A.1.Su.2)

11.1. Identify expectations for own behavior when using services produced by formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: ______ □ banks ______ □ hospitals ______ □ schools
______ □ other: ____________________________

11.2. Identify existing rules and codes of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: ______ □ policy manuals
______ □ rules and regulations
______ □ security systems
______ □ other: ____________________________

11.3. Identify behaviors that may conflict with expectations of organizations (e.g., rearranging work schedule; not coming regularly; or talking about personal, ethical, or moral issues). (SE.A.1.In.3, SE.A.1.Su.2)

11.4. Identify aspects of organizations that demand different expectations (e.g., power structure—line of command, independent work, group collaboration, working at a distance, flexible work schedule, concern for others). (SE.A.1.In.3, SE.A.1.Su.2)
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11.5. Identify organizations that provide services for individuals (e.g., social service organizations—advocacy groups, medical support organizations, Planned Parenthood, Head Start, Red Cross, charities; labor organizations; youth organizations and clubs. (SE.A.1.In.3, SE.A.1.Su.2)

11.6. Use specific knowledge and skills to obtain and benefit from a particular organization (e.g., know what kinds of services are provided, know eligibility requirements, contact organization to obtain information, travel to site where service is provided). (SE.A.1.In.3, SE.A.1.Su.2)

12. Demonstrate knowledge of diverse patterns of behavior and beliefs in families and groups in the community (e.g., understanding customs and cultures, avoiding stereotyping).

Indicate guidance and support necessary for mastery at supported level:

____ physical prompt       ____ verbal prompt       ____ visual prompt
____ assistive technology  ____ supervision         ____ other: ____________________________

12.1. Identify common forms of diversity in the United States (e.g., ethnic, racial, religious, socioeconomic class, linguistic, gender, national origin).

12.2. Identify some of the benefits of living in a diverse society (e.g., fosters a variety of viewpoints, new ideas, and fresh ways of looking at and solving problems; provides people with choices in the arts, music, literature, and sports; helps people to understand and appreciate cultural traditions and practices other than their own).

12.3. Identify characteristics of major conflicts in American society that have arisen from diversity (e.g., conflict between North and South, conflict over land and other rights of Native Americans, conflict over civil rights of minorities and women, ethnic conflicts in urban settings).

12.4. Identify ways that conflicts stemming from diversity can be prevented (e.g., encouraging communication among different groups; identifying common beliefs, interests, and goals; learning about others' customs, beliefs, history, and problems; listening to different points of view; adhering to the values and principles of American democracy).

12.5. Identify ways that conflicts stemming from diversity can be managed fairly when they occur (e.g., providing opportunities for people to present their points of view, arranging for an impartial individual or group to listen to all sides of a conflict, suggesting solutions to problems).

13. Demonstrate understanding of responsible practices regarding personal behavior and interactions with others.

SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
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Indicate guidance and support necessary for mastery at supported level:

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

Interpersonal Relationships

13.1. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of religious organizations, community members). (SE.A.2.In.1, SE.A.2.Su.1)

13.2. Identify attitudes and behaviors toward others which help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others’ well-being, supporting others’ efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)

13.3. Identify personal feelings. (Social and Personal G 54: IV)

13.4. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

13.5. Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)

13.6. Identify personal strengths and weaknesses. (Social and Personal G 59: VI)

13.7. Identify interpersonal skills useful in maintaining a close relationship with family and friends (e.g., keeping in touch, visiting others, writing to others, showing continuous concern for others, offering assistance to others). (SE.A.2.In.1, SE.A.2.Su.1)

13.8. Cooperate with peers. (Social and Personal G 51: III)

13.9. Show respect for property of others. (Social and Personal G 52: III)

13.10. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

13.11. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)

13.12. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)

13.13. Identify qualities of a destructive relationship with a peer or adult (e.g., being vengeful to each other, talking behind each other’s back, physically hurting the other, using harsh language toward the other, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)
13.14. Identify personal characteristics that make one a good friend (e.g., does not talk negatively about one's friends, says positive things about one's friends, helps one's friends in time of crisis, makes one's friends laugh, does not make rude comments to one's friends, does not physically harm one's friends, shares with one's friends, respects one's friends, encourages one's friends). (SE.A.2.In.1, SE.A.2.Su.1)

13.15. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper names, using proper tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.Su.1)

13.16. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., criticizing others, being vengeful to others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.In.1)

13.17. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, mean people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

**Sexual Relationships**

13.18. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, uses appropriate language, reflects responsible decisions about when to have sexual relationships). (IF.B.2.In.1, IF.B.2.Su.1)

13.19. Discriminate between examples and non-examples of behaviors that are responsible and appropriate expressions of sexual relationships (examples—chooses abstinence prior to marriage, uses acceptable terms of endearment; non-examples—forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)

13.20. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role models, high self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

13.21. Identify factors that inhibit behaviors that are responsible and appropriate expressions of sexual relationships (e.g., bad role models, lack of reinforcement or feedback, use of alcohol, use of power or control, peer pressure, low self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

13.22. Identify body functions and recognize personal responsibility for human sexuality. (Social Personal E 44: V)

13.23. Identify the negative effects of peer pressure on sexual relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)
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13.24. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., if touching makes you uncomfortable, if someone forces you to do something you don't want to do, if someone tells you his or her actions are appropriate when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)

13.25. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, forcing sex, sexually explicit comments, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

14. Demonstrate skills needed to manage and direct one's own behavior in the community to promote responsible citizenship.

IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
SE.A.1.In.1 cooperate in a variety of group situations.
SE.A.1.In.2 assist in establishing and meeting group goals.
SE.A.1.In.3 function effectively within formal organizations.
SE.A.1.Su.1 cooperate in group situations—with guidance and support.
SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th>Physical prompt</th>
<th>Verbal prompt</th>
<th>Visual prompt</th>
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<tr>
<td>Assistive technology</td>
<td>Supervision</td>
<td>Other: __________________</td>
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Patterns of Conduct

14.1. Identify behaviors that are socially unacceptable in public yet are acceptable in private. (IF.B.2.In.1, IF.B.2.Su.1)

14.2. Identify appropriate behaviors for specific social situations (e.g., cheering at a basketball game, asking for assistance on the job, interviewing for a job). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: ______ ☐ home ______ ☐ school ______ ☐ community ______ ☐ workplace

14.3. Demonstrate appropriate behaviors for specific situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: ______ ☐ home ______ ☐ school ______ ☐ community ______ ☐ workplace
Self-Management

14.4. Identify self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement, needed for school and community activities (e.g., organizes, monitors, and carries out tasks and duties; prioritizes tasks in order of importance; completes tasks on time; follows through with instructions; works with sufficient speed; works efficiently with minimum wasted effort or time). (IF.B.2.In.1, IF.B.2.Su.1)

14.5. Stay on task until its completion. (Social and Personal C 20: III)


14.7. Stay on task to completion within a given time frame. (Social and Personal C 22: V)

14.8. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

14.9. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

14.10. Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: IV)

14.11. Discriminate between examples and non-examples of self-management behaviors (examples—presenting social studies project on assigned date, taking care of own personal items; non-examples—waiting until the last minute to start a project, leaving materials needed for school or work at home). (IF.B.2.In.1, IF.B.2.Su.1)


14.13. Identify factors that interfere with use of self-management behavior (e.g., controlling persons in environment, strict rules regarding behavior management). (IF.B.2.In.1, IF.B.2.Su.1)

Specify method: __________  □ self-monitoring  □ self-instruction  □ self-reinforcement
Specify setting: __________  □ home  □ school  □ community  □ workplace


Specify method: __________  □ self-monitoring  □ self-instruction  □ self-reinforcement
Specify setting: __________  □ home  □ school  □ community  □ workplace
14.15. Identify situations that are potentially dangerous (e.g., home—an intruder at the door or window attempting to enter the home, fire in the kitchen; school—students fighting, students running in the halls; community—accepting rides from strangers, walking alone at night; workplace—working with chemicals, not knowing how to use equipment). (IF.B.2.In.3, IF.B.2.Su.3)
Specify setting: □ home □ school □ community □ workplace

14.16. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

14.17. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)

14.18. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

14.19. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

14.20. Ask appropriate persons or agencies for assistance in various emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

14.21. Identify procedures for seeking assistance in emergency situations. (Social and Personal D 35: V)

14.22. Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)

14.23. Identify how to handle specific emergency situations (e.g., tornado—go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero). (IF.B.2.In.3, IF.B.2.Su.3)

14.24. Use safety equipment and procedures when necessary. (Social and Personal C 32: IV)

14.25. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: □ home □ school □ community □ workplace

14.26. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

Working in a Group

14.27. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)
14.28. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)

14.29. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

14.30. Use behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control or restraint when disagreeing, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)

14.31. Avoid behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing a member’s efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early). (SE.A.1.In.1, SE.A.1.Su.1)

Leadership

14.32. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, wide knowledge, respectful, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)

14.33. Identify the effect that different kinds of leaders have on a group’s effectiveness. (SE.A.1.In.2)

Specify: 

- [ ] supportive leaders—more participation by group members
- [ ] controlling leaders—group members may operate in fear
- [ ] negligent leaders—group members may not stay on task
- [ ] other: ____________________________

14.34. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions or ideas, using group reflection, providing opinions). (SE.A.1.In.2)

14.35. Identify behaviors used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, motivate members, process information, plan for action). (SE.A.1.In.2)

14.36. Identify and use steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)

Specify: 

- [ ] discuss the problem
- [ ] list possible causes
- [ ] record individual group members’ suggestions and clarifications
- [ ] discuss and verify causes
- [ ] implement corrective action or solution
- [ ] report results
- [ ] move on to the next most probable cause if initial action is ineffective
- [ ] other: ____________________________
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14.37. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speaking while no one else is speaking, accepting criticisms, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)

14.38. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, abiding by rules, respecting the rights of others in group activities). (SE.A.1.In.1, SE.A.1.Su.1)

Organizations

14.39. Identify types of formal organizations in the school and the community in which individuals participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

14.40. Identify characteristics of formal organizations (e.g., structures, governed by rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)

14.41. Identify existing rules and codes of conduct that must be followed for individuals to participate within selected organizations. (SE.A.1.In.3, SE.A.1.Su.2)

Specify: □ policy manuals
□ rules and regulations
□ security systems
□ other: ________________________________

14.42. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)

Specify: □ schools
□ institutions
□ businesses
□ agencies
□ organizations in the community
□ other: ________________________________

14.43. Identify behaviors that may conflict with expectations of organizations (e.g., rearranging work schedule for personal needs; talking about personal, ethical, or moral issues that may conflict with the organization's values). (SE.A.1.In.3, SE.A.1.Su.2)

14.44. Use behavior that complies with the existing rules and codes of conduct of the organization (e.g., respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, not causing physical harm to others, meeting deadlines, complying with dress codes, not using or purchasing drugs and alcohol). (SE.A.1.In.3, SE.A.1.Su.2)

14.45. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., certain personal choices may conflict with the organization, personal choices may conflict with rearranging schedule, disruptive behaviors can conflict with working on a job). (SE.A.1.In.3, SE.A.1.Su.2)
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Compliance with Laws, Rules, and Regulations

14.46. Discriminate between examples and non-examples of behaviors that are in compliance with laws, rules, and regulations (examples—wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, not trespassing; non-examples—speeding in a car, stealing from the grocery store, not paying bill at a restaurant, drinking alcohol underage). (IF.B.2.In.1, IF.B.2.Su.1)

14.47. Identify factors that promote behaviors that are in compliance with laws, rules, and regulations (e.g., opportunities to comply with laws, knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)

14.48. Identify factors that inhibit behaviors that are in compliance with laws, rules, and regulations (e.g., lack of role models, lack of knowledge of laws, little or no reinforcement for complying with laws, peer pressure, influence of media). (IF.B.2.In.1, IF.B.2.Su.1)

14.49. Identify factors which indicate that noncompliance with laws, rules, and regulations should be reported to authorities (e.g., life-threatening, danger to self or others, creates unfair advantage). (IF.B.2.In.1, IF.B.2.Su.1)

   Specify: home—family gathering
   school—in class, between classes, extracurricular activities
   community—events, organizations, services
   community—leisure activities, stores, restaurants, traveling

   Specify: home—family gathering
   school—in class, between classes, extracurricular activities
   community—events, organizations, services
   community—leisure activities, stores, restaurants, traveling

15. Demonstrate understanding of knowledge and skills necessary for selecting a career and maintaining employment.

   CL.C.1.In.3 make general preparations for entering the work force.
   CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.
   IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
   IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
   IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
   IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.
Using a Career Planning Process

15.1. Identify the benefits of using a planning process to set career goals (e.g., helps you to gather information, helps you to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)

15.2. Identify steps in a planning process to set career goals (e.g., determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired career). (IF.B.1.In.1, IF.B.1.Su.1)

15.3. Identify sources of assistance for planning for a career. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: □ individuals—family members, supervisors, teachers, counselors
   □ agencies—government agencies, religious organizations, schools
   □ other: ____________________________

15.4. Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)

15.5. Complete a personal appraisal to determine personal strengths and interests related to career choices. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: □ self-concept and values clarification
   □ personality characteristics and personal style
   □ motivational patterns and personal preferences
   □ occupational interests
   □ personal and educational background
   □ work history and experience
   □ key accomplishments and successes
   □ satisfying and dissatisfying experiences
   □ other: ____________________________

15.6. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals—pet caregiver; gardening—landscaper). (CL.C.1.In.1, CL.C.1.Su.1)

15.7. Identify preferred goals relating to own plan for high school and postsecondary education (e.g., receiving a diploma, graduating by age 18, attending trade school, earning a certificate). CL.C.1.In.3., CL.C.1.Su.3)

15.8. Identify preferred occupational and career goals for self (e.g., work in office setting, obtain a stable job, work three days a week, receive a paycheck, receive a promotion). (IF.B.1.In.2, IF.B.1.Su.2)
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15.9. Commit to undertake new tasks and adapt to changes in routine when carrying out plans related to career goals (e.g., general activities, school activities, leisure activities, living arrangements). (IF.B.1.In.2, IF.B.1.Su.2)

15.10. Use evaluations to improve own performance when carrying out plans related to career goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do). (IF.B.1.In.2, IF.B.1.Su.2)

15.11. Periodically monitor own progress in a specific activity when carrying out plans related to career goals (e.g., determine current progress, determine if on schedule or track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

15.12. Identify potential situations or events that may cause a person to change career goals (e.g., business closes, family moves, job interests change). (IF.B.1.In.2, IF.B.1.Su.2)

15.13. Adapt plan and goals in response to changing situations and requirements related to career goals (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goals, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

Making General Preparations for a Career

15.14. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find a job opening, make a resume, fill out application, contact employer, set up interview, prepare for interview). (CL.C.1.In.3, CL.C.1.Su.3)

15.15. Identify community resources for employment (e.g., television, newspaper, Internet, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)

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

15.17. Identify the items that are generally included in a resume and portfolio (e.g., resume—name, address, phone number, work experience, education, job training, awards; portfolio—sample of drawings, photographs, artwork, positive work evaluations). (CL.C.1.In.3, CL.C.1.Su.3)

15.18. Identify the importance of a job interview (e.g., impact of first impression, identify job requirements, build rapport, learn about an organization). (CL.C.1.In.3, CL.C.1.Su.3)

15.19. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)

Specify:  □ work history  □ related experiences
□ training  □ career goals
□ personal strengths and interests  □ other: ________________________

15.20. Identify inappropriate grooming and attire for job interview (e.g., low-cut shirts, dirty clothes, excessive perfume or cologne, wrinkled clothes, uncombed hair). (CL.C.1.In.3, CL.C.1.Su.3)

15.21. Identify purposes of job application forms (e.g., provide personal information, serve as a basis for matching individual to job opening, describe special needs). (CL.C.1.In.3, CL.C.1.Su.3)
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15.22. Identify common tests necessary for employment (e.g., drug tests, eye exams, physical examinations, Armed Services Vocational Aptitude Battery [ASVAB], driving test). (CL.C.1.In.3, CL.C.1.Su.3)

15.23. Identify purposes of obtaining references when looking for a job (e.g., prospective employer can talk to former employer; prospective employer can gain insight into work ethic and personality traits). (CL.C.1.In.3, CL.C.1.Su.3)

15.24. Identify types of follow-up procedures to use when seeking a job (e.g., thank-you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)

15.25. Identify common legal documents necessary for employment (e.g., identification card, driver’s license, birth certificate, social security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)

15.26. Identify purposes of common legal documents needed for employment (e.g., provide legal protection, provide information for filing income taxes, verify personal information). (CL.C.1.In.3, CL.C.1.Su.3)

15.27. Complete forms which require personal data (e.g., W-4, medical history, insurance). (Writing D 14: VII)

16. Demonstrate knowledge of employment and career opportunities in the community.

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.

CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

16.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)

16.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing and sales, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)

16.3. Identify specific jobs in the local community associated with various career clusters (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; marketing and sales—clerk, sales representative; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
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16.4. Identify trends in the local job market for different career clusters (e.g., need for computer skills; need for jobs related to environmental issues; use of technology; hiring of the elderly, minorities, and individuals with disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)

16.5. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security, investment plans, overtime, unemployment benefits, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)

16.6. Identify opportunities for job training in the local community (e.g., trade schools, vocational/technical institutes, private or public colleges, apprentice programs). (CL.C.1.In.1, CL.C.1.Su.1)

17. **Demonstrate understanding of personal and social skills necessary for success on the job.**

   - CL.C.2.In.1 plan and implement personal work assignments.
   - CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
   - CL.C.2.In.5 apply employability skills in the workplace.
   - CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
   - CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
   - CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

**Planning Assignments**

17.1. Identify purposes of planning assignments (e.g., stay on task, finish work on time, fulfill expectations). (CL.C.2.In.1, CL.C.2.Su.1)

17.2. Identify components of a plan to complete assignments. (CL.C.2.In.1, CL.C.2.Su.1)

   Specify: [ ] identify the goal or end product, including quality standards
   [ ] identify resources needed—equipment, supplies, time
   [ ] determine substeps needed to accomplish the task
   [ ] determine schedule for completing task

17.3. **State steps to complete a task. (Language C 31: VI)**

17.4. Identify, prioritize, and schedule job responsibilities for work assignments (e.g., make a to-do list, determine deadlines, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
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Implementing Assignments

17.5. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify:  □ set an alarm clock as a reminder
□ track subtasks on calendar
□ begin subtasks at designated times
□ check off subtasks when completed
□ adjust to unforeseen circumstances
□ other: ____________________________________________________

17.6. Identify alternative approaches when faced with difficulty in completing an assignment. (CL.C.2.In.1, CL.C.2.Su.1)
Specify:  □ try different techniques
□ seek advice from others
□ seek assistance from others
□ read the instructions or references
□ other: ____________________________________________________

17.7. Sort like objects. (Social and Personal C 19: 11)

17.8. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)

17.9. Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)

17.10. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

17.11. Identify general personal and social characteristics necessary for success on the job. (CL.C.2.In.3, CL.C.2.Su.3)
Specify:  □ reliability and dependability
□ flexibility
□ responsibility
□ self-control
□ paying attention to details
□ self-direction
□ other: ____________________________________________________

17.12. Identify characteristics of a good employee. (Social and Personal C 23: IV)

Attendance and Punctuality

17.13. Identify reasons for regular attendance and punctuality on the job (e.g., meet production quotas and deadlines, responsibility to employer and co-workers). (CL.C.2.In.3, CL.C.2.Su.3)

17.14. Identify consequences of irregular attendance or not being punctual on the job (e.g., docked pay, loss of respect and trust, demotion, loss of job). (CL.C.2.In.3, CL.C.2.Su.3)

17.15. Identify appropriate attendance practice for school and work. (Social and Personal C 26: IV)
17.16. Identify behavior or activities on the job which bring values into conflict (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)

17.17. Identify favorable and unfavorable social and emotional characteristics affecting employability (e.g., favorable—desire to please, cheerfulness, cooperation, positive attitude, respect for others, honesty; unfavorable—laziness, rudeness, tardiness). (CL.C.2.In.3, CL.C.2.Su.3)

17.18. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—be optimistic, work hard, don’t talk negatively about projects or people, do not complain; negative attitude—be pessimistic, be lazy, make negative comments, complain about work or workers). (CL.C.2.In.3, CL.C.2.Su.3)


Specify: ☐ appropriate—being punctual, following rules, showing respect for authority
☐ inappropriate—disrupting work, making negative statements about co-workers
☐ other: __________________________

17.20. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.3, CL.C.2.Su.3)

17.21. Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)

17.22. Identify characteristics of appropriate grooming and selection of clothing for work (e.g., clean clothes; clean hair; proper uniform, if required; casual or formal, if organization allows; indoors or outdoors, depending upon work environment). (CL.C.2.In.3, CL.C.2.Su.3)

18. Demonstrate understanding of personal and social skills necessary for independent living.

IF.A.1.In.1 complete productive and leisure activities used in the home and community.
IF.A.1.In.2 complete personal care, health, and fitness activities.
IF.A.1.Su.1 complete productive and leisure activities used in the home and community—
with guidance and support.
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.In.2 demonstrate safe travel within and beyond the community.
IF.A.2.Su.1 use community resources and services—with guidance and support.
IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
Independent Living

18.1. Identify productive activities in the home needed for independent living.  
(IF.A.1.In.1, IF.A.1.Su.1)  
Specify:  
- preparing and storing food  
- selecting and caring for clothing  
- cleaning and maintaining household  
- selecting and caring for personal living environment  
- selecting and caring for furniture, appliances, and other personal goods  
- selecting and caring for outdoor equipment and maintaining outdoor areas  
- managing money management, budgeting, paying taxes  
- other:  

18.2. Discriminate food items from nonfood items. (Social and Personal B 10: III)  

18.3. Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)  

18.4. Use appropriate table manners (e.g., passing food, sharing condiments).  
(Social and Personal B 12: IV)  

18.5. Follow correct lunch procedures. (Social and Personal B 13: IV)  

18.6. Serve self from food containers. (Social and Personal B 14: IV)  

18.7. Follow a simple recipe. (Social and Personal B 15: V)  

18.8. Select and operate kitchen appliances for food preparation.  
(Social and Personal B 16: V)  

18.9. Identify proper storage areas for food. (Social and Personal B 17: V)  

18.10. Plan and prepare a meal. (Social and Personal B 18: VI)  

18.11. Return items after use to a proper place. (Social and Personal F 46: III)  

18.12. Pick up trash and dispose properly. (Social and Personal F 47: III)  

18.13. Identify proper household tools and cleaning supplies for a given task.  
(Social and Personal F 48: IV)  

18.15. Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). *(Social and Personal F 50: V)*

18.16. Identify leisure and recreation activities that are appropriate for independent living. *(IF.A.1.In.1, IF.A.1.Su.1)*
- Specify:  
  - □ games and sports
  - □ cultural activities
  - □ hobbies, crafts, and collections
  - □ pets and gardening
  - □ outdoor activities
  - □ other: ____________________________

18.17. Distinguish between work and leisure time activities. *(Social and Personal G 53: IV)*

18.18. Demonstrate appropriate activities to occupy leisure time. *(Social and Personal G 55: V)*

- Specify:  
  - □ eating
  - □ dressing
  - □ grooming
  - □ hygiene
  - □ motor control and self-management
  - □ other: ____________________________

18.20. Take off clothing which does not require fasteners. *(Social and Personal A 1: II)*

18.21. Wash and dry face and hands and brush teeth. *(Social and Personal A 2: III)*

18.22. Take off clothing with fasteners. *(Social and Personal A 3: III)*

18.23. Put on clothing which does not require fasteners. *(Social and Personal A 4: III)*

18.24. Identify appropriate dress for occasion and weather. *(Social and Personal A 5: IV)*

18.25. Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). *(Social and Personal A 6: IV)*

18.26. Feed self with spoon independently. *(Social and Personal A 8: II)*

18.27. Feed self independently with utensils. *(Social and Personal B 9: III)*

18.28. Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. *(Social and Personal D 38: III)*

18.29. Identify body parts and gender. *(Social and Personal E 39: III)*
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18.30. Identify health care and fitness activities needed for independent living.
   (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: □ maintaining good nutrition
            □ preventing and caring for diseases
            □ practicing safety in health, including prevention of tobacco, alcohol, and other
drug abuse
            □ being aware of disability
            □ maintaining good mental health
            □ participating in exercise programs
            □ other: ________________________________

18.31. Recognize those illnesses and injuries which require a doctor's or dentist's
        attention. (Social and Personal E 40: IV)

18.32. Identify appropriate storage and use of medications. (Social and Personal E 41: V)

18.33. Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)

18.34. Demonstrate or indicate knowledge of basic first aid principles.
        (Social and Personal E 45: VI)

18.35. Identify activities involving community resources and services that may be needed
        for independent living. (IF.A.2.In.1, IF.A.2.Su.1)
   Specify: □ selecting a house or apartment
            □ obtaining assistance with personal care or health needs
            □ fulfilling civic responsibilities
            □ obtaining and caring for clothing or other personal products
            □ obtaining utilities, communication, and other household services
            □ other: ________________________________

18.36. Identify services provided by local community agencies. (Social and Personal E 42: V)

18.37. Demonstrate understanding of social skills needed for independent living.
        (SE.A.2.In.1, SE.A.2.Su.1)
   Specify: □ using appropriate interpersonal communication skills
            □ selecting and maintaining relationships with friends
            □ maintaining positive relations with family
            □ maintaining appropriate relations with co-workers and supervisors
            □ other: ________________________________

Travel

18.38. Identify various means of transportation for people including special accommodations
        for those with disabilities (e.g., walking, special transit services, special assistance on trains,
        airlines, and taxis). (IF.A.2.In.2, IF.A.2.Su.2)
18.39. Identify the advantages and disadvantages of various means of transportation.
(IF.A.2.In.2, IF.A.2.Su.2)
Specify: □ cost □ handicap accessibility
□ routes □ hours of operation
□ other: ______________________________

18.40. Identify the dangers, responsibilities, and behaviors appropriate to independent
travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe
passengers, dangerous driving conditions due to weather; responsibilities—keeping track of
personal belongings, being aware of environment, knowing destination; behaviors—keep hands to
self, do not talk loudly, be polite, ask driver for assistance when necessary). (IF.A.2.In.2,
IF.A.2.Su.2)

18.41. Identify safety precautions related to traffic and pedestrian travel.
(Social and Personal D 36: V)

18.42. Identify and find specific locations in buildings when completing functional tasks
(e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)

18.43. Avoid entering doorways and corridors in buildings and other places designated as
"No Entry" or open to "Authorized Personnel Only" when traveling in familiar or
unfamiliar buildings. (IF.A.2.In.2, IF.A.2.Su.2)

18.44. Locate community facilities on a local map and in the phone book (e.g., determine
desired location, use index to find facility, identify coordinates, locate on map). (IF.A.2.In.2,
IF.A.2.Su.2)

18.45. Find a desired location in the community (e.g., determine desired location, identify
surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2,
IF.A.2.Su.2)

18.46. Practice safety procedures when walking or biking (e.g., follow detour and rerouting
signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face
traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

18.47. Practice safety procedures when riding in a car (e.g., wear seatbelts, lock doors when
riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)

18.48. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine
destination; determine dates and times needed to travel; obtain schedules; determine best bus, train
or air flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)
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19. Demonstrate knowledge of personal, political, and economic rights and why they are important (e.g., to associate with whomever one chooses, to join political parties, to choose one's work).

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th>Physical prompt</th>
<th>Verbal prompt</th>
<th>Visual prompt</th>
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19.1. Identify examples of movements seeking to promote individual rights and the common good (e.g., abolition, suffrage, labor and civil rights movements).

19.2. Identify characteristics of political rights and why they are important to the individual (e.g., to speak freely, to criticize the government, to join political parties or organizations that strive to influence government policies, to seek and hold political office).

19.3. Identify characteristics of economic rights and why they are important (e.g., to own property, to choose one's work).

19.4. Identify current issues regarding individual rights (e.g., personal rights issues such as dress codes, curfews, sexual harassment, health care, school prayer; political rights issues such as freedom of speech, right to a fair trial; economic rights issues such as welfare, minimum wage, equal pay for equal work, welfare).

19.5. Describe laws that protect employees (e.g., discrimination, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)

19.6. Identify the purpose and benefits of worker's compensation (e.g., provide employee compensation if injured on the job, pay medical bills, provide compensation for work time missed due to injury). (CL.C.1.In.2, CL.C.1.Su.2)

19.7. Identify the purpose of unemployment insurance (e.g., means of income if job ends, temporary income until new job found). (CL.C.1.In.2, CL.C.1.Su.2)

19.8. Identify the purpose of disability insurance (e.g., provide compensation if disabled on the job, provide income if unable to work). (CL.C.1.In.2, CL.C.1.Su.2)

19.9. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, ensure workplace accommodations, ensure accessibility to businesses, increase public awareness, encourage self-advocacy, ensure legal services). (CL.C.1.In.2, CL.C.1.Su.2)

19.10. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney, advocacy groups). (CL.C.1.In.2, CL.C.1.Su.2)
COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Academics: Subject Areas
Course Number: 7921330
Course Title: Career Education: 9-12
Previous Course Title: Functional Career Education
Credit: Multiple

A. Major Concepts/Content. The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired post-school outcomes. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, post-school adult living, and, if needed, daily living skills and functional vocational evaluation.

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

- personal and career planning
- information about careers
- diploma options and postsecondary education
- community involvement and participation
- personal care
- interpersonal relationships
- communication
- use of leisure time

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

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

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

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the
Course Number: 7921330 - Career Education: 9-12

A student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

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

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

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

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

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

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

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

**After successfully completing this course, the student will:**

1. **Demonstrate knowledge of planning tools and resources for personal and career planning (e.g., aptitude surveys and inventories, counseling, community agencies, computer-based programs).**

   Indicate guidance and support necessary for mastery at supported level:
   - physical prompt
   - verbal prompt
   - visual prompt
   - assistive technology
   - supervision
   - other: __________________________

   Indicate assistance necessary for mastery at participatory level:
   - physical assistance
   - full
   - partial
   - assistive technology
   - full
   - partial

1.1. **Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)**

   Specify:
   - individuals—family members, supervisors, teachers
   - agencies—government agencies, religious organizations, schools
   - other: __________________________

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

1.3. **Use appropriate software programs to complete personal and career planning tasks. (IF.B.1.In.1, IF.B.1.Su.1)**

1.4. **Access available databases through the Internet to complete personal and career planning tasks. (IF.B.1.In.1, IF.B.1.Su.1)**

   Specify:
   - use web browsers
   - use search engines
   - other: __________________________
Course Number: 7921330 - Career Education: 9-12

1.5. Identify agencies that can provide assistance in personal and career planning (e.g., Social Security, Vocational Rehabilitation, state employment agencies, private employment agencies). (IF.A.2.In.1, IF.A.2.Su.1)

1.6. Use various sources to gain information about community services agencies, businesses, or other resources that assist individuals with personal and career planning. (IF.A.2.In.1, IF.A.2.Su.1)

1.7. Select the community service agency, business, or other resource that will meet (or is most likely to meet) the individual's need for assistance with personal and career planning (e.g., Vocational Rehabilitation, private career planning business). (IF.A.2.In.1, IF.A.2.Su.1)

1.8. Locate community services agencies, businesses, or other resources that assist individuals with personal and career planning. (IF.A.2.In.1, IF.A.2.Su.1)

1.9. Demonstrate specific knowledge and skills that are required to use and benefit from a service that provides information about personal and career planning (e.g., social skills, communication skills, ability to relate your own job preferences, ability to identify own strengths and weaknesses, ability to locate and contact the service). (IF.A.2.In.1, IF.A.2.Su.1)

2. Use a planning process to establish personal and career goals.
   IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
   IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
   IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance ☐ full ☐ partial
- assistive technology ☐ full ☐ partial

Personal Planning

2.1. Determine if personal goals related to task completion are reasonable (e.g., take on only what you can handle; do not plan too many tasks per day, week, or month). (IF.B.1.In.1, IF.B.1.Su.1)

2.2. Identify the need for responsible planning of personal choices (e.g., when starting a family, when selecting a place to live, when choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)
2.3. Identify criteria to be used to determine when a deliberate plan is needed (e.g., availability of options, time, and resources; long-term impact of decisions). (IF.B.1.In.1, IF.B.1.Su.1)

2.4. Set goals for preferred school and extracurricular activities (e.g., passing specific courses, obtaining a diploma, joining a sports team, becoming a club member). (IF.B.1.In.1, IF.B.1.Su.1)

2.5. Set personal goals for preferred leisure activities (e.g., join a recreational sports team, read books). (IF.B.1.In.1, IF.B.1.Su.1)

2.6. Set personal goals for preferred community activities (e.g., attend religious service; volunteer at a community organization; attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)

2.7. Describe steps to be followed when making a plan (e.g., identify goal or desired outcome, identify needed resources, determine major tasks and schedule, commit to following the plan). (IF.B.1.In.1, IF.B.1.Su.1)

2.8. Make a plan to implement personal goals (e.g., identify steps; record the steps; have someone look over steps, if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

2.9. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need hour or so depending on extent of repairs, an open space, a wrench, a screwdriver, and oil; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, organize notes and materials). (IF.B.1.In.1, IF.B.1.Su.1)

Career Planning

2.10. Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that relate). (IF.B.1.In.1, IF.B.1.Su.1)

2.11. Identify various methods of achieving career goals when employed (e.g., work with a mentor, participate in volunteer services, obtain needed training). (IF.B.1.In.1, IF.B.1.Su.1)

2.12. Complete an environmental assessment of the workplace to determine degree of match for employment. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: ______ Q accessibility
______ Q job requirements and selection standards
______ Q available career paths or options
______ Q amount and type of employee training/orientation
______ Q workplace culture, support systems
______ Q other: ___________________________
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2.13. Use a goal-directed strategy to prepare plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify:
   - reconcile self-appraisal with environmental assessment
   - identify long-range alternatives
   - specify short-range goals
   - set priorities and prepare an action plan
   - develop a contingency plan
   - other: _______________________

2.14. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, prepare a resume and application, get a Social Security card, learn how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)

Carrying Out Personal and Career Plans

2.15. Commit to pursue the project when carrying out plans related to personal or career goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.1, IF.B.1.Su.1)

2.16. Choose to undertake new tasks and adapt to changes in routine when carrying out plans related to personal or career goals (e.g., general activities, school activities, leisure activities, living arrangements). (IF.B.1.In.2, IF.B.1.Su.2)

2.17. Use evaluations to improve own performance when carrying out plans related to personal or career goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do). (IF.B.1.In.2, IF.B.1.Su.2)

2.18. Periodically monitor own progress in specific activities when carrying out plans related to personal or career goals (e.g., determine current status of plans, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

2.19. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)

2.20. Adapt personal or career plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

2.21. Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)

2.22. Communicate interest in participating in volunteer or work activities. (IF.B.1.Pa.1)
   Specify:
   - touch referent object
   - verbalize or sign
   - assistive/augmentative device
   - point to actual object
   - vocalize or gesture
   - other: _______________________

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2.23. Accept and adapt to changes in routine when participating in volunteer or work activities. (IF.B.1.Pa.1)

3. **Demonstrate knowledge of career options.**

   CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.

   CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

<table>
<thead>
<tr>
<th>Indicate guidance and support necessary for mastery at supported level:</th>
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<tbody>
<tr>
<td>physical prompt</td>
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</tbody>
</table>

Indicate assistance necessary for mastery at participatory level:

| physical assistance | Q full | Q partial | assistive technology | Q full | Q partial |

3.1. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)

3.2. Identify specific jobs associated with various career clusters (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall hanger; marketing—cashier, salesperson; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

3.3. Identify advantages and disadvantages of specific occupations (e.g., stuffing envelopes—essential, repetitive; yard care—outdoors, varied tasks; recycling—helps environment, takes time to sort items, need transportation to collect; construction—outdoors, labor intensive, dangerous). (CL.C.1.In.1, CL.C.1.Su.1)

3.4. Identify how characteristics of a given occupation may be perceived differently by individuals. (CL.C.1.In.1, CL.C.1.Su.1)

<table>
<thead>
<tr>
<th>Specify:</th>
<th>Q activity level required</th>
<th>Q work environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>interaction with customers</td>
<td>Q other:</td>
<td></td>
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</table>

3.5. Identify entry-level skills needed to fulfill performance requirements for specific occupations (e.g., secretary—reading, writing, keyboarding; seamstress—sewing, taking measurements, using fractions; truck driving—reading maps, writing in travel logs, passing licensing exams; dishwasher—stacking dishes, loading trays, filling dispenser). (CL.C.1.In.1, CL.C.1.Su.1)

3.6. Identify trends in the local job market for different career clusters and occupations (e.g., need for computer skills; jobs related to environmental issues; hiring of the elderly, minorities, or the handicapped; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)

3.7. Evaluate present and future local job market of a specific career cluster or occupation. (CL.C.1.In.1, CL.C.1.Su.1)
3.8. Identify licenses and certification requirements for specific jobs within career clusters and occupations (e.g., aerobic instructor—American Council on Exercise (ACE) certification; hairdresser—cosmetology license; lifeguard—certificates for first aid, CPR, and water safety instructor; medical records technician—Accredited Records Technician (ART) certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)

3.9. Identify characteristics of different types of work hours and schedules associated with employment. (CL.C.1.In.1, CL.C.1.Su.1)

Specify: □ day shifts □ night shifts □ part-time
□ full-time □ overtime □ other: ________________

3.10. Identify the differences between being paid by the hour and by salary (e.g., hourly wage—paid for time worked, possible overtime pay; salary—benefits, sick and vacation days, stable paycheck). (CL.C.1.In.1, CL.C.1.Su.1)

3.11. Identify advantages and disadvantages of labor unions (e.g., improved employee benefits, higher salaries, legal protection, improved work conditions, costs, restrictions). (CL.C.1.In.1, CL.C.1.Su.1)

3.12. Identify jobs in which labor unions commonly play an important role (e.g., welder, painter, brick layer, teacher, secretary, nurse, bus driver, plumber, pipe fitter). (CL.C.1.In.1, CL.C.1.Su.1)

3.13. Identify jobs which are generally not associated with labor unions (e.g., waiter/waitress, landscaper, movie theater clerk, animal care worker). (CL.C.1.In.1, CL.C.1.Su.1)


3.15. Identify career advancement opportunities within specific occupations. (CL.C.1.In.1, CL.C.1.Su.1)

4. Demonstrate understanding of entry-level job responsibilities and social competencies necessary for successful employment.

CL.C.2.In.1 plan and implement personal work assignments.
CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
CL.C.2.In.5 apply employability skills in the workplace.
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CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance
- full
- partial
- assistive technology
- full
- partial

Personal Work Assignments

4.1. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, putting away dishes, cutting vegetables, feeding animals, watering plants). (CL.C.2.In.1, CL.C.2.Su.1)

4.2. Follow a procedure to complete an assigned task (e.g., obtain necessary information, follow directions, begin promptly, apply instructions to task, check accuracy, complete on time). (CL.C.2.In.1, CL.C.2.Su.1)

4.3. Use appropriate materials for completing a task (e.g., baking a pie—recipe, ingredients, oven; changing a tire—car jack, lug wrench, inflated tire). (CL.C.2.In.1, CL.C.2.Su.1)

4.4. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: ___ □ work according to schedule
___ □ set an alarm clock as a reminder
___ □ track subtasks on calendar
___ □ check off subtasks when completed
___ □ begin subtasks at designated times
___ □ adjust to unforeseen circumstances
___ □ other: ____________________________

4.5. Stay on task until its completion. (Social and Personal C 20: III)

4.6. Stay on task to completion within a given time frame. (Social and Personal C 22: IV)

4.7. Identify mistakes on task assignment with and without assistance. (Social and Personal C 26: V)
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Using Tools and Technology

4.8. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: □ use a checklist with pictures or descriptions of supplies, tools, and equipment
□ set up workstation with separate areas for needed supplies and equipment
□ other:

4.9. Select and use the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, references; painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, typewriter or computer). (CL.C.2.In.2, CL.C.2.Su.2)

4.10. Sort like objects. (Social and Personal C 19: II)

4.11. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)

4.12. Organize materials and supplies to complete work assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

4.13. Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don’t overload an electrical outlet, carry scissors with tips pointing down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)

4.14. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

4.15. Clean and maintain tools and equipment (e.g., photocopier—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)

4.16. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

4.17. Store tools, supplies, and equipment in appropriate areas (e.g., personal supplies in lockers, cleaning supplies in cupboard, tools in tool box). (CL.C.2.In.2, CL.C.2.Su.2)

Reliability and Work Ethic

4.18. Identify the characteristics and importance of being reliable when working (e.g., work is done efficiently, work is done consistently, work always meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)

Specify: □ home □ school □ community □ workplace

4.19. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)
4.20. Identify the characteristics and importance of being self-directed when working (e.g., keep self-motivated and enthusiastic, make decisions independently, set goals, do not procrastinate, pace work assignments). (CL.C.2.In.3, CL.C.2.Su.3)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

4.21. Identify reasons for using time clocks (e.g., keep track of hours worked, verify paycheck, make sure of arriving and leaving on time). (CL.C.2.In.3, CL.C.2.Su.3)

4.22. Use strategies to maintain an acceptable attendance record at work. (CL.C.2.In.3, CL.C.2.Su.3)

Specify: _____ ☐ report to work regularly and be on time
       _____ ☐ stay until quitting time
       _____ ☐ return from breaks promptly
       _____ ☐ inform supervisor if unable to work—illness, tardiness, scheduling conflict
       _____ ☐ other: ____________________________________________

4.23. Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)

4.24. Identify consequences of not being punctual on the job (e.g., docked pay, loss of respect and trust, demotion, loss of job). (CL.C.2.In.3, CL.C.2.Su.3)

4.25. Identify actions to take if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

4.26. Identify behavior or activities on the job that may cause problems for the worker (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)

4.27. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—be optimistic, work hard, don’t talk negatively about projects or people, don’t complain; negative attitude—be pessimistic, be lazy, make negative comments, complain about work load). (CL.C.2.In.3, CL.C.2.Su.3)

4.28. Identify the benefits of a positive attitude towards a job (e.g., reduces stress, makes others more willing to work with you, improves relationships with co-workers and supervisors, makes job more enjoyable). (CL.C.2.In.3, CL.C.2.Su.3)

Ensuring Health and Safety

4.29. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)

4.30. Follow safety rules and procedures required for work performed (e.g., wear protective clothing, eyewear, smock, gloves; wear a hardhat; use an oven mitt; do not use electrical appliances near water). (CL.C.2.In.4, CL.C.2.Su.4)

4.31. Recognize dangerous situations in the environment. (Social and Personal D 33: III)
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4.32. Identify the meaning of laws and regulations which help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—workers must be over 18 to operate dangerous machinery such as meat cutters, workers must acquire work permit if 15 or under, and employer must allow a 15-minute break for every four hours worked; Drug Free Workplaces—law does not allow alcohol or drug use while on duty, may require tests prior to employment, provides treatment for employees with drug or alcohol problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)

4.33. Identify ways to get information about laws and regulations that protect the safety of workers (e.g., employee manuals, Occupational Safety and Health Administration, fire department). (CL.C.2.In.4, CL.C.2.Su.4)

4.34. Identify materials and tools that should be found in the workplace to use in emergency situations at work (e.g., fire extinguisher, flashlight, candles, matches, first aid kits, battery-operated radio). (CL.C.2.In.4, CL.C.2.Su.4)

4.35. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

4.36. Identify persons to ask for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)

4.37. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)

4.38. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)

Employability Skills

4.39. Identify generic employability skills necessary for optimal job performance (e.g., efficiency, accuracy, responsibility, dependability, communication skills, manual dexterity, reading ability, hand-eye coordination). (CL.C.2.In.5, CL.C.2.Su.5)

4.40. Identify behaviors that do not comply with workplace policy (e.g., taking extended breaks, disrupting work area, being late, not adhering to company policy, making negative statements about supervisor or co-workers). (CL.C.2.In.5, CL.C.2.Su.5)

4.41. Identify the characteristics of a good employee. (Social and Personal C 23: IV)

4.42. Seek help and accept assistance. (Social and Personal C 21: III)

4.43. Identify the responsibility of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)
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4.44. Identify the characteristics and importance of being flexible when working (e.g., adapt to changes in time, expectations, and processes; compromise with others; be open to others' opinions). (CL.C.2.In.3, CL.C.2.Su.3)
Specify: □ home □ school □ community □ workplace

4.45. Identify the characteristics and importance of paying attention to details when working (e.g., stay focused, meet expectations, practice quality assurance, impress supervisors). (CL.C.2.In.3, CL.C.2.Su.3)
Specify: □ home □ school □ community □ workplace

4.46. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, treating authority figures with respect, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.3, CL.C.2.Su.3)

4.47. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.3, CL.C.2.Su.3)

4.48. Identify types of inappropriate physical contact with others within a work setting (e.g., hugging, patting, kissing, hitting, pushing). (CL.C.2.In.3, CL.C.2.Su.3)

4.49. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

4.50. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)

4.51. Interact appropriately with customers or clients (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.3, CL.C.2.Su.3)

4.52. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

5. Evaluate own interests and abilities as related to career and postsecondary educational opportunities.
   IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
   IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
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Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance □ full □ partial
- assistive technology □ full □ partial

5.1. Complete an initial personal appraisal to determine current status. (IF.B.1.In.1, IF.B.1.Su.1)

Specify:

- □ self-concept and values clarification
- □ personality characteristics and personal style
- □ motivational patterns and personal preferences
- □ occupational interests
- □ personal and educational background
- □ work history and experience
- □ key accomplishments and successes
- □ satisfying and dissatisfying experiences
- □ test scores
- □ physical stamina
- □ other: ________________________________

5.2. Complete a personal appraisal to determine career wants and desires. (IF.B.1.In.1, IF.B.1.Su.1)

Specify:

- □ analysis of current job-behavioral demands
- □ significance of various job elements—personal preferences
- □ values, skills, and abilities—professional/technical, managerial, personal
- □ insight into capabilities—personal qualities, developmental needs
- □ ideal job description
- □ preferred working environment
- □ ideal life-style
- □ career goals
- □ other: ________________________________

5.3. Identify personal characteristics which affect preferred job choices (e.g., desire to please; ability to solve problems, communicate, and follow directions; cheerfulness; cooperation; acceptance of criticism; manual dexterity; hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)

5.4. Identify personal strengths which affect realistic job choices (e.g., desire to please, problem solving, communication, self-management, following directions, cheerfulness, cooperation, accepting of criticism, manual dexterity, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)

5.5. Identify personal limitations negatively affecting job choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)
5.6. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., ambition, talents, skills, previous experiences, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)

5.7. Evaluate the results of personal appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)

5.8. Identify individual strengths and weaknesses which may affect realistic postsecondary educational opportunities and job choices (e.g., grades in school, study skills, motivation). (IF.B.1.In.1, IF.B.1.Su.1)

5.9. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals—pet caregiver; gardening—landscaper). (IF.B.1.In.1, IF.B.1.Su.1)

6. Demonstrate knowledge of options for high school diploma and requirements for post-school training that relate to desired career and post-school outcomes.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance 0 full 0 partial
- assistive technology 0 full 0 partial

6.1. Identify preferred goals relating to own plan for high school and postsecondary training (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving an advanced degree). (IF.B.1.In.1, IF.B.1.Su.1)

6.2. Describe educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency and technical school training; millwright—apprenticeship; cashier—high school education and on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)

6.3. Describe the characteristics of postsecondary education and training opportunities within career clusters available to provide the skills associated with specific job types (e.g., computer courses, apprenticeships, trade school). (CL.C.1.In.1, CL.C.1.Su.1)

6.4. Demonstrate knowledge of diploma options and requirements for each diploma (e.g., standard diploma—number of credits, grade point average, pass HSCT or FCAT; special diploma—mastery of standards, number and types of courses). (CL.C.1.In.1, CL.C.1.Su.1)

6.5. Demonstrate understanding of diploma options, including benefits and limitations of each (e.g., standard diploma—accepted by colleges and armed services; special diploma—accepted by many employers, but not by universities). (CL.C.1.In.1, CL.C.1.Su.1)
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6.6. Use knowledge and understanding of diploma options to plan high school course of study. (CL.C.1.In.1, CL.C.1.Su.1)

7. Demonstrate knowledge of the role of self-advocacy in personal life and in the workplace.
   CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
   CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance ☐ full ☐ partial
- assistive technology ☐ full ☐ partial

7.1. Demonstrate self-advocating behaviors (e.g., asking about available support, speaking up for oneself, voicing opinion). (CL.C.1.In.2, CL.C.1.Su.2)

7.2. Discriminate between examples and non-examples of self-advocating behavior in various situations (examples—promoting self when interviewing for a job, identifying personal strengths, stating own needs; non-examples—not being able to list personal strengths when asked by a supervisor, talking negatively about oneself, not standing up for oneself). (CL.C.1.In.2, CL.C.1.Su.2)

7.3. Identify factors that promote self-advocating behaviors in various situations (e.g., opportunities for self-advocacy, reinforcement for self-advocacy behaviors, training in self-advocacy). (CL.C.1.In.2, CL.C.1.Su.2)
Specify: ☐ home ☐ school ☐ community ☐ workplace

7.4. Identify factors that inhibit self-advocating behavior in various situations (e.g., lack of opportunity for self-advocacy, lack of reinforcement for self-advocating behavior, lack of training in self-advocacy rigid authority). (CL.C.1.In.2, CL.C.1.Su.2)
Specify: ☐ home ☐ school ☐ community ☐ workplace

Specify: ☐ home—family gathering, chores, meals
☐ school—in class, between classes, extracurricular activities
☐ community—events, organizations, services
☐ community—leisure activities, stores, restaurants, traveling
☐ workplace—on the job, breaks
☐ other: ______________________
Specify: □ home—family gathering, chores, meals
        □ school—in class, between classes, extracurricular activities
        □ community—events, organizations, services,
        □ community—leisure activities, stores, restaurants, traveling
        □ workplace—on the job, breaks
        □ other: ________________________________

8. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.
Indicate guidance and support necessary for mastery at supported level:
        □ physical prompt        □ verbal prompt        □ visual prompt
        □ assistive technology    □ supervision          □ other: ________________________________

Indicate assistance necessary for mastery at participatory level:
        □ physical assistance □ full □ partial
        □ assistive technology □ full □ partial

8.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

8.2. Identify the benefits of participation in own IEP meetings (e.g., in-school planning, post-school planning). (IF.B.1.In.1, IF.B.1.Su.1)

8.3. Identify steps in IEP development (e.g., determine desired long-term outcomes, develop annual goals and related short-term objectives, assign responsibility for objectives). (IF.B.1.In.1, IF.B.1.Su.1)

8.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: □ employment
        □ continuing education
        □ community participation
        □ independent living
        □ agency support
        □ daily living skills
        □ other: ________________________________

8.5. Identify required and optional IEP team members. (IF.B.1.In.1, IF.B.1.Su.1)

8.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

8.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: □ in-school—course of study, diploma, extracurricular activities
        □ post-school—postsecondary training, employment
        □ post-school—living arrangements, community participation
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8.8. Use the results of personal appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

8.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

8.10. Assist in identifying the risks and benefits of each option in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

8.11. Assist in setting annual goals and objectives, considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

8.12. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.2.In.2, IF.B.2.Su.2)

8.13. Commit to engage in activities that are related to the IEP goals and objectives. (IF.B.1.In.2, IF.B.1.Su.2)

8.14. Undertake new tasks and adapt to changes in routine when carrying out plans related to the IEP goals and objectives. (IF.B.1.In.2, IF.B.1.Su.2)

8.15. Periodically monitor progress in a specific activity when carrying out the IEP goals and objectives (e.g., determine current status of plan, determine if on schedule or track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

8.16. Accept assistance with and participate in own IEP meeting. (IF.B.1.Pa.1)

9. **Demonstrate effective strategies and problem-solving skills to be used when completing tasks at school, in the home, and in the community.**

   CL.B.4.In.1 identify problems and examine alternative solutions.

   CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

   CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.

   CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.


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

   CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:

   ___ physical prompt ___ verbal prompt ___ visual prompt

   ___ assistive technology ___ supervision ___ other: ____________________________

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Indicate assistance necessary for mastery at participatory level:

physical assistance □ full □ partial
assistive technology □ full □ partial

Work Assignments

9.1. Use strategies to assist with the maintenance of on-task behavior. (CL.C.2.In.1, CL.C.2.Su.1)
Specify:

□ work on only one task at a time
□ pace self so tasks are completed on time
□ do not take prolonged or unnecessary breaks
□ reward yourself periodically for completing subtasks
□ other: ____________________________

9.2. Use strategies to maintain the expected level of productivity for the assignment or task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify:

□ use a timer or alarm clock to monitor time or deadlines
□ keep a model of final product for reference
□ use breaks appropriately
□ other: ____________________________

Identifying Problems

9.3. Identify that a problem exists, a discrepancy between what is and what should or could be (e.g., work tasks continually being completed late, failure to stay on task, frequent mistakes on assigned tasks, frequent arguments with co-workers or family members). (CL.B.4.In.1, CL.B.4.Su.1)
Specify:

□ home □ school □ community □ workplace

9.4. Identify possible reasons for existing problems (e.g., not understanding what is expected, not staying on task, frequent absences from work, insufficient time to complete tasks). (CL.B.4.In.1, CL.B.4.Su.1)
Specify:

□ home □ school □ community □ workplace

9.5. Predict possible outcomes associated with specific problems (e.g., will not gain respect of others, may be passed over for promotions, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)
Specify:

□ home □ school □ community □ workplace

Solving Problems

9.6. Apply a general model for solving real problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.2, CL.B.4.Su.2)
Specify:

□ home □ school □ community □ workplace
9.7. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)
Specify setting: ☐ home ☐ school ☐ community ☐ workplace

9.8. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted; poor evaluation by a supervisor—need to improve performance). (CL.B.4.In.2, CL.B.4.Su.2)

9.9. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.2, CL.B.4.Su.2)

9.10. Apply the strategy of troubleshooting for problems in which the cause is not easily seen (e.g., anticipating schedule conflicts prior to scheduling, identifying problem areas in the assembly line process). (CL.B.4.In.2, CL.B.4.Su.2)

9.11. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation for greater production; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.2, CL.B.4.Su.2)

9.12. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify behaviors that lead to desired performance; work—identify techniques used by most productive employee, use these techniques to improve own performance; personal life—identify crowd that does not use drugs, identify their refusal skills, and use same tactics when offered drugs). (CL.B.4.In.2, CL.B.4.Su.2)

9.13. Analyze possible outcomes associated with specific problems (e.g., truancy—miss lectures and homework assignments, serve detention, have trouble with parents and school; arguments with co-workers—will not gain respect of others, may be passed over for promotions, may be demoted; body odor—poor hygiene, social isolation). (CL.B.4.In.2, CL.B.4.Su.2)

9.14. Identify alternative courses of action for solving a particular problem (e.g., gained 10 pounds—start exercise program, talk to a physician, eat healthier foods according to the Food Guide Pyramid). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: ☐ home ☐ school ☐ community ☐ workplace

9.15. Select the most appropriate alternative or strategy for solving a specified problem. (CL.B.4.In.2, CL.B.4.Su.2)
Specify: ☐ brainstorming—identifying all solutions that come to mind
☐ identifying steps—when a complicated task is involved
☐ estimating—when numbers are involved
☐ matching consequences to actions—for cause and effect
☐ troubleshooting—finding problems within a work process
☐ creative thinking—when multiple solutions are acceptable
☐ modeling—basing actions on those of a good example
☐ other: _____________________________
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9.16. Complete identified tasks to solve problems at home, school, or work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)

9.17. Seek assistance when needed to solve problems at home, school, or work (e.g., difficulty completing work task—consult supervisor, co-workers, references). (CL.B.4.In.2, CL.B.4.Su.2)

9.18. Describe effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2, CL.B.4.Su.2)

9.19. Accept assistance with and participate in solving problems encountered in routine tasks at home, school or in the community. (CL.B.4.Pa.1)

10. Demonstrate knowledge of contributing factors for positive self-esteem and personal feelings of efficacy.

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

_____ physical prompt  _____ verbal prompt  _____ visual prompt

_____ assistive technology  _____ supervision  _____ other: ____________________

Indicate assistance necessary for mastery at participatory level:

_____ physical assistance  ☐ full  ☐ partial  _____ assistive technology  ☐ full  ☐ partial

10.1. Identify ways that planning and goal-setting affect one’s feeling of self-control and effectiveness (e.g., anticipate problems, work around barriers, make own choices). (IF.B.1.In.1, IF.B.1.Su.1)

10.2. Identify ways that lack of planning can result in negative outcomes for personal situations (e.g., may not have enough time or resources, can’t handle emergencies, may lack direction). (IF.B.1.In.1, IF.B.1.Su.1)

10.3. Identify behaviors that reflect positive self-esteem (e.g., interacts easily with new people, makes positive comments about self, sets high goals for self). (IF.B.2.In.1, IF.B.2.Su.1)

10.4. discriminate between examples and non-examples of behaviors that demonstrate self-esteem (examples—having self-confidence to say no to peer pressure, setting high yet attainable goals; non-examples—having a negative attitude about self, lacking self-confidence). (IF.B.2.In.1, IF.B.2.Su.1)
10.5. Identify factors that promote feelings of self-esteem (e.g., supportive family, opportunities for making choices, positive reinforcement for success). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____  ☑ home  _____  ☑ school  _____  ☑ community  _____  ☑ workplace

10.6. Identify factors that inhibit feelings of positive self-esteem (e.g., lack of opportunities for reinforcement, lack of training in self-esteem, lack of reinforcement for self-esteem, excessive criticism). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____  ☑ home  _____  ☑ school  _____  ☑ community  _____  ☑ workplace

10.7. Use behaviors that reflect positive self-esteem in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____  ☑ home—family gatherings, chores, meals
_____  ☑ school—in class, between classes, extracurricular activities
_____  ☑ community—events, organizations, services
_____  ☑ community—leisure activities, stores, restaurants, traveling
_____  ☑ workplace—on the job, breaks
_____  ☑ other: _______________________

Specify: _____  ☑ home—family gatherings, chores, meals
_____  ☑ school—in class, between classes, extracurricular activities
_____  ☑ community—events, organizations, services
_____  ☑ community—leisure activities, stores, restaurants, traveling
_____  ☑ workplace—on the job, breaks
_____  ☑ other: _______________________

11. Demonstrate personal care skills that meet demands of situations at school, in the home, in the workplace, and in the community.
IF.A.1.In.2  complete personal care, health, and fitness activities.
IF.A.1.Su.2  complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.2  participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
_____  ☑ physical prompt  _____  ☑ verbal prompt  _____  ☑ visual prompt
_____  ☑ assistive technology  _____  ☑ supervision  _____  ☑ other: _______________________

Indicate assistance necessary for mastery at participatory level:
_____  ☑ physical assistance  ☑ full  ☑ partial  _____  ☑ assistive technology  ☑ full  ☑ partial
Grooming and Hygiene

11.1. Identify personal care activities involved in grooming and hygiene. (IF.A.1.In.2, IF.A.1.Su.2)

Specify:
- hair—shampooing, drying, combing, styling, cutting
- nails—cutting, polishing, cleaning, filing
- cosmetics—applying, removing
- shaving
- washing and bathing
- toileting
- menstrual care
- other:

11.2. Demonstrate skills related to grooming and hygiene when completing personal care activities (e.g., hair—knowing desired length and style, knowing the difference between shampoo and conditioner; nails—knowing desired length, knowing how to clean and file; cosmetics—knowing where each type of cosmetic is applied, knowing how to remove cosmetics; shaving—knowing about different types of shavers, and skin conditions; hand washing—when hands are dirty, before meals, after the bathroom is used; bathing—at least once a day [morning or evening], after a sporting event, after playing outdoors; using the toilet—before getting in the car for a long trip, before bed, after meals; dental hygiene—brush teeth after meals, when you wake up, and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)

11.3. Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)

11.4. Accept assistance with and participate in routine personal care activities involving grooming and hygiene. (IF.A.1.Pa.1)

Specify:

Motor Control and Self-Management

11.5. Identify personal care needs involved in motor control and managing self. (IF.A.1.In.2, IF.A.1.Su.2)

Specify:
- strength, stamina, endurance, and muscular flexibility
- postural alignment for sitting, standing, lifting, and movement
- proximity to objects
- other:

11.6. Demonstrate specific skills in completing personal care activities needed for motor control or managing self (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift). (IF.A.1.In.2, IF.A.1.Su.2)
11.7. Accept assistance with and participate in routine activities that involve motor control and managing self (IF.A.1.Pa.2)

Nutrition

11.8. Identify when health care activities are needed for nutrition (e.g., when decreasing food intake, when increasing food intake, when maintaining weight, when planning meals for a week, when making a grocery list). (IF.A.1.In.2, IF.A.1.Su.2)

11.9. Demonstrate specific skills in completing health care activities involving nutrition (e.g., preparing nutritious snacks or meals, limiting the amount of intake, using the Food Guide Pyramid when planning meals, using knowledge of serving sizes, interpreting nutritional information on packages). (IF.A.1.In.2, IF.A.1.Su.2)

11.10. Use strategies related to nutrition when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals according to the Food Guide Pyramid; pre-measure servings - make and freeze hamburger patties ahead of time; use measuring devices to serve food - one-half cupful of mashed potatoes; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

Health Care and Wellness

11.11. Identify common health care issues involving diseases. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: □ identification of communicable diseases and symptoms
□ knowledge of how diseases are transmitted and incubation periods
□ preventative measures and ways to avoid contact
□ possible treatments for communicable diseases
□ other: ____________________

11.12. Identify when first aid is needed (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when somebody is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)

11.13. Demonstrate specific skills in giving first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, using knowledge of the methods of stopping bleeding, knowing when not to move an injured person, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)

11.14. Use strategies to provide first aid effectively and efficiently and on a regular basis (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

11.15. Accept assistance with and participate in health care activities involving treatment and control of diseases and first aid. (IF.A.1.Pa.2)
Wellness

11.16. Identify health care related to wellness (e.g., wellness plan, preventative medical and dental care, social activities). (IF.A.1.In.2, IF.A.1.Su.2)

11.17. Demonstrate specific skills in completing health care activities involving wellness (e.g., developing a wellness plan, identifying specific health problems, describing problems to a doctor or medical assistant, using knowledge of nonprescription medicines for minor aches and pains, knowing what doctor to call for a specific problem, knowing the type of fitness program appropriate for your personal abilities). (IF.A.1.In.2, IF.A.1.Su.2)

11.18. Use strategies related to wellness to complete health care activities effectively and efficiently and on a regular basis (e.g., develop a wellness routine and follow it, participate in wellness activities with a friend, keep drugs stored together, check expiration dates on nonprescription drugs every six months, ask doctor and dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)

11.19. Accept assistance with and participate in wellness activities. (IF.A.1.Pa.2)

Specify:

Tobacco, Alcohol, and Other Drug Abuse

11.20. Identify health care activities that prevent tobacco, alcohol, and other drug abuse (e.g., taking only specified amount of prescription and nonprescription drugs; knowing the dangers of tobacco, alcohol, and other drug abuse; knowing when prescription or nonprescription drugs should be taken; knowing the effects of smoking). (IF.A.1.In.2, IF.A.1.Su.2)

11.21. Use strategies related to the prevention of tobacco, alcohol, and other drug abuse effectively and efficiently and on a regular basis (e.g., keep a list of names and dosages of all prescription medications in wallet or purse with dates to renew prescriptions; keep a list of recommendations or warnings with the prescriptions you take regularly—take with food, do not drink alcohol; join a support group for tobacco, alcohol, or other drug abusers if needed; get advice from a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)

11.22. Accept assistance with and participate in activities related to prevention of tobacco, alcohol, and other drug abuse. (IF.A.1.Pa.2)

Specify:

Disability Awareness

11.23. Demonstrate specific skills in completing health care activities involving disability awareness (e.g., correctly using equipment and assistive or adaptive devices, administering self-medication, finding assistance with disability needs). (IF.A.1.In.2, IF.A.1.Su.2)
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11.24. Use strategies related to disability awareness to complete health care activities effectively and efficiently and on a regular basis (e.g., store instructions for adaptive or assistive equipment in one place, keep all papers related to eligibility for various services in a safe place, join an advocacy group, get on a mailing list of disability advocacy groups, ask friends with similar disabilities, keep a list of agencies to call for assistance or to answer questions—hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)

Exercise

11.25. Identify when exercise programs are needed (e.g., to lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, and muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

11.26. Use strategies to participate in exercise programs effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with an exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

11.27. Accept assistance with and participate in exercise routines. (IF.A.1.Pa.2)

12. **Demonstrate knowledge of skills and concepts involved in personal money management (e.g., budgets, banking, salaries, credit, taxes).**

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance
- full
- partial
- assistive technology
- full
- partial

12.1. Demonstrate skills in completing productive activities involving managing money and personal finances (e.g., donating money to charities; filing taxes; counting money or check amount to deposit; opening a savings or checking account; reviewing and paying monthly bills and statements; storing information regarding personal finances; knowing how much money is in your savings or checking account; knowing to account for food, bills, and unexpected events when preparing a budget; knowing tax regulations). (IF.A.1.In.1, IF.A.1.Su.1)

12.2. Use strategies related to managing money and personal finances to complete productive activities effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits checks, mark due dates of recurring bills on calendar, pay bills immediately upon receipt, pay bills at regularly scheduled times—first and fifteenth of the month). (IF.A.1.In.1, IF.A.1.Su.1)
12.3. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with financial needs. (IF.A.2.In.1, IF.A.2.Su.1)

12.4. Select the community agency, business, or other resource that will meet (or is most likely to meet) individual needs for assistance with finances (e.g., high interest savings account, high interest checking account, low or no monthly fees, low interest loans). (IF.A.2.In.1, IF.A.2.Su.1)

12.5. Demonstrate the specific knowledge and skills that are required to use and benefit from a financial service (e.g., knowledge of loans, knowledge of insurance, knowledge of banking and financial terminology, knowledge of how to manage a checking account). (IF.A.2.In.1, IF.A.2.Su.1)

12.6. Document activities or transactions performed to accomplish personal money management (e.g., keep an accurate account balance, keep track of daily expenditures, enter deposits when made). (IF.A.1.In.1, IF.A.1.Su.1)

12.7. Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)

12.8. Complete forms associated with a savings account. (Mathematics E 45: VI)

12.9. Determine the total cost of items to accomplish functional tasks (e.g., determine how much you spent for the project, determining how much more money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)

12.10. Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)

12.11. Solve applied problems involving comparison shopping. (Mathematics E 46: VII)

12.12. Solve problems involving purchases with a discount to accomplish functional tasks (e.g., determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)

12.13. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a student loan, sales tax on books). (CL.B.3.In.2, CL.B.3.Su.2)

13. Demonstrate safe travel skills within and beyond the community including using public or private transportation if appropriate.

IF.A.2.In.2 demonstrate safe travel within and beyond the community.

IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.
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Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance □ full □ partial
- assistive technology □ full □ partial

General Travel Skills

13.1. Demonstrate basic personal safety skills when traveling to and from school, work, or community location (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don’t put hands outside windows, don’t fight, determine closest exit; by cab—determine route in advance, inform driver of destination, have enough money; by foot—watch for cars, look both ways, don’t talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)

13.2. Find a desired location in the community by street signs (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)

13.3. Find a desired location in the community by building or house number (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)

13.4. Use available modes of transportation to reach desired locations in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)

13.5. Practice safety procedures when moving about in the community (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

13.6. Move about familiar environments purposefully with assistance. (IF.A.2.Pa.2)

Traveling by Bus

13.7. Obey traffic signs (e.g., stop lights, stop signs, railroad crossings, pedestrian crosswalks, yield signs). (IF.A.2.In.2, IF.A.2.Su.2)

13.8. Signal a bus to stop from numeral and destination names appearing on the bus. (IF.A.2.In.2, IF.A.2.Su.2)

13.9. Use maps to travel on a bus and other mass transit systems as appropriate to the community (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination). (IF.A.2.In.2, IF.A.2.Su.2)

13.10. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train, or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)
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Driving an Automobile

13.11. Accept assistance with and participate in traveling from one location to another by bus or other mass transit system. (IF.A.2.Pa.2)
Specify: ____________________________________________

13.12. Demonstrate basic automotive maintenance skills (e.g., checking oil, tires, power steering, radiator, battery, windshield washer fluid). (IF.A.2.In.2, IF.A.2.Su.2)

13.13. List items which should be checked routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, level of air in tires, washer fluid, battery). (IF.A.2.In.2, IF.A.2.Su.2)

13.14. Describe selection of appropriate type of fuel and the correct procedure for filling the fuel tank (e.g., determine gas type as specified under gas gauge, in owner’s manual, or by fuel tank; locate corresponding type at gas station pump; open fuel tank door; remove fuel tank cap; lift gas nozzle; push handle up on pump; place nozzle in fuel tank; fill; replace nozzle on gas pump; replace fuel tank cap; close fuel tank door, pay for gas). (IF.A.2.In.2, IF.A.2.Su.2)

13.15. Explain the need for auto insurance and the consequences for non-compliance (e.g., need—protection from lawsuits, coverage of cost of repairs to own vehicle, coverage of cost of repairs to another vehicle, compliance with laws, coverage of costs of hospital bills if injured; consequences—lawsuits, fines, jail time, costs if in an accident and uninsured). (IF.A.2.In.2, IF.A.2.Su.2)

13.16. Describe the steps to take when involved in an accident (e.g., call police, produce operator’s license and car registration, obtain copy of police report, call insurance company, obtain three estimates for repairs). (IF.A.2.In.2, IF.A.2.Su.2)

13.17. Obey parking signs (e.g., handicapped spaces, time limits, no parking, loading zones). (IF.A.2.In.2, IF.A.2.Su.2)

14. Demonstrate understanding of appropriate activities for recreation and leisure.

IF.A.1.In.1 complete productive and leisure activities used in the home and community.
IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance ☐ full ☐ partial ___ assistive technology ☐ full ☐ partial
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14.1. Set personal goals related to leisure activities (e.g., join a recreational sports team, read self-help books). (IF.A.1.In.1, IF.A.1.Su.1)

14.2. Demonstrate knowledge and skills needed to participate in a variety of leisure and recreation activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: games hobbies sports
outdoor activities entertainment other: 

14.3. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with recreation needs. (IF.A.2.In.1, IF.A.2.Su.1)

14.4. Select the community service agency, business, or other resource that will meet (or is most likely to meet) individual requests for assistance with recreation needs (e.g., cost effectiveness, proximity, accessibility, positive reputation). (IF.A.2.In.1, IF.A.2.Su.1)

14.5. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular recreation service (e.g., movies—access to transportation and start times; libraries—library card, knowledge of numbering systems, literacy). (IF.A.1.In.1, IF.A.1.Su.1)

14.6. Accept assistance with and participate in leisure and recreation activities. (IF.A.1.Pa.1)
Specify activity: 

15. Demonstrate knowledge of the nature and importance of community involvement and participation for all citizens.

IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services—with guidance and support.
IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
assistive technology supervision other: 

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial 

15.1. Demonstrate skills in completing productive activities in the community involving citizenship (e.g., discussing politics, public issues, and current events; voting in an election; working with others; obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)

15.2. Use strategies related to citizenship to complete productive activities in the community effectively and efficiently and on a regular basis (e.g., mark election days on calendar, keep articles from newspaper or video clips of candidates' views on issues, carry driver's license at all times, ask trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)
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15.3. Demonstrate skills in completing productive activities in the community involving community organizations (e.g., working with others, following the guidelines of the organization, asking others for assistance, knowing what organizations do, knowing how to join an organization, identifying the officers and leaders of organizations or groups, determining guidelines for membership). (IF.A.1.In.1, IF.A.1.Su.1)

15.4. Use strategies related to finding community organizations to complete productive activities in the community effectively and efficiently and on a regular basis (e.g., look at membership list of group to see if they are people who share your interests, ask members of the organization how they like it, read information, view video tapes about the group, ask a trusted friend or relative). (IF.A.2.In.1, IF.A.2.Su.1)

15.5. Demonstrate skills in completing productive activities in the community involving community members and neighbors (e.g., working with others; showing concern for others; planning a picnic—selecting food, inviting others to attend, preparing food). (IF.A.1.In.1, IF.A.1.Su.1)

15.6. Accept assistance with and participate in activities involving the use of community resources. (IF.A.2.Pa.1)

Specify activity: ____________________________

16. Demonstrate effective communication skills for use in school, home, workplace, and community settings.

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.
CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- assistive technology
- supervision

Indicate assistance necessary for mastery at participatory level:

- physical assistance
- assistive technology

Using Written Communication

16.1. Use the appropriate format for documents and written communications to accomplish functional tasks in the workplace. (CL.B.2.In.1, CL.B.2.Su.1)

Specify:
- note or e-mail—brief message to co-worker or supervisor
- memo—announce an event to your customers
- letter—business, response to complaint, request for information
- report—progress report, business plan
- other: ____________________________
16.2. Write a message to accurately record information from telephone calls or personal conversations. (CL.B.2.In.2, CL.B.2.Su.2)

Specify: ☐ caller's name ☐ date
☐ who they represent ☐ time
☐ phone number ☐ message
☐ other: _______________________

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

16.4. Write and address an envelope. (Writing D 12: VI)

16.5. Use an appropriate source to obtain written information for a work assignment (e.g., manuals, procedures documents, operating instructions, schedules, policies). (CL.B.1.In.2, CL.B.1.Su.2)

Communication Skills

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

Specify: ☐ tone of voice ☐ pitch
☐ fluency (rate and rhythm) ☐ loudness
☐ duration ☐ other: _______________________

16.7. Use critical listening skills (e.g., listening for content; paying attention to cues—first, second..., in summary, the most important thing to remember is; linking to prior knowledge and experiences; considering emotional meaning). (CO.A.1.In.1, CO.A.1.Su.1)

16.8. Use strategies to improve listening (e.g., empathize with and "read" people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

16.9. Use appropriate language to express need for assistance in various situations (e.g., ask for help, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ☐ home ☐ school ☐ community ☐ workplace

16.10. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., use "I" statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ☐ home ☐ school ☐ community ☐ workplace

16.11. Respond to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ☐ home ☐ school ☐ community ☐ workplace

16.12. Respond to other's generosity by stating appreciation (e.g., thank the person, tell person how much you like the gift or action, let the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
16.13. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answer a question, contribute to the conversation, ask a relevant question pertaining to the topic, restate a person's statements and their implication, nod head). (CO.A.1.In.1, CO.A.1.Su.1)

16.14. Respond appropriately to basic questions, directions, and informational statements (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

16.15. Respond to greetings appropriately (e.g., "Hello." "Thank you for inviting me." "It is nice to see you, too." "I am doing well, and you?"). (CO.A.1.In.1, CO.A.1.Su.1)

16.16. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, about finances, about your future, about personal problems, about school problems; friends—about what is happening in other friends' lives, about the future, about personal problems, about schoolwork; familiar persons—about shared interests, about common experiences; unfamiliar persons—about weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)

Specify:

- ☐ with family
- ☐ with friends
- ☐ with other familiar persons
- ☐ with unfamiliar persons

16.17. Identify correct verbal responses in telephone interaction (e.g., "May I ask who is calling?" "One moment, please." "May I take a message?" "May I please speak to...?" "This is she/he." "Thank you for calling."). (CO.A.1.In.1, CO.A.1.Su.1)

16.18. Use verbal and nonverbal communication with appropriate style and tone for the audience and occasion when participating in conversation, discussion, dialogue, and/or group presentations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify style and tone: __________________________________________
Specify audience and occasion: __________________________________

16.19. Use a communication system for acquiring information and communication needs that matches linguistic, physical, and cognitive ability. (CO.A.1.In.1, CO.A.1.Su.1)

Specify:

- ☐ sign language
- ☐ total communication
- ☐ finger spelling
- ☐ augmentative communication
- ☐ verbal language
- ☐ symbol system
- ☐ other: ________________________________

Using Feedback

16.20. Identify situations when feedback is commonly given (e.g., after you have answered a question, after you have finished a project, after you have cleaned your room or house, when you need help with a task, after you have participated in a sport). (CO.A.1.In.1, CO.A.1.Su.1)

16.21. Respond effectively to feedback given in various situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

Specify:

- ☐ home
- ☐ school
- ☐ community
- ☐ workplace
16.22. Use feedback to make changes (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

16.23. Give effective feedback to others (e.g., "You are doing great." "Try to do five more." "You need to try to throw the ball straight by looking where you are throwing." "You did well on your test." "Keep up the good work." "Study for an extra hour each night."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

17. Demonstrate personal and social skills, including working in groups and conflict resolution, necessary for success on the job and in the community.

SE.A.1.In.1 cooperate in a variety of group situations.
SE.A.1.In.2 assist in establishing and meeting group goals.
SE.A.1.In.3 function effectively within formal organizations.
SE.A.1.Su.1 cooperate in group situations—with guidance and support.
SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
SE.A.1.Pa.1 participate effectively in group situations—with assistance.
SE.A.2.In.1 interact acceptably—with others within the course of social, vocational, and community living.
SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ______________________

Indicate assistance necessary for mastery at participatory level:
□ physical assistance □ full □ partial □ assistive technology □ full □ partial
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Skills for Working in Groups

17.1. Demonstrate behaviors that contribute positively to group effort (e.g., coming on time, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, showing self-control when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)

17.2. Demonstrate appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, do not interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

17.3. Demonstrate steps for group problem solving (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, determine most likely cause(s), implement corrective action or solution, report results, move onto the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)

17.4. Volunteer for and assist in the completion of tasks requiring group effort (e.g., volunteering for Special Olympics programs, participating in fund-raisers, taking part in charities, organizing a dance, decorating for a club or organization). (SE.A.1.In.1, SE.A.1.Su.1)

17.5. Demonstrate responsibilities individuals have to their friends, peers, and co-workers (e.g., keeping a trusting relationship, being dependable, not talking behind others' backs, helping others through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)

17.6. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak while no one else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)

17.7. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of a lineup, exhibiting fair play and sportsmanship, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

17.8. Cooperate with peers. (Social and Personal G 51: III)

17.9. Accept assistance with and participate in group situations. (SE.A.1.Pa.2)

Specify: ____________________________

Interpersonal Communication Skills

17.10. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

17.11. Use appropriate techniques to invite a peer to join a group (e.g., gain attention, check if interested, give time to consider invitation and respond, show appreciation, show understanding if refused). (SE.A.2.In.1, SE.A.2.Su.1)
17.12. Display acceptance for people with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)

17.13. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

17.14. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, asking another's name, identifying your role in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)

17.15. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all are seated). (SE.A.2.In.1, SE.A.2.Su.1)

17.16. Respond appropriately to humorous situations (e.g., telling jokes—laugh, smile, giggle, do not laugh loudly). (SE.A.2.In.1, SE.A.2.Su.1)

17.17. Respond appropriately to situations involving teasing (e.g., ignore, ask person to stop, call for assistance). (SE.A.2.In.1, SE.A.2.Su.1)

17.18. Demonstrate respect for others' rights and property (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)

17.19. Offer assistance to peers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)

17.20. Display self-control in social situations (e.g., controls temper, accepts friendly teasing, accepts disappointments, accepts constructive criticism). (SE.A.2.In.1, SE.A.2.Su.1)

17.21. Accept assistance with and participate in appropriate interaction with others. (SE.A.2.Pa.1)

Specify: ________________________________

Physical Contact

17.22. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; display of friendships—patting on back, shaking hands, giving a hug; display of love—giving a hug, giving a kiss). (SE.A.2.In.1, SE.A.2.Su.1)

17.23. Use effective responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
17.24. Ask for assistance if one experiences inappropriate physical contact from others (e.g., call for a neighbor's help, ask a peer for help, ask a family member for help, call for a teacher's assistance, call a police officer for help, ask a pedestrian for assistance). (SE.A.2.In.1, SE.A.2.Su.1)

17.25. Accept assistance with and participate in refusing inappropriate physical contact from others. (SE.A.2.Pa.1)

Conflict Resolution

17.26. Use conflict resolution skills when faced with a problem (e.g., identify the conflict; deal with feelings; pinpoint the cause of conflict; choose a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, collaboration; allow time for negotiation). (SE.A.2.In.1, SE.A.2.Su.1)

17.27. Identify characteristics of the diverse nature of human conflicts (e.g., how some goals may exclude or limit other goals, how conflict can have both positive and negative results, how some conflict is irrational and may be a result of misunderstanding or short-sightedness). (SE.A.2.In.1, SE.A.2.Su.1)

17.28. Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.Su.1)

17.29. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.Su.1)

17.30. Use skills when faced with a problem (e.g., determine the magnitude of the conflict; identify benefits gained from the resolution; establish acceptable negotiating guidelines; establish ground rules for time, commitment to the process, who will serve as the mediator, and confidentiality; use strategy and tactics for a win-win resolution; reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.Su.1)

Leadership Skills

17.31. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, being knowledgeable, being respected, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)

17.32. Identify the effects that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)

Specify: _____ □ supportive leaders—more participation by group members

_____ □ controlling leaders—group members may operate in fear

_____ □ negligent leaders—group members may not stay on task

_____ □ other: ____________________________
17.33. Identify behaviors that are used by leaders to keep group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action, keep lines of communication open). (SE.A.1.In.2)

Functioning in Organizations

17.34. Identify organizations in which individuals may participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

17.35. Identify common characteristics of formal organizations (e.g., structures, rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)

17.36. Identify existing rules and code of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: □ policy manuals
□ rules and regulations
□ security systems
□ other: ____________________________

17.37. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: □ school  □ community

17.38. Demonstrate behavior that meets the expectations of the organization. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: □ schools  □ agencies
□ businesses  □ institutions
□ workplace  □ other: ____________________________

17.39. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)
A. **Major Concepts/Content.** The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired post-school outcomes. These plans will address all critical transition service areas, including instruction, related services, community experiences, employment, post-school adult living, and, if needed, daily living skills and functional vocational evaluation.

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

- personal and career planning
- information about careers
- diploma options and postsecondary education
- community involvement and participation
- personal care
- interpersonal relationships
- communication
- use of leisure time

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

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

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

CL.A.1.Pa.1 participate in activities of peers’ addressing Sunshine State Standards with assistance as appropriate for the individual student.

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

Students with disabilities who are pursuing a standard high school diploma may take this course for elective credit to assist with individual transition planning. However, this course does not meet the standard diploma graduation requirement for life management.

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

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

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

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

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

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

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

After successfully completing this course, the student will:

1. Effectively use a planning process to establish and revise personal and career goals.
   IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
   IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
   IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
   IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.
   IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance
- full
- partial
- assistive technology
- full
- partial

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Personal Planning

1.1. Determine if personal goals related to task completion are reasonable (e.g., take on only what you can handle; do not plan too many tasks per day, week, or month). (IF.B.1.In.1, IF.B.1.Su.1)

1.2. *Identify personal strengths and weaknesses.* (Social and Personal G 59: VI)

1.3. Identify the need for responsible planning of personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)

1.4. Set school and extracurricular goals for preferred activities (e.g., passing specific courses, obtaining a diploma, joining a civic group, joining a sports team, joining a service club). (IF.B.1.In.1, IF.B.1.Su.1)

1.5. Set personal goals related to preferred leisure activities (e.g., join a recreational sports team, read self-help books or novels). (IF.B.1.In.1, IF.B.1.Su.1)

1.6. Set personal goals related to preferred community activities (e.g., attend religious services, volunteer at a community organization, attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)

1.7. Make a plan to implement personal goals (e.g., identify steps; record the steps on paper; have someone review steps, if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

1.8. Identify the time, space, and materials needed to accomplish goals (e.g., fixing bicycle—need hour or so depending on extent of repairs, need an open space, a wrench, a screwdriver, and oil; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of practice tests). (IF.B.1.In.1, IF.B.1.Su.1)

1.9. Describe steps to be followed when making a plan (e.g., identify goal or desired outcome, identify needed resources, determine major tasks and schedule, commit to following the plan). (IF.B.1.In.1, IF.B.1.Su.1)

Career Planning

1.10. Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that correlate). (IF.B.1.In.1, IF.B.1.Su.1)

1.11. Identify various methods of achieving career goals when employed (e.g., working hard, living up to expectations, choosing jobs with high probability of promotion). (IF.B.1.In.1, IF.B.1.Su.1)
1.12. Conduct an environmental assessment of the workplace to determine degree of match for employment. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify:  □ accessibility
             □ job requirements and selection standards
             □ available career paths or options
             □ amount and type of employee training/orientation
             □ workplace culture and support
             □ other: ______________________________________

1.13. Use a goal-directed strategy to prepare plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify:  □ reconcile self-assessment with environmental assessment of workplace
             □ identify long-range alternatives
             □ specify short-range goals
             □ set priorities and prepare an action plan
             □ develop a contingency plan
             □ other: ______________________________________

1.14. Identify the time, training, and resources needed to accomplish career goals
   (e.g., obtaining an office job—allow several weeks to locate potential jobs, prepare a resume and application, get a Social Security card, learn how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)

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

Carrying Out Personal and Career Plans

1.16. Commit to pursue the project when carrying out plans related to personal or career goals (e.g., start project on time, follow plans accordingly, follow plans until project is completed). (IF.B.1.In.1, IF.B.1.Su.1)

1.17. Choose to undertake new tasks and adapt to changes in routine when carrying out plans related to personal or career goals (e.g., learn how to use new equipment, join a club, practice your skills). (IF.B.1.In.1, IF.B.1.Su.1)

1.18. Use evaluations to improve own performance when carrying out plans related to personal or career goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do). (IF.B.1.In.2, IF.B.1.Su.2)

1.19. Periodically monitor own progress in specific activities when carrying out plans related to personal or career goals (e.g., determine current status of plans, determine if on schedule or track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

1.20. Evaluate actions taken to determine what has been gained, lost, or achieved
   (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)
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1.21. Adapt personal or career plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

1.22. Accept assistance with and participate in expressing preference for productive activities in schools and community. (IF.B.1.Pa.1)

1.23. Accept and adapt to changes in routine when participating in volunteer or work activities. (IF.B.1.Pa.1)

2. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance  full partial
- assistive technology  full partial

2.1. Identify the benefits of participation in own IEP meetings (e.g., school program planning, post-school planning). (IF.B.1.In.1, IF.B.1.Su.1)

2.2. Identify steps in IEP development (e.g., determine long-term outcome desires, determine present level of performance, develop annual goals and related short-term objectives, assign responsibility for objectives). (IF.B.1.In.1, IF.B.1.Su.1)

2.3. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)

Specify:

- employment
- continuing education
- community participation
- independent living
- agency support
- daily living skills
- other:

2.4. Identify required and optional IEP meeting participants. (IF.B.1.In.1, IF.B.1.Su.1)

2.5. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

2.6. Identify desired long-term outcomes (IF.B.1.In.1, IF.B.1.Su.1)

Specify:

- in-school—course of study, diploma, extracurricular activities
- post-school—postsecondary training, employment
- post-school—living arrangements, community participation
2.7. Use the results of a personal appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

2.8. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

2.9. Assist in identifying the risks and benefits of each option in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

2.10. Assist in setting annual goals and objectives, considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

2.11. Commit to engage in activities that are related to the IEP goals and objectives. (IF.B.1.In.2, IF.B.1.Su.2)

2.12. Undertake new tasks and adapt to changes in routine when carrying out plans related to the IEP goals and objectives (e.g., if you haven’t mastered competencies in vocational program to reach an exit point—work with employment specialist, get additional training, alter exit point). (IF.B.1.In.2, IF.B.1.Su.2)

2.13. Periodically monitor progress in a specific activity when carrying out the IEP goals and objectives (e.g., determine current status, determine if on schedule or track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

2.14. Accept assistance with and participate in expressing own desires for own IEP process and meeting. (IF.B.1.Pa.1)

3. Demonstrate understanding of personal career options.

3.1. Identify general characteristics of various career clusters (e.g., agribusiness, business technology, family and consumer science). (CL.C.1.In.1, CL.C.1.Su.1)

3.2. Identify specific jobs associated with various career clusters (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
3.3. Identify advantages and disadvantages of specific occupations (e.g., stuffing envelopes—essential, repetitive; yard care—outdoors, varied tasks). (CL.C.1.In.1, CL.C.1.Su.1)

3.4. Identify how characteristics of a given occupation may be perceived differently by individuals. (CL.C.1.In.1, CL.C.1.Su.1)

Specify:

- ☐ activity level required
- ☐ work environment
- ☐ interaction with customers
- ☐ other: ____________________________

3.5. Identify entry-level skills needed to fulfill performance requirements for specific occupations (e.g., secretary—reading, writing, keyboarding; seamstress—ability to sew, take measurements, use fractions; truck driving—reading maps, writing in travel logs, passing licensing exams; dishwasher—stacking dishes, running dishwasher). (CL.C.1.In.1, CL.C.1.Su.1)

3.6. Identify trends in the local job market for various career clusters and occupations (e.g., increase or decrease in computer skills; environmental issues; use of technology; hiring of the elderly, minorities, or individuals with disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)

3.7. Evaluate present and future local job market of a specific career cluster or occupation. (CL.C.1.In.1, CL.C.1.Su.1)

3.8. Identify licenses and certification requirements for specific jobs within career clusters and occupations (e.g., aerobic instructor—American Council on Exercise (ACE) certification; hairdresser—cosmetology license; lifeguard—certificates for first aid, cardiopulmonary resuscitation (CPR), and water safety instructor; medical records technician—Accredited Records Technician (ART) certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)

3.9. Identify characteristics of different types of work hours and schedules associated with employment. (CL.C.1.In.1, CL.C.1.Su.1)

Specify:

- ☐ day shifts
- ☐ night shifts
- ☐ part-time
- ☐ full-time
- ☐ overtime
- ☐ other: ____________________________

3.10. Identify the differences between being paid by the hour and by salary (e.g., hourly wage—paid for time worked, possible overtime pay; salary—benefits, sick and vacation days, stable paycheck). (CL.C.1.In.1, CL.C.1.Su.1)

3.11. Identify advantages and disadvantages of labor unions (e.g., improved employee benefits, higher salaries, legal protection, improved work conditions, restrictions, costs). (CL.C.1.In.1, CL.C.1.Su.1)

3.12. Identify jobs in which labor unions commonly play an important role (e.g., welder, painter, bricklayer, teacher, secretary, nurse, bus driver, plumber, pipefitter). (CL.C.1.In.1, CL.C.1.Su.1)
3.13. Identify jobs which are generally not associated with labor unions (e.g., waiter or waitress, landscaper, movie theater clerk, animal care worker). (CL.C.1.In.1, CL.C.1.Su.1)


3.15. Identify career advancement opportunities within specific occupations. (CL.C.1.In.1, CL.C.1.Su.1)

3.16. Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that correlate). (IF.B.1.In.1, IF.B.1.Su.1)

3.17. Using appropriate sources of information, complete job-related application forms. (Social and Personal C 31: VI)

4. Demonstrate understanding of job responsibilities and social competencies necessary for successful employment.

   CL.C.2.In.1 plan and implement personal work assignments.
   CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
   CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
   CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
   CL.C.2.In.5 apply employability skills in the workplace.
   CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
   CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
   CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
   CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
   CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

   physical prompt
   assistive technology
   visual prompt

Indicate assistance necessary for mastery at participatory level:

   physical assistance  full  partial
   assistive technology  full  partial
Personal Work Assignments

4.1. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, putting away dishes, cutting vegetables, feeding animals, watering plants). (CL.C.2.In.1, CL.C.2.Su.1)

4.2. Follow a procedure to complete an assigned task (e.g., obtain necessary information, follow directions, begin promptly, apply instructions to task, check accuracy, complete on time). (CL.C.2.In.1, CL.C.2.Su.1)

4.3. Use appropriate materials for completing a task (e.g., baking a pie—recipe, ingredients, oven; changing a tire—car jack, lug wrench, inflated tire). (CL.C.2.In.1, CL.C.2.Su.1)

4.4. Use strategies to pace work so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
   Specify: 
   - □ work according to schedule
   - □ set an alarm clock as a reminder
   - □ track subtasks on calendar
   - □ check off subtasks when completed
   - □ begin subtasks at designated times
   - □ adjust to unforeseen circumstances
   - □ other: ________________________________

4.5. Sort like objects. (Social and Personal C 19: II)

4.6. Stay on task until its completion. (Social and Personal C 20: III)

4.7. Seek help and accept assistance. (Social and Personal C 21: III)

4.8. Stay on task to completion within a given time frame. (Social and Personal C 22: IV)

4.9. Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)

Using Tools and Technology

4.10. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)
   Specify:  
   - □ use a checklist with pictures or descriptions of supplies, tools, and equipment
   - □ set up workstation with separate areas for needed supplies and equipment
   - □ other: ________________________________

4.11. Select and use the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, references; painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, typewriter or word processor). (CL.C.2.In.2, CL.C.2.Su.2)

4.12. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)
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4.13. Organize materials and supplies to complete work assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

4.14. Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don’t overload an electrical outlet, carry scissors with tips pointing down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)

4.15. Recognize dangerous situations in the environment. (Social and Personal C 33: III)

4.16. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

4.17. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

4.18. Clean and maintain tools and equipment (e.g., copy machine—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)

4.19. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

4.20. Store tools, supplies, and equipment in appropriate areas (e.g., personal supplies in lockers, cleaning supplies in cupboard, tools in tool box). (CL.C.2.In.2, CL.C.2.Su.2)

Reliability and Work Ethic

4.21. Identify the characteristics and importance of being reliable when working (e.g., work is done efficiently, work is done consistently, work always meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)

Specify: _____ □ home  _____ □ school  _____ □ community  _____ □ workplace

4.22. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 26: IV)

4.23. Identify the characteristics and importance of being self-directed when working (e.g., keep self-motivated and enthusiastic, make decisions independently, set goals, do not procrastinate, pace work assignments). (CL.C.2.In.3, CL.C.2.Su.3)

Specify: _____ □ home  _____ □ school  _____ □ community  _____ □ workplace

4.24. Identify reasons for using time clocks (e.g., keep track of hours worked, verify paycheck, verify time for starting and quitting work). (CL.C.2.In.3, CL.C.2.Su.3)

4.25. Use strategies to maintain an acceptable attendance record at work. (CL.C.2.In.3, CL.C.2.Su.3)

Specify: _____ □ report to work regularly and be on time  
_____ □ return from breaks promptly  
_____ □ inform supervisor if unable to work—illness, tardiness, scheduling conflicts  
_____ □ other: ____________________________

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4.26. Identify appropriate attendance practice for school and work. 
(Social and Personal C 26: IV)

4.27. Identify consequences of not being punctual on the job (e.g., docked pay, loss of respect and trust, demotion, loss of job). (CL.C.2.In.3, CL.C.2.Su.3)

4.28. Identify actions to take if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

4.29. Identify behavior or activities on the job that may cause problems for the worker (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)

4.30. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—optimistic, works hard, doesn’t talk negatively about projects or people, doesn’t complain; negative attitude—pessimistic, lazy, makes negative comments, complains about work load). (CL.C.2.In.3, CL.C.2.Su.3)

4.31. Identify the benefits of a positive attitude towards a job (e.g., reduces stress, makes others more willing to work with you, improves relationships with co-workers and supervisors, makes job more enjoyable). (CL.C.2.In.3, CL.C.2.Su.3)

Ensuring Health and Safety

4.32. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)

4.33. Follow safety rules and procedures required for work performed (e.g., wear protective clothing—hardhat, eyewear, smock, gloves; use an oven mitt; do not use electrical appliances near water). (CL.C.2.In.4, CL.C.2.Su.4)

4.34. Identify the meaning of laws and regulations which help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—worker must be over 18 to operate dangerous machinery such as meat cutters, worker must acquire work permit if 15 or under, employer must allow a 15-minute break for every four hours worked; Drug Free Workplaces—law does not allow alcohol or drug use while on duty, may require tests prior to employment, provides treatment for employees with drug or alcohol problems; fire codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)

4.35. Identify ways to get information about laws and regulations that protect the safety of workers (e.g., employee manuals, Occupational Safety and Health Administration, fire department). (CL.C.2.In.4, CL.C.2.Su.4)

4.36. Identify materials and tools that should be found in the workplace to use in emergency situations at work (e.g., fire extinguisher, flashlight, candles, matches, first aid kits, battery-operated radio). (CL.C.2.In.4, CL.C.2.Su.4)
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4.37. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)

4.38. Identify persons to ask for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)

4.39. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)

Employability Skills

4.40. Identify generic employability skills necessary for optimal job performance (e.g., efficiency, accuracy, responsibility, dependability, communication skills, manual dexterity, reading ability, hand-eye coordination). (CL.C.2.In.5, CL.C.2.Su.5)

4.41. Identify behaviors that do not comply with workplace policy (e.g., taking extended breaks, disrupting work area, being late, not adhering to company policy, making negative statements about supervisor or co-workers). (CL.C.2.In.5, CL.C.2.Su.5)

4.42. Identify the characteristics of a good employee. (Social and Personal C 23: IV)

4.43. Identify the responsibility of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)

4.44. Identify the characteristics and importance of being flexible when working (e.g., adapt to changes in time, expectations, and processes; compromise with others; be open to others' opinions). (CL.C.2.In.3, CL.C.2.Su.3)

4.45. Identify the characteristics and importance of paying attention to details when working (e.g., stay focused, meet expectations, practice quality assurance, impress supervisors). (CL.C.2.In.3, CL.C.2.Su.3)

4.46. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, treating authority figures with respect, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.3, CL.C.2.Su.3)

4.47. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.3, CL.C.2.Su.3)

4.48. Identify types of inappropriate physical contact with others within a work setting (e.g., hugging, patting, kissing, hitting, pushing). (CL.C.2.In.3, CL.C.2.Su.3)

4.49. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)
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4.50. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)

4.51. Interact appropriately with customers or clients (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.3, CL.C.2.Su.3)

4.52. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

5. Evaluate and review own interests and abilities as related to career and postsecondary educational opportunities.

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th>physical prompt</th>
<th>verbal prompt</th>
<th>visual prompt</th>
<th>supervision</th>
<th>other:</th>
</tr>
</thead>
</table>

Indicate assistance necessary for mastery at participatory level:

<table>
<thead>
<tr>
<th>physical assistance</th>
<th>full</th>
<th>partial</th>
<th>assistive technology</th>
<th>full</th>
<th>partial</th>
</tr>
</thead>
</table>

5.1. Complete an initial personal appraisal to determine current status. (IF.B.1.In.1, IF.B.1.Su.1)

Specify:

- 0 self-concept and values clarification
- 0 personality characteristics and personal style
- 0 motivational patterns and personal preferences
- 0 occupational interests
- 0 personal and educational background
- 0 work history and experience
- 0 key accomplishments and successes
- 0 satisfying and dissatisfying experiences
- 0 test scores
- 0 physical stamina
- 0 other:

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5.2. Complete a personal appraisal to determine career wants and desires. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: □ analysis of current job—behavioral demands
   □ significance of various job elements—personal preferences
   □ values, skills, and abilities—professional/technical, managerial, personal
   □ insight into capabilities—personal qualities, functional abilities
   □ ideal job description
   □ preferred working environment
   □ ideal life-style
   □ career goals
   □ other: ________________________________

5.3. Identify personal strengths which affect realistic job choices (e.g., desire to please; ability to solve problems, communicate, and follow directions; cheerfulness; cooperation; acceptance of criticism; manual dexterity; hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)

5.4. Identify personal limitations negatively affecting job choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)

5.5. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., diplomas received, skills, talents, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)

5.6. Identify individual strengths and weaknesses which may affect realistic post-secondary educational opportunities and job choices (e.g., desire to please, social skills, motivation). (IF.B.1.In.1, IF.B.1.Su.1)

5.7. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals—pet caregiver; gardening—landscaper). (IF.B.1.In.1, IF.B.1.Su.1)

5.8. Evaluate the results of personal appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)

6. Demonstrate understanding of options for high school diploma and requirements for post-school training that relate to desired career and post-school outcomes.

   Indicate guidance and support necessary for mastery at supported level:
   □ physical prompt □ verbal prompt □ visual prompt
   □ assistive technology □ supervision □ other: ________________________________

   Indicate assistance necessary for mastery at participatory level:
   □ physical assistance □ full □ partial
   □ assistive technology □ full □ partial

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6.1. Identify preferred goals relating to own plan for high school and postsecondary training (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving an advanced degree). (IF.B.1.In.1, IF.B.1.Su.1)

6.2. Describe educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency and technical school training; millwright—apprenticeship; cashier—high school education and on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)

6.3. Describe the characteristics of postsecondary education and training opportunities within career available to provide the skills associated with specific job types clusters (e.g., computer courses, apprenticeships, trade school). (CL.C.1.In.1, CL.C.1.Su.1)

6.4. Demonstrate knowledge of diploma options and requirements for each diploma (e.g., standard diploma—number of credits, grade point average, pass HSCT or FCAT; special diploma—mastery of standards, number and types of courses). (CL.C.1.In.1, CL.C.1.Su.1)

6.5. Demonstrate understanding of diploma options, including benefits and limitations of each (e.g., standard diploma—accepted by colleges and armed services; special diploma—accepted by employers, but not by colleges). (CL.C.1.In.1, CL.C.1.Su.1)

6.6. Use knowledge and understanding of diploma options to plan high school course of study. (CL.C.1.In.1, CL.C.1.Su.1)

7. Demonstrate the ability to apply skills of self-advocacy and self-determination, including accessing community resources, as appropriate in a variety of situations.

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.

CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

_____ physical assistance  ☑ full ☐ partial

_____ assistive technology  ☑ full ☐ partial

7.1. Demonstrate self-advocating behaviors (e.g., acting decisively, speaking up for oneself, voicing opinion). (CL.C.1.In.2, CL.C.1.Su.2)

7.2. Discriminate between examples and non-examples of self-advocating behavior (examples—promoting self when interviewing for a job, identifying personal strengths, stating own needs; non-examples—not being able to list personal strengths when asked by a supervisor, talking negatively about oneself, not standing up for oneself). (CL.C.1.In.2, CL.C.1.Su.2)
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7.3. Identify factors that foster self-advocating behaviors in various situations (e.g., opportunities for self-advocacy, reinforcement for self-advocating behaviors, training in self-advocacy). (CL.C.1.In.2, CL.C.1.Su.2)
Specify: ☐ home  ☐ school  ☐ community  ☐ workplace

7.4. Identify factors that inhibit self-advocating behaviors in various situations (e.g., lack of opportunity for self-advocacy, rigid authority). (CL.C.1.In.2, CL.C.1.Su.2)
Specify: ☐ home  ☐ school  ☐ community  ☐ workplace

7.5. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.2.In.2, IF.B.2.Su.2)

Specify: ☐ home—personal care, meals, family gatherings
☐ school—in class, between classes, extracurricular activities
☐ community—events, organizations, services,
☐ community—leisure activities, stores, restaurants, traveling
☐ workplace—on-the-job, breaks
☐ other:

Specify: ☐ home—personal care, meals, family gatherings
☐ school—in class, between classes, extracurricular activities
☐ community—events, organizations, services
☐ community—leisure activities, stores, restaurants, traveling
☐ workplace—on-the-job, breaks
☐ other:

8. Demonstrate effective strategies and problem-solving skills when completing tasks in a variety of situations.
CL.B.4.In.1 identify problems and examine alternative solutions.
CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
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Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance 0 full 0 partial
- assistive technology 0 full 0 partial

8.1. Use strategies to assist with the maintenance of on-task behavior. (CL.C.2.In.5, CL.C.2.Su.5)
Specify:
- work on only one task at a time
- pace self so tasks are completed on time
- do not take prolonged or unnecessary breaks
- reward yourself periodically for completing subtasks
- other: __________________________

8.2. Use strategies to maintain the expected level of productivity for the assignment or task. (CL.C.2.In.5, CL.C.2.Su.5)
Specify:
- use a timer or alarm clock to monitor time or deadlines
- keep a model of final product for reference
- use breaks appropriately
- other: __________________________

8.3. Identify that a problem exists at work, a discrepancy between what is and what should or could be (e.g., work tasks continually being completed late, failure to stay on task, frequent mistakes on assigned tasks, frequent arguments with co-workers). (CL.B.4.In.1, CL.B.4.Su.1)

8.4. Identify possible reasons for existing problems at work (e.g., not understanding what is expected, not staying on task, frequent absences from work, insufficient time to complete task). (CL.B.4.In.1, CL.B.4.Su.1)

8.5. Identify problems that lead to the breakdown of major goals at work (e.g., turning in incomplete work, disagreements with co-workers, frequent tardiness, treating customers with disrespect). (CL.B.4.In.1, CL.B.4.Su.1)

8.6. Predict possible outcomes associated with specific problems at work (e.g., will not gain respect of others, may be looked over for promotions, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)

8.7. Apply a general model for solving real-world problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.2, CL.B.4.Su.2)
Specify:
- school
- workplace
- community
- personal life
8.8. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)

Specify: □ school □ workplace □ community □ personal life

8.9. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted; poor evaluation by a supervisor—need to improve performance; take in a stray cat—feed it every day, gain a companion, take it to the vet). (CL.B.4.In.2, CL.B.4.Su.2)

8.10. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.2, CL.B.4.Su.2)

8.11. Apply the strategy of troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)

8.12. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation to increase productivity; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.2, CL.B.4.Su.2)

8.13. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify behaviors that lead to desired performance; work—identify techniques used by most productive employee, use these techniques to improve own performance; personal life—identify crowd that does not use drugs, identify their refusal skills, use same tactics when offered drugs). (CL.B.4.In.2, CL.B.4.Su.2)

8.14. Predict possible outcomes associated with specific problems (e.g., school—truancy: miss lectures and homework assignments, serve detention, have trouble with parents and school; work—arguments with co-workers: will not gain respect of others, may be overlooked for promotions, may be demoted; personal life—lack of time to take frequent showers: body odor, poor hygiene, social isolation). (CL.B.4.In.1, CL.B.4.Su.1)

8.15. Identify alternative courses of action for solving a particular problem in personal life (e.g., gained ten pounds—start exercise program, talk to a physician, eat healthier foods according to the Food Guide Pyramid). (CL.B.4.In.1, CL.B.4.Su.1)
8.16. Select the most appropriate alternative or strategy for solving a specified problem (e.g., modeling—when a good example exists; estimation—when solving problems dealing with money, time, weight, distance; creative thinking—when developing stories, scenarios, situations with limited options). (CL.B.4.In.1, CL.B.4.Su.1)

Specify: __________
- brainstorming—identifying all solutions that come to mind
- identifying steps—when a complicated task is involved
- estimating—when numbers are involved
- matching consequences to actions—for cause and effect
- troubleshooting—finding problems within a work process
- creative thinking—when multiple solutions are acceptable
- modeling—basing actions on those of a good example
- other: ____________________________

8.17. Complete identified tasks to solve problems at home, school, or work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)

8.18. Seek assistance when needed to solve problems at home, school, or work (e.g., difficulty completing work task—consult supervisor, co-workers, references). (CL.B.4.In.2, CL.B.4.Su.2)

8.19. Complete identified tasks to solve problems in personal life (e.g., flat tire—identify jack, lug wrench, and spare tire; jack car up; loosen and take off lug nuts; remove flat; put on spare; put lug nuts back on; jack car down; put parts in trunk). (CL.B.4.In.2, CL.B.4.Su.2)

8.20. Describe effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2, CL.B.4.Su.2)

8.21. Accept assistance with and participate in problem-solving activities in a variety of situations. (CL.B.4.Pa.1)

Specify: ____________________________

9. Demonstrate understanding of contributing factors for positive self-esteem and personal feelings of efficacy.

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance □ full □ partial
- assistive technology □ full □ partial

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9.1. Identify ways that planning and goal-setting affect one's feeling of self-control and effectiveness (e.g., anticipate problems, work around barriers, make own choices). (IF.B.1.In.1, IF.B.1.Su.1)

9.2. Identify ways that lack of planning can result in negative outcomes for personal situations (e.g., may not have enough time or resources, can't handle emergencies, may lack direction). (IF.B.1.In.1, IF.B.1.Su.1)

9.3. Identify behaviors that reflect positive self-esteem (e.g., pride, confidence, self-respect, positive attitude, setting high goals for self). (IF.B.2.In.1, IF.B.2.Su.1)

9.4. Discriminate between examples and non-examples of behaviors that demonstrate self-esteem (examples—having self-confidence to say no to peer pressure, setting high yet attainable goals; non-examples—having a negative attitude about self, lacking self-confidence). (IF.B.2.In.1, IF.B.2.Su.1)

9.5. Identify factors that promote self-esteem (e.g., supportive family and friends, opportunities for making choices and stating preferences, recognition for effort and results). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: ☐ home ☐ school ☐ community ☐ workplace

9.6. Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)

9.7. Identify factors that inhibit self-esteem (e.g., lack of opportunities for reinforcement, excessive criticism). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: ☐ home ☐ school ☐ community ☐ workplace

9.8. Use behaviors that reflect positive self-esteem in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: ☐ home—family gatherings, chores  
☐ school—in class, between classes, extracurricular activities  
☐ community—events, organizations, services  
☐ community—leisure activities, stores, restaurants, traveling  
☐ workplace—on-the-job, breaks  
☐ other:


Specify: ☐ home—family gatherings, chores  
☐ school—in class, between classes, extracurricular activities  
☐ community—events, organizations, services  
☐ community—leisure activities, stores, restaurants, traveling  
☐ workplace—on-the-job, breaks  
☐ other:
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10. Use appropriate personal care skills to meet demands of a variety of situations (e.g., hygiene, grooming, maintaining fitness).

IF.A.1.In.2 complete personal care, health, and fitness activities.
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance □ full □ partial
- assistive technology □ full □ partial
- supervison __________

Grooming and Hygiene

10.1. Demonstrate specific skills in completing grooming activities (e.g., hair—part hair evenly, fix hair according to style; nails—clean, file evenly, polish; cosmetics—apply makeup correctly). (IF.A.1.In.2, IF.A.1.Su.2)

10.2. Use strategies related to grooming when completing grooming activities effectively and efficiently and on a regular basis (e.g., look at pictures in magazines to choose hair styles; mark recurring events on calendar—hair cut every six weeks, permanent every six months; mark scheduled appointments on calendar; ask friend, relative, or doctor about appropriate choice of grooming supplies—after shave lotion, cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)

10.3. Demonstrate specific skills in completing hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, knowing how to make the water the correct temperature for bathing or hand washing, knowing how to flush toilet, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)

10.4. Use strategies related to hygiene to complete activities effectively and efficiently and on a regular basis (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means for meeting hygiene needs—special gum for tooth cleaning, personal wipes or bidets for toileting hygiene). (IF.A.1.In.2, IF.A.1.Su.2)

10.5. Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)

10.6. Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)

10.7. Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)
10.8. Accept assistance and participate in completing routine grooming and hygiene activities. (IF.A.1.Pa.2)
Specify: ____________________________

Motor Control and Exercises

10.9. Demonstrate specific skills in correct lifting, standing, moving, bending, and carrying techniques (e.g., knowing how much strength is needed to lift an object, knowing correct posture or positioning for various activities, knowing which objects are too heavy to lift). (IF.A.1.In.2, IF.A.1.Su.2)

10.10. Use strategies related to motor control and managing self to complete personal care activities effectively and efficiently and on a regular basis (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)

10.11. Identify when exercise programs are needed (e.g., to lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, and muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

10.12. Demonstrate specific skills in completing an exercise program (e.g., motor skills to complete exercises appropriate to ability level—using weights, swimming, running; coordination for aerobics, yoga, karate, jumping rope; skills to monitor own progress). (IF.A.1.In.2, IF.A.1.Su.2)

10.13. Use strategies to complete exercise programs effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan; set up a schedule for regular exercise and follow it; exercise with a buddy; join an exercise group at local YMCA or community center; watch and follow along with an exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ____________________________

11. Demonstrate knowledge and skills of budgeting and financial planning to manage personal funds effectively.

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance [ ] full [ ] partial ___ assistive technology [ ] full [ ] partial
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11.1. Demonstrate skills in completing productive activities involving managing money and personal finances (e.g., donating money to charities; filing taxes; counting money or check amount to deposit; opening a savings or checking account; reviewing and paying monthly bills and statements; storing information regarding personal finances; knowing how much money is in your savings or checking account; knowing to check monthly bills for accuracy; knowing to account for food, bills, and unexpected events when preparing a budget; knowing tax regulations). (IF.A.1.In.1, IF.A.1.Su.1)

11.2. Use strategies related to managing money and personal finances to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits check, mark due dates of recurring bills on calendar, pay bills immediately upon receipt, pay bills at regularly scheduled times—first and fifteenth of the month). (IF.A.1.In.1, IF.A.1.Su.1)

11.3. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with financial needs. (IF.A.2.In.1, IF.A.2.Su.1)

11.4. Select the community agency, business, or other resource that will meet (or is most likely to meet) individual needs for assistance with finances (e.g., high interest savings account, high interest checking account, low or no monthly fees, low interest loans). (IF.A.2.In.1, IF.A.2.Su.1)

11.5. Contact community service agencies, businesses, or other resources that assist individuals with financial needs when necessary. (IF.A.2.In.1, IF.A.2.Su.1)

11.6. Demonstrate the specific knowledge and skills that are required to use and benefit from a financial service (e.g., knowledge of loans, knowledge of insurance, knowledge of banking and financial terminology, knowledge of how to manage a checking account). (IF.A.2.In.1, IF.A.2.Su.1)

11.7. Document activities or transactions performed to accomplish personal money management (e.g., keep an accurate account balance, keep track of daily expenditures, enter deposits when made). (IF.A.1.In.1, IF.A.1.Su.1)

11.8. Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)

11.9. Complete forms associated with a savings account. (Mathematics E 45: VI)

11.10. Determine the total cost of items to accomplish functional tasks (e.g., determining how much you spent for a specific project, determining how much more money is needed to purchase the items). (IF.A.1.In.1, IF.A.1.Su.1)

11.11. Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)

11.13. Solve problems involving purchases with a discount to accomplish functional tasks (e.g., determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)

11.14. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a student loan, sales tax on books). (CL.B.3.In.2, CL.B.3.Su.2)

11.15. Estimate the solution to problems involving money to accomplish functional tasks (e.g., estimating the costs of electricity for a year—lights, television, heater; estimating the total cost of groceries). (CL.B.3.In.2, CL.B.3.Su.2)

12. **Demonstrate understanding of requirements and responsibilities associated with adult living arrangements (e.g., rent, insurance, property maintenance, care of personal goods).**

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

   Indicate guidance and support necessary for mastery at supported level:
   - physical prompt
   - verbal prompt
   - assistive technology
   - supervision
   - other: __________

   Indicate assistance necessary for mastery at participatory level:
   - physical assistance
   - full
   - partial
   - assistive technology
   - full
   - partial

**Adult Living Arrangements**

12.1. **Identify common productive activities involved in selecting adult living environments.** (IF.A.1.In.1, IF.A.1.Su.1)

   Specify: ______ q identifying types of residential alternatives
   ______ q selecting and planning where to live
   ______ q identifying information contained in a mortgage or lease
   ______ q identifying costs associated with obtaining and maintaining a house or apartment
   ______ q other: __________

12.2. **Identify when specific productive activities are needed for selecting adult living environments (e.g., deciding when to move, deciding when to rent a room, deciding when to look for a roommate, deciding when to make a budget for home expenses).** (IF.A.1.In.1, IF.A.1.Su.1)
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12.3. Demonstrate knowledge and skills in completing productive activities involving selecting adult living environments (e.g., verifying accuracy of mortgage statement or lease agreement; determining if cable, phone, and utilities are included in rental costs; identifying costs associated with buying a house—insurance, taxes, mortgage, deposits, repairs, utilities, maintenance; evaluating types of residential alternatives—owning or renting, group homes, living alone or with a roommate, living at home with parents; identifying and abiding by rules of lease agreement—no pets, no smoking, late fees for rent, dates of moving in and moving out, fees for damage, repairs, inspections, and parking spaces; knowing the advantages and disadvantages in purchasing a house versus renting an apartment; knowing one's rights as a renter or homeowner, identifying papers or forms necessary for purchasing a home or renting an apartment, knowing to call a landlord for repairs). (IF.A.1.In.1, IF.A.1.Su.1)

12.4. Use strategies related to selecting adult living environments when completing productive activities (e.g., ask people at work and friends with similar income levels where they live and how they like it, ask relative for advice, check newspaper for classified advertisements, note proximity of neighborhood to stores and bus routes). (IF.A.1.In.1, IF.A.1.Su.1)

Furniture, Appliances, and Personal Goods

12.5. Identify common productive activities in the home involved in selecting and caring for furniture, appliances, and other personal goods. (IF.A.1.In.1, IF.A.1.Su.1)

Specify:

- identifying types of furniture, appliances, and personal goods
- selecting needed furniture, appliances, and personal goods
- obtaining furniture, appliances, and personal goods by purchasing or borrowing
- observing warning precautions on appliances and furniture
- storing all manuals and warranties
- caring for furniture, appliances, and personal goods
- replacing furniture, appliances, and personal goods when needed
- other:

12.6. Identify when specific productive activities in the home are needed for selecting and caring for furniture, appliances, and other personal goods (e.g., selecting furniture items for need, comfort, quality, economy, and usefulness; identifying places to purchase furnishings and appliances; comparing prices before purchasing furniture or appliances; covering furniture when leaving town for a long period of time; observing warning precautions and care instructions before cleaning stains off furniture). (IF.A.1.In.1, IF.A.1.Su.1)

12.7. Demonstrate knowledge and skills when completing productive activities in the home involving selecting and caring for furniture, appliances, and other personal goods (e.g., comparing prices of furniture and appliances at different stores, storing all manuals and warranties in a safe location, using appropriate cleaning supplies on furniture, reading care instructions before cleaning furniture, knowing if an item is of good quality, knowing how to locate sources for acquiring furnishings or appliances, knowing the advantages and disadvantages of purchasing new or used furniture or appliances, knowing where you have stored personal possessions). (IF.A.1.In.1, IF.A.1.Su.1)
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12.8. Use strategies related to selecting and caring for furniture, appliances, and other personal goods to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., keep a list of items to purchase; check for need for cleaning after each use—clean dryer lint trap after drying clothes, wipe off the stove after each use; store all cleaning materials in a plastic bin). (IF.A.1.In.1, IF.A.1.Su.1)

Household Cleaning, Safety, and Maintenance

12.9. Identify common productive activities in the home involved in household cleaning, safety, and maintenance of interior areas. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: 

- identifying areas and objects that need to be cleaned
- selecting appropriate tools and equipment to perform basic housekeeping
- scheduling chores that are done daily
- recycling items
- completing home maintenance chores
- securing the home by locking doors and windows
- maintaining the temperature in house depending upon weather conditions
- other: ____________________________

12.10. Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)

12.11. Identify when specific productive activities in the home are needed for household cleaning, safety, and maintenance of interior areas (e.g., changing light bulbs when light bulbs burn out; adjusting thermostat when the weather outside is cold; unclogging drains; painting a room; changing air filters; replacing items—broken ladders, soiled carpet; storing home cleaning supplies safely; cleaning bathroom; keeping windows and doors locked; using a fire extinguisher when there is a fire; reporting to authority if there is a power outage; selecting a broom, dust rag, or vacuum to dust; setting the speed of an electric fan when cooling is needed). (IF.A.1.In.1, IF.A.1.Su.1)

12.12. Demonstrate skills in completing productive activities in the home involving household cleaning, safety, and maintenance of interior areas (e.g., separating cans and paper items for recycling; unplugging a lamp before changing the light bulb; securing home by locking windows and doors; using a screwdriver for simple home maintenance; selecting correct supplies to clean bathroom; performing light housekeeping—dusting, making bed, emptying trash, mopping, vacuuming; performing simple home maintenance—adjusting thermostat, changing light bulbs, unclogging drains, painting, knowing to set the dial on the vacuum to the appropriate setting for carpet versus tile, knowing when to clean home, knowing to select a broom to sweep the floor, knowing to store cleaning supplies after using, knowing to shut off water supply valves during emergency plumbing situations, knowing if home repairs should be made by professionals or self). (IF.A.1.In.1, IF.A.1.Su.1)

12.13. Pick up trash and dispose properly. (Social and Personal F 47: III)

12.14. Return items after use to a proper place. (Social and Personal F 46: III)

12.15. Perform laundry tasks. (Social and Personal F 49: V)
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12.16. Use strategies related to household cleaning, safety, and maintenance of interior areas to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., associate maintenance activities with each other or another event—check the battery in the smoke detector whenever a new month on the wall calendar is turned over; keep a reasonable number of maintenance supplies on hand—light bulbs; mark major cleaning activities on the calendar; place a picture of object to be cleaned on cleaning agent). (IF.A.1.In.1, IF.A.1.Su.1)

Maintaining Exterior Areas

12.17. Identify common productive activities in the home involved in maintenance of exterior areas. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify:  □ identifying exterior areas and objects that need to be cleaned
   □ using tools and supplies to perform yard care tasks
   □ keeping sidewalk and/or driveway clean
   □ maintaining outdoor light fixtures
   □ other: ____________________________

12.18. Identify when specific productive activities in the home are needed for maintenance of exterior areas (e.g., mowing grass when it gets too long, repainting house when the paint chips, raking leaves, trimming bushes annually, sweeping driveway or sidewalk when dirty, replacing burned-out lights around front door, replacing mailbox if damaged or knocked down). (IF.A.1.In.1, IF.A.1.Su.1)

12.19. Demonstrate knowledge and skills in completing productive activities in the home involving maintenance of exterior areas (e.g., raking leaves, painting house, mowing grass, edging sidewalk, trimming bushes, sweeping driveway or sidewalk, laying sod, planting flowers, cleaning front door mat, replacing mailbox, knowing to replace outside lights when burned out, knowing to rake leaves in a pile and throw them away). (IF.A.1.In.1, IF.A.1.Su.1)

12.20. Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)

12.21. Use strategies related to maintenance of exterior areas to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., mark regular events on calendar; ask someone such as a landlord about regularly scheduled maintenance completed by owners—painting, lawn care; associate activities with seasons or times of year—spring cleaning, summer grass cutting, fall leaf raking). (IF.A.1.In.1, IF.A.1.Su.1)

12.22. Set personal goals related to satisfactory living arrangements after high school (e.g., safe neighborhood, feasible price, accessible). (IF.A.1.In.1, IF.A.1.Su.1)
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13. Demonstrate ability to move about the community including using public or private transportation, if appropriate.

   IF.A.2.In.2 demonstrate safe travel within and beyond the community.
   IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
   IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:

   ____ physical prompt    ____ verbal prompt    ____ visual prompt
   ____ assistive technology  ____ supervision    ____ other: ___________

Indicate assistance necessary for mastery at participatory level:

   ____ physical assistance 0 full 0 partial    ____ assistive technology 0 full 0 partial

General Travel Skills

13.1. Demonstrate basic personal safety skills when traveling to and from school, work, or community location (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don’t put hands outside windows, don’t fight, determine closest exit; by cab—determine route in advance, inform driver of destination, have enough money; by foot—watch for cars, look both ways, don’t talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)

13.2. Find a desired location in the community by street signs (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)

13.3. Find a desired location in the community by building or house numbers (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)

13.4. Use available modes of transportation to reach desired locations in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)

13.5. Practice safety procedures when moving about the community (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

13.6. Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)

13.7. Move about familiar environments purposefully—with assistance. (IF.A.2.Pa.2)

13.8. Obey traffic signs (e.g., stop lights, stop signs, railroad crossings, pedestrian crosswalks, yield signs). (IF.A.2.In.2, IF.A.2.Su.2)
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Traveling by Bus

13.9. Signal the desired bus to stop from numeral and destination names appearing on the bus. (IF.A.2.In.2, IF.A.2.Su.2)

13.10. Use maps to travel on a bus and other mass transit systems in the community (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination). (IF.A.2.In.2, IF.A.2.Su.2)

13.11. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train, or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)

13.12. Accept assistance and participate in traveling by bus or other mass transit system in the community. (IF.A.2.Pa.2)

Specify: 

Driving an Automobile

13.13. Demonstrate basic automotive maintenance skills (e.g., checking oil, tires, power steering, radiator, battery, windshield washer fluid). (IF.A.2.In.2, IF.A.2.Su.2)

13.14. List items which should be checked routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, level of air in tires, washer fluid, battery). (IF.A.2.In.2, IF.A.2.Su.2)

13.15. Describe selection of appropriate type of fuel and the correct procedure for filling the fuel tank (e.g., determine gas type as specified under gas gauge, in owner's manual, or by fuel tank; locate corresponding type at gas station pump; open fuel tank door; remove fuel tank cap; lift gas nozzle; push handle up on pump; place nozzle in fuel tank; fill; replace nozzle on gas pump; replace fuel tank cap; close fuel tank door). (IF.A.2.In.2, IF.A.2.Su.2)

13.16. Explain the need for auto insurance and the consequences for non-compliance (e.g., need—protection from lawsuits, coverage of cost of repairs to own vehicle, coverage of cost of repairs to another vehicle, compliance with laws, coverage of costs of hospital bills if injured; consequences—law suits, fines, jail time, costs if in an accident and uninsured). (IF.A.2.In.2, IF.A.2.Su.2)

13.17. Describe the steps to take when involved in an accident (e.g., call police; produce operator's license, car registration, and insurance card; obtain copy of police report; call insurance company; obtain three estimates for repairs). (IF.A.2.In.2, IF.A.2.Su.2)

13.18. Obey parking signs (e.g., handicapped spaces, time limits, no parking, loading zones). (IF.A.2.In.2, IF.A.2.Su.2)
14. **Demonstrate understanding of appropriate activities for recreation and leisure.**

   IF.A.1.In.1 complete productive and leisure activities used in the home and community.
   IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
   IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt ___ verbal prompt ___ visual prompt
   ___ assistive technology ___ supervision ___ other: ___________

   Indicate assistance necessary for mastery at participatory level:
   ___ physical assistance [ ] full [ ] partial ___ assistive technology [ ] full [ ] partial

14.1. Set personal goals related to leisure activities (e.g., join a recreational sports team, read self-help books). (IF.A.1.In.1, IF.A.1.Su.1)

14.2. Identify personal preferences for activities for leisure and recreation. (IF.A.1.In.1, IF.A.1.Su.1)

   Specify: [ ] weekdays after work or school
   [ ] weekends
   [ ] vacations
   [ ] other: ___________

14.3. Demonstrate knowledge and skills needed to complete various types of leisure and recreation activities. (IF.A.1.In.1, IF.A.1.Su.1)

   Specify: [ ] games [ ] sports [ ] hobbies.
   [ ] outdoor activities [ ] entertainment [ ] other: ___________

14.4. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with recreation needs. (IF.A.2.In.1, IF.A.2.Su.1)

14.5. Select the community service agency, business, or other resource that will meet (or is most likely to meet) individual needs for assistance with recreation needs (e.g., cost effectiveness, proximity, accessibility, positive reputation). (IF.A.2.In.1, IF.A.2.Su.1)

14.6. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular recreation service (e.g., movies—access to transportation and start times; libraries—library card, knowledge of numbering systems, literacy). (IF.A.2.In.1, IF.A.2.Su.1)

14.7. **Distinguish between work and leisure time activities.** (Social and Personal G 53: IV)

14.8. **Demonstrate appropriate activities to occupy leisure time.** (Social and Personal G 55: V)
14.9. Accept assistance with and participate in leisure and recreation activities. (IF.A.1.Pa.1)
Specify activity: __________________________

15. **Demonstrate understanding of the nature and importance of community involvement and participation.**

IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services—with guidance and support.
IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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<tr>
<th></th>
<th>physical prompt</th>
<th>verbal prompt</th>
<th>visual prompt</th>
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Indicate assistance necessary for mastery at participatory level:

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<th></th>
<th>physical assistance</th>
<th>full</th>
<th>partial</th>
<th>assistive technology</th>
<th>full</th>
<th>partial</th>
</tr>
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</table>

15.1. Demonstrate skills in completing productive activities in the community involving citizenship (e.g., discussing politics, public issues, and current events; voting in an election; working with others; obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)

15.2. **Identify rules of citizenship within the community.** *(Social and Personal H 64: V)*

15.3. **Identify reasons for voting.** *(Social and Personal H 65: VI)*

15.4. **Demonstrate procedures for voting.** *(Social and Personal H 66: VI)*

15.5. Use strategies related to citizenship to complete productive activities in the community effectively and efficiently and on a regular basis (e.g., mark election days on calendar; keep articles from newspaper (or video clips) of candidates' views on issues; carry driver's license or identification card at all times; ask trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

15.6. Demonstrate skills in completing productive activities in the community involving community organizations (e.g., working with others, following the guidelines of the organization, asking others for assistance, knowing how to join an organization, identifying the officers and leaders of organizations or groups, determining guidelines for membership). (IF.A.2.In.1, IF.A.2.Su.1)

15.7. **Identify services provided by local community agencies.** *(Social and Personal E 43: V)*

15.8. Use strategies related to selecting community organizations to be able to engage in productive activities in the community on a regular basis (e.g., look at membership of group to see if they are people who share your interests, ask members of the organization how they like it, read information and/or view video tapes about the group, ask a trusted friend or relative). (IF.A.2.In.1, IF.A.2.Su.1)
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15.9. Demonstrate skills in completing productive activities involving informal gatherings of community members and neighbors (e.g., working with others; showing concern for others; planning a picnic—selecting food, inviting others to attend, preparing food). (IF.A.1.In.1, IF.A.1.Su.1)

15.10. Accept assistance with and participate in activities involving community resources. (IF.A.2.Pa.1)
Specify activity: ____________________________

16. __________ Demonstrate effective communication skills in a variety of settings.

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.
CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th>Physical prompt</th>
<th>Verbal prompt</th>
<th>Visual prompt</th>
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<tbody>
<tr>
<td>Assistive technology</td>
<td>Supervision</td>
<td>Other: ________</td>
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Indicate assistance necessary for mastery at participatory level:

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<th>Physical assistance</th>
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<td>Partial</td>
<td>Assitive technology</td>
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<tr>
<td>Partial</td>
<td>Other: ________</td>
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General Communication Skills

16.1. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ______ q initiating topics ______ q maintaining topics ______ q taking turns ______ q ending a conversation ______ q repairing communication breakdowns ______ q showing sensitivity to cultural differences ______ q Other: ________________

16.2. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ______ q home ______ q school ______ q community ______ q workplace

16.3. Use voice and fluency appropriate for the social situation (e.g., eating meals, attending a religious service, cheering at a sports event, talking in the halls in school). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ______ q tone of voice ______ q pitch ______ q fluency (rate and rhythm) ______ q loudness ______ q duration ______ q Other: ________________

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16.4. **Identify personal feelings.** *(Social and Personal G 54: IV)*

16.5. Use appropriate language to express need for assistance in various situations (e.g., ask for help, call person's name, press a buzzer). *(CO.A.1.In.1, CO.A.1.Su.1)*

Specify:
- [ ] home
- [ ] school
- [ ] community
- [ ] workplace

16.6. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., use "I" statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). *(CO.A.1.In.1, CO.A.1.Su.1)*

Specify:
- [ ] homeschool
- [ ] community
- [ ] workplace

16.7. Respond to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). *(CO.A.1.In.1, CO.A.1.Su.1)*

Specify:
- [ ] home
- [ ] school
- [ ] community
- [ ] workplace

16.8. Respond to other's generosity by stating appreciation (e.g., thank the person, tell person how much you like the gift or action, let the person know how you will use the gift). *(CO.A.1.In.1, CO.A.1.Su.1)*

16.9. Respond appropriately to basic questions, directions, and informational statements (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you have acquired on the subject being discussed). *(CO.A.1.In.1, CO.A.1.Su.1)*

16.10. Use verbal and nonverbal communication with appropriate style and tone for the audience and occasion when participating in conversation, discussion, dialogue, and/or group presentations. *(CO.A.1.In.1, CO.A.1.Su.1)*

Specify style and tone:

Specify audience and occasion:

**Conversations and Greetings**

16.11. Respond to greetings appropriately (e.g., "Hello." "Thank you for inviting me." "It is nice to see you, too." "I am doing well, and you?"). *(CO.A.1.In.1, CO.A.1.Su.1)*

16.12. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, about finances, about your future, about personal problems, about school problems; friends—about what is happening in other friends' lives, about the future, about personal problems, about schoolwork; familiar persons—about shared interests, about common experiences; unfamiliar persons—about weather, sports, jobs or school, current events). *(CO.A.1.In.1, CO.A.1.Su.1)*

Specify:
- [ ] with family
- [ ] with friends
- [ ] with other familiar persons
- [ ] with unfamiliar persons

16.13. Identify correct verbal responses in telephone interaction (e.g., "May I ask who is calling?" "One moment, please." "May I take a message?" "May I please speak to...?" "This is she/he." "Thank you for calling."). *(CO.A.1.In.1, CO.A.1.Su.1)*
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16.14. Use critical listening skills (e.g., listening for content; paying attention to cues—first, second..., in summary, the most important thing to remember is ..., linking to prior knowledge and experiences; considering emotional meaning). (CO.A.1.In.1, CO.A.1.Su.1)

16.15. Use strategies to improve listening (e.g., empathize with and "read" people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

16.16. Show interest in communicating (e.g., turn head, make nonverbal or verbal response, indicate attention or interest). (CO.A.1.Pa.1)
Specify: □ with family □ with friends □ with other familiar persons □ with unfamiliar persons

16.17. Respond to own name by using one or more observable behaviors. (CO.A.1.Pa.1)
Specify: □ intentional body or head movement—move or turn toward speaker □ facial expressions—look at speaker, smile, blink □ oral communication—respond verbally □ gestures—head nod □ other: __________________________

16.18. Respond to cued commands through one or more observable behaviors
(e.g., verbal—saying someone's name; nonverbal signs—come here, stop, one minute). (CO.A.1.Pa.1)
Specify: □ vocalization □ body movements □ facial expressions □ gestures □ other: __________________________

Using Feedback

16.19. Identify situations when feedback is commonly given (e.g., after you have answered a question, after you have finished a project, after you have cleaned your room or house, when you need help with a task, after you have participated in a sport). (CO.A.1.In.1, CO.A.1.Su.1)

16.20. Respond effectively to feedback given in various situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

16.21. Use feedback to make changes (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

16.22. Identify appropriate responses to praise and constructive criticism.
(Social and Personal G 57: V)
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16.23. Give effective feedback to others (e.g., “You are doing great.” “Try to do five more.” “You need to try to throw the ball straight by looking where you are throwing.” “You did well on your test.” “Keep up the good work.” “Study for an extra hour each night.”). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: □ home □ school □ community □ workplace

Using Written Communication

16.24. Use the appropriate format for documents and written communications to accomplish functional tasks in the workplace. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: □ note or e-mail—brief message to co-worker or supervisor
□ memo—announcement of an event to your customers
□ letter—business correspondence, response to complaint, request for information
□ report—progress report, business plan
□ other: ____________________________

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

Specify: □ caller’s name □ date
□ who caller represents □ time
□ phone number □ message
□ other: ____________________________

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

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

16.28. Use an appropriate source to obtain written information for a work assignment (e.g., manuals, procedures documents, operating instructions, schedules, policies). (CL.B.1.In.2, CL.B.1.Su.2)

17. Demonstrate understanding of interpersonal relationships as they relate to post-school adult living, including marriage and family life.

SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.
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Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance ■ full ■ partial
- assistive technology ■ full ■ partial

Interpersonal Communication Skills

17.1. Demonstrate characteristics of communication which promote good relationships with others (e.g., speaking clearly, using polite language, saying what you mean). (SE.A.2.In.1, SE.A.2.Su.1)

17.2. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using “I” messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)

17.3. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, asking another’s name, stating what your role is in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)

17.4. Use appropriate techniques to invite a peer to join a group (e.g., gain attention, check if interested, give time to consider invitation and respond, show appreciation, show understanding if refused). (SE.A.2.In.1, SE.A.2.Su.1)

Relationships

17.5. Differentiate between types of relationships (e.g., friendship, family, co-workers, club members, community members). (SE.A.2.In.1, SE.A.2.Su.1)

17.6. Display acceptance of people with characteristics different from one’s own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)

17.7. Recognize and display sensitivity to others’ feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are available to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

17.8. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all others have been seated). (SE.A.2.In.1, SE.A.2.Su.1)

17.9. Respond appropriately to humorous situations (e.g., telling jokes—laugh, smile, giggle, do not heckle, do not laugh loudly). (SE.A.2.In.1, SE.A.2.Su.1)

17.10. Respond appropriately to situations involving teasing (e.g., ignore, ask person to stop, call for assistance). (SE.A.2.In.1, SE.A.2.Su.1)
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17.11. Demonstrate respect for others' rights and property (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)

17.12. Offer assistance to peers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)

17.13. Display self-control in social situations (e.g., control temper, accept friendly teasing, accept disappointments, accept constructive criticism). (SE.A.2.In.1, SE.A.2.Su.1)

Physical Contact

17.14. Identify behaviors that represent inappropriate physical contact from others (e.g., touching others when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.In.1)

17.15. Identify responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

17.16. Identify sources of assistance if experiencing inappropriate physical contact from others (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)

17.17. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; display of friendship—patting on back, shaking hands, giving a hug; display of love—giving a hug, giving a kiss, patting back). (SE.A.2.In.1, SE.A.2.Su.1)

17.18. Use effective responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

17.19. Ask for assistance if one experiences inappropriate physical contact from another (e.g., call for a neighbor's help, ask a peer for help, ask a family member for help, call for a teacher's assistance, call a police officer for help, ask a pedestrian for assistance). (SE.A.2.In.1, SE.A.2.Su.1)

Responsibilities to Others

17.20. Identify responsibilities individuals have to their friends, peers, and co-workers (e.g., keeping a trusting relationship, being dependable, not talking behind others' backs, helping others through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)

17.21. Cooperate with peers. (Social and Personal G 51: III)

17.22. Show respect for property of others. (Social and Personal G 52: III)
17.23. Identify the responsibilities individuals have to themselves as they relate to family and society. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: □ socially—feeling equal to peers, helping others
□ physically—maintaining wellness and physical fitness
□ emotionally—respecting yourself, trusting in yourself
□ other: __________________________

17.24. Identify individual roles and responsibilities of family members. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: □ parents—nurture children, maintain household, keep the family together
□ children—assist parents with chores, include family in activities
□ extended family—communicate, offer assistance if needed, share in joys and sorrows
□ other: __________________________

17.25. Identify knowledge and skills needed for caring for children (e.g., groom appropriately, bathe daily, feed at appropriate times, give first aid, take care of hygiene). (SE.A.1.In.1, SE.A.1.Su.1)

17.26. Accept assistance with and participate in interacting with a typical range of persons for daily activities. (SE.A.1.Pa.1)
Specify: □ family □ caregivers □ peers □ event employees □ other: __________________________

17.27. Interact with a typical range of persons for daily activities. (SE.A.2.Pa.1)
Specify: □ family □ caregivers □ peers □ event employees □ other: __________________________

17.28. Initiate interactions with familiar persons during daily activities (e.g., to gain attention, to ask for help). (SE.A.2.Pa.1)
Specify: □ touch referent object □ point to actual object
□ vocalize or gesture □ use assistive augmentative device
□ verbalize or sign □ other: __________________________

17.29. Conduct self in a way that is appropriate for the relationship with an individual during a daily activity (e.g., respond to staff members, interact informally with peer). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: □ family □ caregivers □ peers □ staff members □ other: __________________________
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18. Demonstrate understanding of strategies used for conflict resolution.

SE.A.1.In.1 cooperate in a variety of group situations.
SE.A.1.In.2 assist in establishing and meeting group goals.
SE.A.1.In.3 function effectively within formal organizations.
SE.A.1.Su.1 cooperate in group situations—with guidance and support.
SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
SE.A.1.Pa.1 participate effectively in group situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance  ☐ full  ☐ partial
- assistive technology  ☐ full  ☐ partial

Group Problem Solving

18.1 Demonstrate behaviors that contribute positively to group efforts (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, showing self-control when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)

18.2 Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing members' efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early). (SE.A.1.In.1, SE.A.1.Su.1)

18.3 Identify characteristics of group dynamics (e.g., need to listen and express clearly; need to differ in order to explore other ideas; need to follow proper etiquette and have good manners; need to reflect on the group dynamics before, during, and after working as a group). (SE.A.1.In.1, SE.A.1.Su.1)

18.4 Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

18.5 Identify steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)

Specify: ☐ discuss the problem
☐ individually list possible causes
☐ record individual group members' suggestions and clarifications
☐ discuss and determine most probable causes
☐ implement corrective action or solution
☐ report results
☐ examine the next most probable cause if initial action is ineffective
☐ other: ________________________
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18.6 Use appropriate steps for group problem solving in various situations. (SE.A.1.In.1, SE.A.1.Su.1)
   Specify: _____ ☐ home    _____ ☐ school    _____ ☐ community    _____ ☐ workplace

Using Conflict Resolution

18.7. Identify characteristics of the diverse nature of human conflicts (e.g., how some goals may exclude or limit other goals, how conflict can have both positive and negative results, how some conflict is irrational and may be a result of misunderstanding or short-sightedness). (SE.A.2.In.1, SE.A.2.Su.1)

18.8. Use conflict-resolution skills when faced with a problem (e.g., identify the conflict; deal with feelings; pinpoint the cause of conflict; choose a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, collaboration; allow time for negotiation). (SE.A.2.In.1, SE.A.2.Su.1)

18.9. Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.Su.1)

18.10. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, practical intelligence, demonstrates personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.Su.1)

18.11. Use negotiation skills when faced with a problem (e.g., determine the magnitude of the conflict; identify benefits gained from the resolution; establish acceptable negotiating guidelines; establish ground rules for time commitment to the process, who will serve as the mediator, and confidentiality; use strategy and tactics for a win-win resolution; reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.Su.1)

18.12. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)

Understanding Organizations

18.13 Identify organizations in which individuals participate (e.g., schools, clubs, religious groups, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

18.14 Identify common characteristics of organizations (e.g., structures, governance by rules, necessity for authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)

18.15 Identify expectations of behavior within formal organizations, including rules and codes of conduct. (SE.A.1.In.3, SE.A.1.Su.2)
   Specify: _____ ☐ school    _____ ☐ agencies
               _____ ☐ businesses    _____ ☐ institutions
               _____ ☐ workplace    _____ ☐ service clubs
               _____ ☐ other: ___________________________
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18.16 Identify ways in which various organizations function according to different sets of expectations (e.g., line of command, support for independent work, need for group collaboration, unsupervised work setting, flexibility of work schedule). (SE.A.1.In.3, SE.A.1.Su.2)

18.17 Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Specify: school □ community □ workplace

18.18 Identify the impact of personal values, choices, and behaviors on an individual’s ability to work in an organization (e.g., personal/ethical/moral issues may conflict with the job, personal choices may conflict with moving to a new location or transferring to a new site, personal choices may conflict with rearranging work schedule, personal behaviors such as being disruptive will conflict with working on a job). (SE.A.1.In.3, SE.A.1.Su.2)

18.19 Accept assistance with and participate effectively in activities of organizations. (SE.A.1.Pa.1)

Specify: school □ community □ workplace

19. Use knowledge and skills to promote and maintain personal health and safety, including knowledge of health care, nutrition, human diseases, substance abuse, human sexuality, first aid, and cardiopulmonary resuscitation.

IF.A.1.In.2 complete personal care, health, and fitness activities.
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

physical assistance □ full □ partial □ assistive technology □ full □ partial

Nutrition

19.1. Demonstrate specific skills in completing health care activities involving nutrition (e.g., preparing nutritious snacks or meals, limiting the amount of intake, using the Food Guide Pyramid when planning meals, using knowledge of serving sizes, using knowledge of how to interpret nutritional information on packages). (IF.A.1.In.2, IF.A.1.Su.2)
19.2. Use strategies related to nutrition when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals according to the Food Guide Pyramid, pre-measure servings—make and freeze hamburger patties ahead of time; use measuring devices to serve food—one-half cup of mashed potatoes; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

Health Care and Wellness

19.3. Demonstrate specific skills in providing first aid and treating diseases (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, knowing when to not move an injured person, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)

19.4. Identify appropriate storage and use of medications. (Social and Personal E 41: V)

19.5. Recognize those illnesses and injuries which require a doctor’s or dentist’s attention. (Social and Personal E 40: V)

19.6. Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)

19.7. Use strategies related to first aid and treating diseases to complete health care activities effectively and efficiently and on a regular basis (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

19.8. Demonstrate knowledge and skills needed for cardiopulmonary resuscitation (CPR) (e.g., possible indicators of need, who to call for assistance). (IF.A.1.In.2, IF.A.1.Su.2)

19.9. Demonstrate specific skills in completing health care activities involving wellness (e.g., developing a wellness plan, identifying specific health problems, describing problems to a doctor or medical assistant, knowing what over-the-counter medicines to take for minor aches and pains, knowing what doctor to call for a specific problem, knowing the type of fitness program appropriate for your personal abilities). (IF.A.1.In.2, IF.A.1.Su.2)

19.10. Use strategies related to wellness to complete health care activities effectively and efficiently and on a regular basis (e.g., develop a wellness routine and follow it, participate in wellness activities with a friend, keep drugs stored together, check expiration dates on nonprescription drugs every six months, ask doctor and dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)

19.11. Use knowledge related to prevention of tobacco, alcohol, and other drug abuse when completing health care activities (e.g., taking only specified dose of prescription and nonprescription drugs; knowing potential dangers of alcohol, tobacco, and other drug abuse). (IF.A.1.In.2, IF.A.1.Su.2)

19.12. Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)
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19.13. Use strategies related to the prevention of tobacco, alcohol, and other drug abuse when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of names and dosages of all prescription medications in wallet or purse with dates to renew prescriptions; keep a list of recommendations or warnings with the prescriptions you take regularly—take with food, do not drink alcohol; join a support group for tobacco, alcohol, or other drug abusers, if needed; get advice from a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)


Disability Awareness

19.15. Demonstrate specific skills in completing activities involving disability awareness (e.g., correctly using equipment and assistive or adaptive devices, appropriately administering self-medication, appropriately finding assistance with disability needs, knowing causal factors related to disability and their implications, knowing treatment for disability and any associated problems, knowing limitations due to disability, knowing availability and function of assistive and adaptive devices). (IF.A.1.In.2, IF.A.1.Su.2)

19.16. Use strategies related to disability awareness effectively and efficiently and on a regular basis (e.g., store instructions for adaptive or assistive equipment in one place, keep all papers related to eligibility for various services in a safe place, join an advocacy group, get on a mailing list of disability advocacy groups, ask friends with similar disabilities, keep a list of agencies to call for assistance or to answer questions—hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)

19.17. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs. (IF.A.2.In.2, IF.A.2.Su.2)

19.18. Select the community service agency, business, or other resource that will meet (or is most likely to meet) individual needs for assistance with medical needs (e.g., low in cost, covered by insurance, dependable, close to home, appropriate in matching doctor's specialization to illness or needs). (IF.A.2.In.2, IF.A.2.Su.2)

19.19. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular disability-related service (e.g., knowledge of body parts and their functions, ability to match ailment to doctor's specialization). (IF.A.2.In.2, IF.A.2.Su.2)

19.20. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular service for persons with disabilities (e.g., ability to give directions and describe location, ability to call for help, ability to call for transportation purposes). (IF.A.1.In.2, IF.A.1.Su.2)

19.21. Accept assistance with and participate in using needed services provided in the community. (IF.A.2.Pa.2)

Specify: ________________________________
19.22. Identify sexual behaviors that are responsible and safe (e.g., being respectful of partner’s desires, being consistent with expectations or rules of the situation and location, using appropriate touch). (IF.A.1.In.2, IF.A.1.Su.2)

19.23. Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)

19.24. Discriminate between examples and non-examples of sexual behaviors that are responsible and safe (examples—chooses abstinence prior to marriage, uses acceptable terms of endearment; non-examples—forces partner to participate, uses derogatory language). (IF.A.1.In.2, IF.A.1.Su.2)

19.25. Identify factors in situations that promote and/or inhibit sexual behaviors that are responsible and safe (e.g., promote—presence of positive role models, reinforcers, training, and opportunities to practice; inhibit—negative role models, use of alcohol, lack of reinforcement for appropriate behaviors, peer pressure). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: home ☐ school ☐ community ☐ workplace ☐

19.26. Demonstrate behaviors that represent responsible and safe expressions of sexuality (e.g., using abstinence, birth control, appropriate touch, self-control; refraining from use of alcohol and other drugs; ignoring peer pressure). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: home ☐ school ☐ community ☐ workplace ☐

19.27. Accept assistance with and participate in responsible and safe expressions of sexuality. (IF.A.1.Pa.2)

Specify: ________________________________
Supported Levels: 9-12
A. Major Concepts/Content. The purpose of this course is to provide instruction in academic concepts and skills to enable students with disabilities to function at their highest levels and participate effectively in the community. Emphasis will be placed on the practical application of academic skills as they relate to daily living tasks of personal life and the workplace.

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

- communication skills
- mathematical skills
- problem solving

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

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

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

This course is primarily designed for students functioning at supported levels, who are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.
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This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

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

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

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation, partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

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

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

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

After successfully completing this course, the student will:

1. **Demonstrate comprehension of verbal information.**

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

   Indicate guidance and support necessary for mastery at supported level:
   - physical prompt
   - verbal prompt
   - visual prompt
   - assistive technology
   - supervision
   - other: ____________________

**Objects, Areas, and Tasks**

1.1. Identify objects, areas, and tasks for productive activities in the home (e.g., cleaning the house, cooking a meal, washing clothes, maintaining the yard, fixing a broken shelf). (CL.B.1.In.1, CL.B.1.Su.1)

   Specify:  
   - cleaning—vacuum, glass cleaner, bleach, ammonia, toilet brush
   - cooking—kitchen, stove, measuring cups, pots, pans
   - laundry—washer, dryer, detergent, bleach, stain remover
   - yard work—lawn, rake, lawnmower, shovel, hose
   - home repair—garage, workshop, hammer, wrench, drill, plunger
   - other: ____________________

1.2. Identify objects, areas, and tasks for common workplace activities (e.g., answering the phone, copying information, faxing information, taking an order, setting up a work station). (CL.B.1.In.1, CL.B.1.Su.1)

   Specify:  
   - office—fax machine, copy machine, calculator, envelopes, stamps, desk
   - food service—trays, drink machine, sugar caddies, refrigerator
   - for employees—time card, locker, mailbox, uniform, lounge
   - maintenance—broom, wastebasket, cleaning supplies
   - other: ____________________

1.3. Identify objects, areas, and tasks for common school activities (e.g., completing class assignments, recording homework assignments, making reports, taking notes, working in the family and consumer sciences lab, participating in physical education class). (CL.B.1.In.1, CL.B.1.Su.1)

   Specify:  
   - classroom—desks, chalkboard, reference books, computers
   - cafeteria—trays, drink containers, waste baskets
   - media center, guidance, office, gymnasium, all-purpose room, bus
   - lab or workshop—equipment, tools, scales, sink, supplies
   - for students—folder, locker, textbook, workbook
   - other: ____________________

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1.4. Identify objects, areas, and tasks for productive activities in the community (e.g., city hall, library, mailbox, shopping mall, menu). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ____ □ banking ____ □ shopping ____ □ using the post office
____ □ eating out ____ □ using the library ____ □ other: ___________

1.5. Identify objects, areas, and tasks for leisure activities (e.g., equipment, supplies, fields, arenas, parks). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ____ □ indoor games ____ □ crafts/hobbies ____ □ outdoor activities
____ □ sports ____ □ entertainment ____ □ other: ___________

Pictures

1.6. Identify household objects as described and pictured in reference materials, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ____ □ furniture ____ □ appliances ____ □ interior design
____ □ supplies ____ □ entertainment ____ □ other: ___________

1.7. Identify objects in the community as described and pictured in reference materials, magazines and newspapers to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ____ □ buildings ____ □ signs ____ □ landmarks
____ □ other: ___________

1.8. Identify school-related objects as described and pictured in textbooks, reference materials, magazines, and newspapers used in assignments, homework, or field trips (e.g., pictures of historical events, monuments, maps, plants, animals, equipment). (CL.B.1.In.1, CL.B.1.Su.1)

1.9. Match and discriminate pictures and shapes. (Reading A 2: III)

1.10. Identify information from a picture. (Reading A 4: IV)

Frequently Used Words

1.11. Identify the meaning of frequently used words to accomplish functional tasks. (e.g., survival words, greetings, names). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ____ □ common words
____ □ opposite concepts
____ □ temporal concepts
____ □ categories
____ □ directional concepts
____ □ other: __________________________

1.12. Identify the meaning of compound words and contractions. (CL.B.1.In.1, CL.B.1.Su.1)

1.13. Identify the meaning of words with common prefixes, suffixes, and endings to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
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1.14. Demonstrate an understanding of common words and expressions (e.g., stop, drink your milk, bye bye). (Language B 6: I, II)

1.15. Comprehend simple opposite concepts (e.g., hot/cold, wet/dry, hard/soft, long/short). (Language B 8: II, III)

1.16. Demonstrate an understanding of the beginning concepts of time (e.g., today, now, later, yesterday). (Language B 9: III)

1.17. Demonstrate an understanding of simple category words (e.g., clothing, food, animals). (Language B 11: IV)

1.18. Demonstrate an understanding of directional concepts (e.g., above/below, backward/forward, top/bottom, in front/in back, left/right, around/through). (Language B 12: IV)

1.19. Identify the meaning of vocabulary when completing academic tasks (e.g., addition, homework, punctuation). (CL.B.1.In.1, CL.B.1.Su.1)

1.20. Identify the meaning of vocabulary related to personal care activities (e.g., getting ready for work or school, managing finances, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:

- personal grooming and hygiene—brush, floss, shower, deodorant
- finances—coins, dollars, savings
- caring for clothes—wash, dry clean
- purchasing items—discount, sale, tax, charge
- other: ________________________________

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

Specify:

- banking—withdrawal, deposit, account number, balance
- library—library card, check out, due date, late charge
- post office—letter, stamp, express mail, package
- businesses—stores, services, clerk, customer, cashier
- volunteer service—organization, responsibilities, schedule
- other: ________________________________

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

Specify:

- indoor games
- outdoor activities
- sports
- entertainment
- hobbies
- events
- other: ________________________________
Following Directions

1.23. Follow directions to complete productive activities in the home (e.g., following a
recipe, preparing food, assembling a bicycle, painting a wall, operating a washing machine).
(CL.B.1.In.2, CL.B.1.Su.2)
Specify: □ number of steps—1, 2, multiple
□ presentation mode—oral, pictorial, demonstration

1.24. Follow directions to complete productive activities in the community (e.g., getting a
book at the library; voting; assisting in a volunteer service organization or activity, such as coastal
cleanup; participating in a fund-raiser). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: □ number of steps—1, 2, multiple
□ presentation mode—oral, pictorial, demonstration

1.25. Follow directions when completing school tasks (e.g., class assignment, study guide,
project, test). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: □ number of steps—1, 2, multiple
□ presentation mode—oral, pictorial, demonstration

1.26. Follow directions to complete leisure activities (e.g., craft and hobbies—candle making,
collages, pottery, photography, sewing; sport activities—basketball, tennis, soccer, water skiing,
hiking; games—card, board, video). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: □ number of steps—1, 2, multiple
□ presentation mode—oral, pictorial, demonstration

1.27. Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)

1.28. Follow verbal directions without prompts to complete a one-step task.
(Language B 10: III)

1.29. Follow verbal directions to complete a two-step task. (Language B 13: IV)

1.30. Follow verbal directions with more than two steps. (Language B 14: V)

Listening

1.31. Identify behaviors that indicate one is listening (e.g., makes eye contact, turns body
towards speaker, makes appropriate follow-up comments.) (CO.A.1.In.1, CO.A.1.Su.1)

1.32. Use strategies to improve listening (e.g., repeat what you hear, say what you hear in your
own words). (CO.A.1.In.1, CO.A.1.Su.1)
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2. **Demonstrate expressive language skills.**
   
   CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   
   - physical prompt
   - verbal prompt
   - visual prompt
   - assistive technology
   - supervision
   - other: ______________________

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**Voice and Articulation**

2.1. Use correct articulation to pronounce words correctly. (CO.A.1.In.1, CO.A.1.Su.1)

2.2. *Imitate or approximate speech sounds.* (Language A 3: I)

2.3. *Imitate or approximate words.* (Language A 4: II)

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

   Specify: □ tone of voice □ pitch
   □ fluency (rate and rhythm) □ loudness
   □ duration □ other: ______________________

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**Greetings and Conversation**

2.5. *Differentiate appropriate styles of communication in formal and informal conversations.* (Language B 15: V)

2.6. Use appropriate greetings when meeting other persons (e.g., formal—“Hello...” informal—“Hi!” “How are you?” “Nice to see you.”). (CO.A.1.In.1, CO.A.1.Su.1)

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

2.8. Respond to greetings appropriately (e.g., “Hello.” “Thank you for inviting me.” “It’s nice to see you, too.” “I’m doing well, and you?”). (CO.A.1.In.1, CO.A.1.Su.1)

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

2.10. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, about personal problems, about school activities; friends—about what is happening in your life, about activities, about schoolwork; familiar persons—about shared interests, about common experiences; unfamiliar persons—weather, sports, jobs or school). (CO.A.1.In.1, CO.A.1.Su.1)

   Specify: □ with family □ with friends
   □ with familiar persons □ with unfamiliar persons
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2.11. Use language to initiate conversation. (Language C 30: VI)

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

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

Functional Use of Language

2.14. Use appropriate language to express desires effectively in various situations (e.g., “May I have more potatoes?” “I want to finish this job.” “I don’t care for spinach.” “I would rather not go to that movie.”). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify purpose: ______ □ requests ______ □ refusals ______ □ other: ___________________________
   Specify location: ______ □ home ______ □ school ______ □ community ______ □ workplace

2.15. Use appropriate language to express ideas and feelings clearly in various situations (e.g., “I believe this is a valuable thing to do.” “This is what really happened.” “I like you a lot.” “I’m upset with what you did.”). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify type: ______ □ opinion ______ □ fact ______ □ affection ______ □ anger
   ______ □ sadness ______ □ other: ___________________________
   Specify location: ______ □ home ______ □ school ______ □ community ______ □ workplace

2.16. Use appropriate language to express need for assistance in various situations (e.g., asks for help, raises hand, calls person’s name, presses a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

2.17. Use appropriate language to express the need for assistance in emergencies (e.g., alerts others, describes emergency). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

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

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

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

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

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

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

2.24. Give directions to another person to accomplish a functional task. (CL.B.2.In.2, CL.B.2.Su.2)
   Specify: ______ □ school task—how to look up a word, how to dress for physical education
   ______ □ personal task—how to use the microwave, how to find a location
   ______ □ leisure task—how to pack for vacation, how to take care of a pet
   ______ □ work task—how to clean up at the end of the day
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2.25. State steps to complete a task. (Language C 31: VI)

2.26. Request clarification from teachers, supervisors, family, and peers when needed in various situations (e.g., when you do not understand a class assignment, when you need help on a work project, when you want to know how to do chores). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: ____ □ home    ____ □ school    ____ □ community    ____ □ workplace

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

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

2.29. Use appropriate vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.2, CL.B.1.Su.2)
Specify: ____ □ home    ____ □ school    ____ □ community    ____ □ workplace

2.30. Use appropriate grammar and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.2, CL.B.1.Su.2)
Specify: ____ □ home    ____ □ school    ____ □ community    ____ □ workplace

2.31. Describe pictures or objects. (Language C 24: III)

2.32. Combine 3–5 words to verbally express phrases and sentences. (Language C 25: III)

3. Demonstrate functional reading skills necessary for daily living tasks of personal life and the workplace.

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

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

Indicate guidance and support necessary for mastery at supported level:

____ physical prompt    ____ verbal prompt    ____ visual prompt
____ assistive technology    ____ supervision    ____ other: __________________________

Signs and Symbols

3.1. Identify the meaning of symbols and icons on appliances, equipment, or controls (e.g., off, on, temperature control) to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ____ □ cooking    ____ □ laundry    ____ □ cleaning
____ □ plumbing    ____ □ yard care    ____ □ heating and cooling
____ □ other: __________________________
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3.2. Identify the meaning of symbols and icons used on signs for buildings and public facilities to accomplish functional tasks (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ exit and entrance signs □ restroom signs □ elevator signs □ other: __________________________

3.3. Identify the meaning of words and symbols on signs in stores, restaurants, and other businesses in the community to accomplish functional tasks (e.g., shopping for groceries, eating at restaurants or fast food chains, going to the movies). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ order here □ cashier □ no food or drink allowed □ no smoking □ name of business □ hours of operation □ other: __________________________

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

3.5. Identify and demonstrate understanding of community signs and symbols. (Reading B 6: IV, V)

Letters

3.6. Identify letters when completing functional tasks (e.g., locating a name by the first letter, identifying a volume of an encyclopedia, locating a word in the dictionary, locating a book using the Dewey decimal system, throw away the boxes marked with a “P”). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ upper case □ lower case □ manuscript □ cursive

3.7. Match and discriminate upper and lower case letters. (Reading A 5: IV)

Words

3.8. Identify personal information in written form to accomplish functional tasks (e.g., completing forms, signing documents). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: □ name □ address □ phone number □ date of birth □ ethnic group □ Social Security number □ other: __________________________

3.9. Identify own first name in manuscript. (Reading A 3: III)

3.10. Identify the meaning of frequently used written words to accomplish functional tasks (e.g., Dolch, survival list). (CL.B.1.In.1, CL.B.1.Su.1)

3.11. Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)
3.12. Read number words, zero to ten. (Mathematics B 11: V)

3.13. Read number words from eleven to one hundred. (Mathematics B 14: VI)

3.14. Identify the meaning of written words related to school activities (e.g., lunch menu, class schedule, after-school activities, clinic hours). (CL.B.1.In.1, CL.B.1.Su.1)

3.15. Identify the meaning of written directions used in the school environment.
   (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ class assignments □ tests □ homework assignments
   □ other: ____________________________

3.16. Identify the meaning of written words when completing academic tasks (e.g., add, subtract, homework, task). (CL.B.1.In.1, CL.B.1.Su.1)

3.17. Identify the meaning of written words related to personal care activities (e.g., getting ready for work or school, managing own finances, maintaining cleanliness of home or clothing, purchasing items—food, clothes). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ personal grooming and hygiene—products, equipment
   □ caring for clothes—labels, products
   □ purchasing items—costs, signs
   □ other: ____________________________

3.18. Identify the meaning of written words related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books from the library, using the post office). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ library—library card, signs, sections, activities
   □ post office—addresses, postage fees
   □ businesses—signs, services, hours of operation
   □ volunteering—name of organization, activities, locations
   □ other: ____________________________

3.19. Identify the meaning of written words related to leisure activities (e.g., reading directions for a game, selecting a movie from the newspaper listings, playing a board game, reading an article in a sports magazine). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ indoor games □ outdoor activities □ sports
   □ entertainment □ hobbies □ games
   □ other: ____________________________

Phrases, Sentences, and Text

3.20. Restate the meaning of a written word, phrase, or sentence to clarify meaning to accomplish functional tasks (e.g., repeating directions, asking for clarification, requesting additional information). (CL.B.1.In.2, CL.B.1.Su.2)
   Specify: □ information □ questions
   □ directions □ commands
   □ requests □ other: ____________________________
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3.21. Use cues to locate specific information in a book, magazine, or picture to accomplish functional tasks (e.g., school tasks—find picture in a book; personal care—find recipe for dessert; leisure—find information on a specific location, person, or event). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ highlighted words □ numbers □ dates □ charts □ pictures □ maps □ answers to questions □ other: ______________________

3.22. Obtain needed written information from an appropriate source to accomplish functional tasks (e.g., getting information about a community activity, finding a phone number). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: □ newspaper □ magazine □ reference book □ brochure □ directory □ manual □ instruction □ guide □ Internet resources □ other: ______________________

3.23. Identify events using a schedule (e.g., television, movies, religious services, performances). (CL.B.1.In.2, CL.B.1.Su.2)

Following Written Directions

3.24. Follow written directions to complete productive activities in the home and community (e.g., following a recipe, preparing food, assembling a bicycle, painting a wall, operating a washing machine). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: □ number of steps—1, 2, multiple

3.25. Follow written directions to complete school tasks (e.g., class assignment, study guide, report, laboratory activity, test). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: □ number of steps—1, 2, multiple

3.26. Follow written directions in booklets, magazines, pamphlets, computer software to complete leisure activities (e.g., candle making, collages, pottery, photography, sewing). (CL.B.1.In.2, CL.B.1.Su.2)

3.27. Follow written directions and information given on vending machines to obtain desired item (e.g., how to select products, cost of products, how to deposit bills or coins, where change return is located). (CL.B.1.In.2, CL.B.1.Su.2)

3.28. Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)

3.29. Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)

3.30. Follow written directions with one-step. (Reading C 11: V)

3.31. Follow written directions with two-steps. (Reading C 13: VI)
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4. Demonstrate functional writing skills necessary for daily living tasks of personal life and the workplace.

   CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.

   CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

General Writing Skills

4.1. Use appropriate modes in writing for personal needs to complete functional tasks (e.g., writing a letter, leaving a message, writing in a journal, writing a to-do list, completing homework). (CL.B.2.In.1, CL.B.2.Su.1)

   Specify: ___ ☐ handwriting ___ ☐ typewriter or word processor
   ___ ☐ other: _______________________

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

4.3. Reproduce numerals from 0 to 10. (Mathematics B 10: IV)

4.4. Write money values not to exceed $10. (Mathematics E 38: V)

4.5. Use legible handwriting to complete functional tasks (e.g., writing messages or notes, completing forms, signing documents, writing checks). (CL.B.2.In.1, CL.B.2.Su.1)

   Specify: ___ ☐ style—manuscript or cursive ___ ☐ spacing ___ ☐ size
   ___ ☐ letter formation ___ ☐ orientation
   ___ ☐ other: _______________________

4.6. Produce written communications accurately (e.g., brief message, list of information for a form). (CL.B.2.In.1, CL.B.2.Su.1)

   Specify: ___ ☐ messages ___ ☐ notes ___ ☐ lists
   ___ ☐ other: _______________________

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

4.8. Write simple sentences. (Writing D 10: V)
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Personal Information

4.9. Reproduce required personal information from an identification card to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.Su.1)

Specify: □ name □ address □ phone number
□ date of birth □ ethnic group □ other: _________________

4.10. Reproduce own first and last name. (Writing A 1: IV)

4.11. Capitalize the first letter of own first and last name. (Writing C 6: IV)

4.12. Write required personal information to accomplish functional tasks (e.g., signing documents, addressing a letter, giving information to others). (CL.B.2.In.1)

Specify: □ name □ address □ phone number
□ date of birth □ ethnic group □ other: _________________

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

Forms

4.14. Determine information needed in order to have the proper documents ready to complete specified forms (e.g., Social Security card, State of Florida identification card). (CL.B.2.In.1, CL.B.2.Su.1)

4.15. Transfer information accurately from sources such as a personal identification card or Social Security card onto appropriate section of forms (e.g., disability, benefits, insurance information). (CL.B.2.In.2, CL.B.2.Su.2)

4.16. Write needed information accurately on forms to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: □ application forms □ order blanks
□ personal history □ other: _________________

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

4.18. Complete simple order blanks. (Writing D 14: VII)
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5. Demonstrate functional number concepts and computation skills necessary for daily living tasks of personal life and the workplace.

CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

General Skills

5.1. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)

5.2. Distinguish between all, some, and none. (Mathematics A 1: III)

5.3. Demonstrate the use of one-to-one correspondence. (Mathematics B 7: III)

5.4. Identify two-dimensional shapes to accomplish functional tasks (e.g., drawing a circle, identifying a yield sign, buying a mat for a picture frame, finding a tablecloth for a table). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: □ square □ rectangle □ triangle □ circle

5.5. Identify three-dimensional shapes to accomplish functional tasks (e.g., stacking milk crates for storage, packaging a poster in a tube for shipping, making a cone for frosting). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: □ cube □ sphere □ cylinder □ cone

Whole Numbers

5.6. Identify whole numbers to accomplish functional tasks (e.g., finding pages in a book, finding a street address, reading speed limit signs, reading temperature gauges, identifying the cost of a car, identifying bus numbers, giving account numbers). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: □ to 10 □ to 100 □ to 1000 □ to 10,000 □ to 100,000

5.7. Match numerals to corresponding sets of objects, 0 to 10. (Mathematics B 9: IV)

5.8. Identify numerals which correspond to sets of objects 11 to 100. (Mathematics B 12: V)
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5.9. Count objects to accomplish functional tasks (e.g., home—counting silverware for setting the table, getting out towels for guests; leisure—counting the number of seconds to go in a basketball game; workplace—counting screws to assemble an object, checking how many rooms to clean). (CL.B.3.In.2, CL.B.3.Su.2)
Specify:  □ to 10  □ to 100  □ to 1000

5.10. Count from 1 to 5. (Mathematics B 8: III)

5.11. Use skip counting to accomplish functional tasks (e.g., counting large numbers of objects, counting money, counting items for an inventory, counting off individuals to form teams, searching for a street number—all buildings on one side of the street have odd numbers). (CL.B.3.In.2, CL.B.3.Su.2)
Specify:  □ by 2's  □ by 5's  □ by 10's  □ by 100's

5.12. Count by 2's, 5's, and 10's to 100. (Mathematics B 13: V)

5.13. Identify the whole number that comes before, after, or between a given number(s) to accomplish functional tasks (e.g., locating the date after a holiday on a calendar, filing charts according to numerical order). (CL.B.3.In.1, CL.B.3.Su.1)
Specify:  □ to 10  □ to 100  □ to 1000  □ to 10,000

5.14. Compare numbers to accomplish functional tasks (e.g., placing numbered pages in the correct order, comparing prices, comparing ages, comparing scores in a game to determine the winning team). (CL.B.3.In.2, CL.B.3.Su.2)
Specify:  □ to 10  □ to 100  □ to 1000  □ to 10,000

5.15. Identify one and one more. (Mathematics A 2: III)

5.16. Identify objects in a series by ordinal position to accomplish tasks (e.g., identifying the third game in a playoff, identifying the last pay period of the year). (CL.B.3.In.1, CL.B.3.Su.1)
Specify:  □ first, middle, last  □ to 5th  □ to 10th  □ to 100th  □ other: 

5.17. Identify the first and last member in a group of objects. (Mathematics A 3: III)

5.18. Demonstrate understanding of the concept of middle. (Mathematics A 4: IV)

5.19. Identify the meaning of fractional parts of an object, area, or set of items to accomplish functional tasks (e.g., measuring 1/3 cup of milk, sawing a piece of wood in half). (CL.B.3.In.1, CL.B.3.Su.1)
Specify:  □ halves  □ thirds  □ fourths  □ other: 

5.20. Identify halves and fourths of an area. (Mathematics J 74: V)
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Addition

5.21. Identify situations in daily living when addition is used (e.g., totaling distances traveled over several days, determining the number of members on both teams, determining how much inventory was sold). (CL.B.3.In.1, CL.B.3.Su.1)

5.22. Add numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
   Specify: ☐ single digit ☐ multiple digits
   Specify method: ☐ use a table or chart ☐ use counters or tallies
   ☐ use a calculator ☐ other: ______________________

5.23. Add two sets of objects, sums through 12. (Mathematics C 15: IV)

5.24. Add a 2-digit number to a 2-digit number without regrouping, sums through 99. (Mathematics C 16: V)

5.25. Add two numbers each having no more than two decimal places. (Mathematics J 77: VII)

5.26. Add a 1 or 2-digit number to a 2-digit number with no more than one regrouping. (Mathematics C 19: VI)

5.27. Add one 2 or 3-digit number to a 3-digit number with regrouping. (Mathematics C 21: VII)

Subtraction

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

5.29. Subtract numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
   Specify: ☐ single digit ☐ multiple digits
   Specify method: ☐ use a table or chart ☐ use counters or tallies
   ☐ use a calculator ☐ other: ______________________

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

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

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

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

5.34. Identify situations in daily living when multiplication is used (e.g., determining the total cost of tickets for a group, how many people eight buses can hold). (CL.B.3.In.1, CL.B.3.Su.1)

5.35. Multiply numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
   Specify: ___ Q single digit ___ Q multiple digits
   Specify method: ___ Q use a table or chart ___ Q use counters or tallies
                     ___ Q use a calculator ___ Q other: __________________________

5.36. Identify products of multiplication facts through 81. (Mathematics H 67: VI)

5.37. Multiply a 2-digit number by a 1-digit number. (Mathematics H 68: VI)

Division

5.38. Identify situations in daily living when division is used (e.g., calculating grade percentages, dividing students into groups, dividing money owed for a large purchase over a period of months). (CL.B.3.In.1, CL.B.3.Su.1)

   Specify: ___ Q single digit ___ Q multiple digits
   Specify method: ___ Q use a table or chart ___ Q use counters or tallies
                     ___ Q use a calculator ___ Q other: __________________________

5.40. Identify basic division facts products through 81. (Mathematics H 71: VI)

Problem Solving

5.41. Use alternate methods to express mathematical problems to accomplish functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)
   Specify: ___ Q draw pictures or diagrams ___ Q use concrete objects
                     ___ Q state in own words ___ Q use models
                         ___ Q other: ____________________________________________

5.42. Solve problems involving addition of whole numbers to accomplish functional tasks (e.g., counting paper money, adding amount of money spent from checkbook in one month, adding number of hours worked in a pay period, adding weight gained in two months). (CL.B.3.In.2, CL.B.3.Su.2)
   Specify: ___ Q single digit ___ Q multiple digits
   Specify method: ___ Q use a table or chart ___ Q use counters or tallies
                     ___ Q use a calculator ___ Q other: __________________________

5.43. Apply addition skills involving two 1-digit numbers to solve one-step addition problems. (Mathematics C 17: III)
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5.44. Apply addition skills involving two 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics C 20: VI)

5.45. Solve problems involving subtraction of whole numbers to accomplish functional tasks (e.g., determining how much weight was lost last year, determining how much farther one trip is compared to another, determining by how many points one team beat another). (CL.B.3.In.2, CL.B.3.Su.2)
   Specify: ______ □ single digit ______ □ multiple digits
   Specify method: ______ □ use a table or chart ______ □ use counters or tallies
   ______ □ use a calculator ______ □ other: ____________________

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

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

5.48. Solve problems involving multiplication or division of whole numbers to accomplish tasks (e.g., determining how many tickets are needed for a family of four to attend eight games, determining how many people can travel on 20 buses, determining the cost per ounce of a box of cereal). (CL.B.3.In.2, CL.B.3.Su.2)
   Specify: ______ □ single digit ______ □ multiple digits
   Specify method: ______ □ use a table or chart ______ □ use counters or tallies
   ______ □ use a calculator ______ □ other: ____________________

5.49. Use a calculator to perform complex addition computations. (Mathematics C 18: VI)

5.50. Use a calculator to perform complex subtraction computations. (Mathematics C 26: VI)

5.51. Apply multiplication skills to solve one-step applied problems. (Mathematics H 70: VII)

5.52. Use division to solve one-step applied problems. (Mathematics 172: VII)

6. Use basic measurement concepts involving length, weight, and volume to solve problems related to daily living and the workplace.

   CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
   CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

   ______ □ physical prompt ______ □ verbal prompt ______ □ visual prompt
   ______ □ assistive technology ______ □ supervision ______ □ other: ____________________
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Linear Measurement

6.1. Identify the meaning of units of linear measurement to accomplish functional tasks (e.g., measuring a person's height, calculating the length of a room, determining distance on a trip). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: □ inches □ feet □ yards □ miles □ other: __________________________

6.2. Measure the length, width, or height of an object or area accurately, using appropriate tools or equipment to accomplish functional tasks (e.g., using a ruler to measure a short line, using a tape measure to measure a room). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: □ ruler □ tape measure □ yard stick □ other: __________________________

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

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

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

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

6.7. Identify equivalents for commonly used linear measurements to accomplish functional tasks (e.g., determining how many feet on a football field, determining if a 4-foot board will make a 52-inch shelf). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: □ 12 inches = 1 foot □ 3 feet = 1 yard □ 36 inches = 1 yard □ other: __________________________

Weight

6.8. Identify the meaning of units of weight to accomplish functional tasks (e.g., weighing an infant, ordering gravel for a driveway, buying produce). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: □ ounce □ pound □ ton □ other: __________________________

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

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

6.11. Identify equivalents for units of weight to accomplish functional tasks (e.g., determining cost of mailing a box, determining if truck is strong enough to carry load of gravel). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: □ 16 ounces = 1 pound □ 2000 pounds = 1 ton □ other: __________________________
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Volume/Capacity

6.12. Identify the meaning of units of volume or capacity to accomplish functional tasks (e.g., preparing a recipe, adding oil to the car, purchasing a quantity of soft drinks). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: □ teaspoon □ tablespoon □ cup □ pint □ quart □ gallon □ liter □ other: ____________________________

6.13. Measure volume or capacity accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., measuring a cup of bleach for the laundry, pouring gas into a tank for a lawnmower, measuring quarts of water for tea, measuring a teaspoon of medicine). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: □ teaspoon □ tablespoon □ cup □ pint □ quart □ gallon □ liter □ other: ____________________________

6.14. Demonstrate an understanding of capacity concepts (e.g., least, most, empty, full). (Mathematics A 6: IV)

6.15. Identify a cup, quart, and gallon as tools to measure capacity. (Mathematics F 49: V)

6.16. Identify volume or capacity measurement equivalents to accomplish functional tasks (e.g., determining how many cups of water are needed for two quarts of lemonade, determining how many pint jars are needed to store a gallon of honey). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: □ 3 teaspoons = 1 tablespoon □ 4 cups = 1 quart □ 4 quarts = 1 gallon □ other: ____________________________

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

7. Use basic measurement concepts involving time, temperature, and money to solve problems related to daily living and the workplace (e.g., schedules, consumer activity).

CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ____________________________
7.1. Identify the meaning of commonly used concepts and measurement units of time to accomplish functional tasks (e.g., making plans for the future, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: □ seconds, minutes, hours □ days, weeks, months, years
□ seasons of the year □ now, later, future, past
□ other: ________________________________

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

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

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

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

7.6. Identify equivalent units of time to accomplish functional tasks (e.g., determining how much time to allow for an activity, recording time worked on a time sheet). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: □ 60 seconds = 1 minutes □ 60 minutes = 1 hour
□ 24 hours = 1 day □ 7 days = 1 week
□ other: ________________________________

7.7. Identify time equivalencies (e.g., 12 months = 1 year, 60 minutes = 1 hour, 24 hours = 1 day, 30 minutes = 1 half hour, and 1 week = 7 days). (Mathematics G 63: VI)

7.8. Identify time on a clock to accomplish functional tasks (e.g., timing a runner, setting the alarm, counting time to reach a destination). (CL.B.3.In.1, CL.B.3.Su.1)
Specify type of clock: □ analog □ digital
Specify interval: □ hour/half hour □ minutes

7.9. Tell time to the hour. (Mathematics G 57: IV)

7.10. Tell time to the hour and half hour. (Mathematics G 59: V)

7.11. Indicate time in hours and minutes using proper notation (e.g., 1:28). (Mathematics G 65: VI)

7.12. Identify the date on a calendar to accomplish functional tasks (e.g., planning a party, scheduling an appointment). (CL.B.3.In.1, CL.B.3.Su.1)

7.13. Given a date, identify the day of the week on a calendar. (Mathematics G 61: V)

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

7.15. Identify temperatures to accomplish functional tasks (e.g., reading a thermometer to record a high fever, determining if the freezer is cold enough to make ice, setting a thermostat in a room). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: ☐ freezing point of water ☐ normal body temperature ☐ comfortable room temperature ☐ other:

7.16. Identify tools to measure temperature (e.g., thermometer, thermostat). (Mathematics F 48: IV)

7.17. Measure temperature accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., using a meat thermometer to determine if a roast is fully cooked, reading the thermostat to find the temperature in a room). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: ☐ thermometer—weather, oral, cooking ☐ thermostat—furnace, car, tool motor ☐ other:

7.18. Determine the temperature using a Fahrenheit thermometer. (Mathematics F 53: VI)

Money

7.19. Identify the names and values of coins and bills to accomplish functional tasks (e.g., counting money, paying for an item, putting correct change into a vending machine, paying cab fare). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: ☐ to $1.00 ☐ to $5.00 ☐ to $10.00 ☐ to $20.00 ☐ to $100.00 ☐ other:

7.20. Identify coins as money. (Mathematics E 31: III)

7.21. Identify the coins: penny, nickel, dime, and quarter. (Mathematics E 32: IV)

7.22. Identify the cent (¢) sign and the dollar ($) sign. (Mathematics E 33: IV)

7.23. Identify the cent value of a penny, a nickel, a dime, a quarter, and the dollar value of bills through $10. (Mathematics E 35: V)

7.24. Identify money values not to exceed $100.00 (e.g., $62.43). (Mathematics E 42: VI)

7.25. Count coins and bills to accomplish functional tasks (e.g., making penny rolls to take to a bank, using quarters to pay for a $2.00 item, paying the bill at a restaurant). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: ☐ to $1.00 ☐ to $5.00 ☐ to $10.00 ☐ to $20.00 ☐ to $100.00 ☐ other:

7.26. Identify common coin combinations to accomplish functional tasks (e.g., paying a toll on a highway, paying bus fare, using pay phones, buying a newspaper from a stand, purchasing gum from a machine, placing money in a parking meter). (CL.B.3.In.1, CL.B.3.Su.1)
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7.27. Determine equivalent amounts of money using coins and paper currency to accomplish functional tasks (e.g., giving change for a dollar, collecting money from a customer). (CL.B.3.In.1, CL.B.3.Su.1)

Specify:

- □ to $1.00
- □ to $5.00
- □ to $10.00
- □ to $20.00
- □ to $100.00
- □ other: ____________________________

7.28. Determine equivalent amounts using pennies, nickels, dimes, and quarters (not to exceed $1). (Mathematics E 37: V)

7.29. Determine equivalent amounts not to exceed $10 using coins and paper currency. (Mathematics E 41: VI)

7.30. Identify which costs more through $5, given the cost of two items. (Mathematics E 36: V)

7.31. Determine the change to be received from a $5 bill after a purchase (with a calculator, if needed). (Mathematics E 40: VI)

7.32. Solve applied problems involving comparison shopping. (Mathematics E 46: VII)

8. Use systematic approaches to solve problems encountered in school, home, and community.

CL.B.4.Su.1 identify problems found in functional tasks— with guidance and support.

CL.B.4.Su.2 implement solutions to problems found in functional tasks— with guidance and support.

Specify:

- □ home
- □ school
- □ community
- □ workplace

Indicate guidance and support necessary for mastery at supported level:

- □ physical prompt
- □ verbal prompt
- □ visual prompt
- □ assistive technology
- □ supervision
- □ other: ____________________________

8.1. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, choose a technique, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)

Specify:

- □ home
- □ school
- □ community
- □ workplace

8.2. Identify various ways to respond to and solve problems (e.g., late for class frequently—wake up earlier, leave house earlier, walk faster; car breaks down—take the bus, walk, take car to mechanic). (CL.B.4.In.1, CL.B.4.Su.1)

8.3. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)

8.4. Identify that a problem exists in school, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness). (CL.B.4.In.1, CL.B.4.Su.1)
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8.5. Identify alternative courses of action for solving a particular problem at school (e.g., missed the bus—catch next bus, get a ride, ride bike). (CL.B.4.In.1, CL.B.4.Su.1)

8.6. Complete tasks needed to solve problems at school (e.g., limited time to do homework assignments—talk to teacher about extended time on some assignments). (CL.B.4.In.2, CL.B.4.Su.2)

8.7. Seek assistance when needed to solve problems at school (e.g., emotional problems—seek help from school counselor, teacher, psychologist; problems with a subject area at school—seek help from tutor, teacher, family member). (CL.B.4.In.2, CL.B.4.Su.2)

8.8. Identify that a problem exists in personal life, a discrepancy between what is and what should or could be (e.g., gaining weight, not completing chores, not being allowed to see friends). (CL.B.4.In.1, CL.B.4.Su.1)

8.9. Identify alternative courses of action for solving a particular problem in personal life (e.g., gained 10 pounds—start exercise program, talk to a physician, eat healthier foods). (CL.B.4.In.1, CL.B.4.Su.1)

8.10. Complete identified tasks to solve problems in personal life (e.g., flat tire—identify jack, lug wrench, and spare tire; jack car up; loosen and take off lug nuts; remove flat; put on spare; put lug nuts back on; jack car down; put parts in trunk). (CL.B.4.In.2, CL.B.4.Su.2)

8.11. Seek assistance when needed to solve problems in personal life (e.g., consult with family member, talk with a teacher or counselor, ask a relative). (CL.B.4.In.2, CL.B.4.Su.2)

8.12. Determine impact of decisions and activities related to solving the problem (e.g., determine if the solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)
A. **Major Concepts/Content.** The purpose of this course is to provide instruction in expressive and receptive communication concepts and skills to enable students with disabilities to function at their highest levels and participate effectively in the community. Emphasis will be placed on the practical application of communication skills as they relate to daily tasks of personal life and the workplace.

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

- response to auditory stimulation
- use of oral language appropriate for various life situations
- use of augmentative communication systems
- interpretation of gestures, cues, and body language
- use of communication in the context of daily living and the workplace

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

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

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

This course is primarily designed for students functioning at supported levels, who are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.
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This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

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

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

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  
  Physical prompt—a touch, pointing, or other type of gesture as a reminder
  Verbal prompt—a sound, word, phrase, or sentence as a reminder
  Visual prompt—color coding, icons, symbols, or pictures as a reminder
  Assistive technology—an alarm, an electronic tool
  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  
  Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

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

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

This course may be used with students who require the assistance of communication systems including signing, communication boards, or other adaptive equipment. Course requirements should be modified as appropriate.
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C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

**After successfully completing this course, the student will:**

1. **Demonstrate receptive language skills.**
   
   CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
   
   CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   
   ___ physical prompt  ___ verbal prompt  ___ visual prompt
   ___ assistive technology  ___ supervision  ___ other: ______________________

**Sounds**

1.1. Identify the meaning of environmental sounds in various situations (e.g., alerting—doorbells, telephone, weather alerts on television, seat belt alerts in cars; warning—elevator alarms, fire alarms; informing—school bells, busy signal on telephone). (CL.B.1.In.1, CL.B.1.Su.1)

   Specify sounds: ___ □ alerting  ___ □ warning
   ___ □ informing  ___ □ other: ______________________

   Specify setting: ___ □ home  ___ □ school  ___ □ community  ___ □ workplace

1.2. Identify the source or location of sounds in various situations (e.g., where a knock is coming from, where the telephone is ringing, where a person calling your name is located, where a dripping sound in the house is located). (CL.B.1.In.1, CL.B.1.Su.1)

   Specify: ___ □ home  ___ □ school  ___ □ community  ___ □ workplace

1.3. **Locate a sound source.** (Language A 2: 1)
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Objects, Areas, and Tasks

1.4. Identify objects, areas, and tasks for productive activities in the home (e.g., cleaning the house, cooking a meal, washing clothes, maintaining the yard, repairing a dripping faucet). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
- Cleaning—vacuum, glass cleaner, bleach, ammonia, toilet brush
- Cooking—kitchen, stove, measuring cups, pots, pans
- Laundry—washer, dryer, detergent, bleach, stain remover
- Yard work—lawn, rake, lawnmower, shovel, hose
- Home repair—garage, workshop, hammer, wrench, drill, plunger
- Other: __________________________

1.5. Identify objects, areas, and tasks for workplace activities (e.g., answering the phone, copying information, changing oil, changing a tire, taking an order at the dry cleaner, setting up a work station at a restaurant, fixing drinks for customers, selling clothes). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
- General—time card, locker, mailbox, files, uniform
- Office—fax machine, copy machine, calculator, envelopes, stamps
- Food—trays, drink machine, sugar caddies, refrigerator
- Maintenance—broom, wastebasket, cleaning supplies
- Other: __________________________

1.6. Identify objects, areas, and tasks for school activities (e.g., class assignments, homework assignments, reports, taking notes, working in the family and consumer sciences lab, physical education class). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
- Classroom—desks, chalkboard, reference books, computers
- Cafeteria—trays, drink containers, waste baskets
- School facilities—media center, guidance, office, gymnasium, all-purpose room, bus
- Lab or workshop—equipment, tools, scales, sink, supplies
- Personal—folder, locker, textbook, workbook
- Other: __________________________

1.7. Identify objects, areas, and tasks for productive activities in the community (e.g., banking, picking up dry cleaning, shopping for groceries, voting). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
- Banking
- Shopping
- Using the post office
- Eating out
- Using the library
- Other: __________________________

1.8. Identify objects, areas, and tasks for leisure activities (e.g., packing for a camping trip, practicing for a concert, playing a team sport). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
- Indoor games
- Crafts/hobbies
- Outdoor activities
- Sports
- Entertainment
- Other: __________________________

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Pictures

1.9. Identify pictures of personal care objects in books, magazines, and newspapers to complete functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify:
- hygiene products and equipment
- exercise equipment and areas
- dressing items and storage areas
- other: __________________________

1.10. Identify pictures of household objects in reference materials, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify:
- furniture
- appliances
- interior design
- entertainment
- other: __________________________

1.11. Identify pictures of objects in the community in reference materials, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify:
- buildings
- signs
- landmarks
- other: __________________________

1.12. Identify pictures in textbooks, reference materials, magazines, and newspapers used in school assignments and homework or on field trips (e.g., pictures of events, monuments, maps, plants, animals, equipment). (CL.B.1.In.1, CL.B.1.Su.1)

1.13. Match and discriminate pictures and shapes. (Reading A 2: III)

1.14. Identify information from a picture. (Reading A 4: IV)

Words

1.15. Identify the meaning of frequently used words (e.g., Dolch, survival words). (CL.B.1.In.1, CL.B.1.Su.2)

Specify:
- common expressions
- opposite concepts
- temporal concepts
- simple categories
- directional concepts
- other: __________________________

1.16. Identify the meaning of compound words and contractions. (CL.B.1.In.1, CL.B.1.Su.1)

1.17. Identify the meaning of common prefixes, suffixes, and endings. (CL.B.1.In.1, CL.B.1.Su.1)

1.18. Demonstrate an understanding of common words and expressions (e.g., stop, drink your milk, bye bye). (Language B 6: I, II)

1.19. Comprehend simple opposite concepts (e.g., hot/cold, wet/dry, hard/soft, long/short). (Language B 8: II, III)
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1.20. Demonstrate an understanding of beginning concepts of time (e.g., today, now, later, yesterday). (Language B 9: III)

1.21. Demonstrate an understanding of simple category words (e.g., clothing, food, animals). (Language B 11: IV)

1.22. Demonstrate an understanding of directional concepts (e.g., above/below, backward/forward, top/bottom, in front/in back, left/right, around/through). (Language B 12: IV)

1.23. Identify the meaning of vocabulary related to school assignments (e.g., homework, test, project, supplies). (CL.B.1.In.1, CL.B.1.Su.1)

1.24. Identify own first name in manuscript. (Reading A 3: III)

1.25. Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading A 7: V, VI)

1.26. Identify the meaning of vocabulary related to personal care activities (e.g., getting ready for work or school, managing finances, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ personal hygiene—brush, floss, shower, deodorant
   □ finances—balance checkbook, budget
   □ caring for clothes—wash, dry clean
   □ purchasing items—discount, sale, tax, charge
   □ other: ________________________________

1.27. Identify the meaning of vocabulary related to productive activities in the community (e.g., balancing a checkbook, completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ banking—withdrawal, deposit, account number, balance
   □ library—library card, check out, due date, late charge
   □ post office—letter, stamp, express mail, package
   □ businesses—stores, services, clerk, customer, cashier
   □ volunteer service—organization, responsibilities, schedule
   □ other: ________________________________

1.28. Identify the meaning of vocabulary related to leisure activities (e.g., playing sports, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ indoor games □ outdoor activities □ sports
   □ entertainment □ hobbies □ events
   □ other: ________________________________
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1.29. Identify the meaning of vocabulary related to workplace activities (e.g., participating in a meeting, corresponding with co-workers, taking an appropriate break, working on a car, selling clothes, working on an assembly line). (CL.B.1.In.1, CL.B.1.Su.1)

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

Signs and Symbols

1.30. Identify the meaning of symbols and icons on appliances, equipment, or controls (e.g., off, on, temperature control) to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: ____ □ cooking       ____ □ laundry       ____ □ cleaning
____ □ plumbing       ____ □ yard care       ____ □ heating and cooling
____ □ other: ________________________________

1.31. Identify the meaning of symbols and icons used on signs for buildings and public facilities to accomplish functional tasks (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: ____ □ exit and entrance signs       ____ □ restroom signs
____ □ elevator signs       ____ □ other: ________________________________

1.32. Identify the meaning of words and symbols in stores, restaurants, and other businesses in the community to accomplish functional tasks (e.g., shopping for groceries, eating at restaurants or fast food chains, going to the movies). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: ____ □ order here       ____ □ cashier
____ □ no food or drink allowed       ____ □ no smoking
____ □ name of business       ____ □ hours of operation
____ □ no talking       ____ □ other: ________________________________

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

1.34. Identify and demonstrate understanding of community signs and symbols.
(Reading B 6: IV, V)
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2. **Demonstrate expressive language skills.**
   - **CL.B.2.Su.1** prepare oral, written, or visual information for expression—with guidance and support.
   - **CL.B.2.Su.2** express oral, written, or visual information to accomplish functional tasks—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   - physical prompt
   - verbal prompt
   - visual prompt
   - assistive technology
   - supervision
   - other: _______________________

**Expressing Ideas and Information**

2.1. **Use correct articulation to pronounce words correctly.** (CO.A.1.In.1, CO.A.1.Su.1)

2.2. **Imitate or approximate speech sounds.** *(Language A 3: I)*

2.3. **Imitate or approximate words.** *(Language A 4: II)*

2.4. **Use voice and fluency appropriate for the social situation** (e.g., when eating meals, attending a religious service, cheering at a sports event, talking in the halls of a hospital). (CO.A.1.In.1, CO.A.1.Su.1)
   - Specify: □ tone of voice
   - □ fluency (rate and rhythm)
   - □ loudness
   - □ duration
   - □ other: _______________________

2.5. **Use appropriate language to express ideas and feelings clearly in various situations** (e.g., “I believe this is a valuable thing to do.” “This is what really happened.” “I like you a lot.” “I’m upset with what you did.”). (CL.B.2.In.2, CL.B.2.Su.2)
   - Specify: □ opinion
   - □ fact
   - □ affection
   - □ anger
   - □ sadness
   - □ happiness
   - Specify setting: □ home
   - □ school
   - □ community
   - □ workplace

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

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

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

2.9. **Give directions to another person to accomplish a functional task.** (CL.B.2.In.2, CL.B.2.Su.2)
   - Specify: □ school task—how to look up a reference, how to dress for physical education
   - □ personal task—how to use the microwave, how to find a location
   - □ leisure task—how to pack for vacation, how to take care of a pet
   - □ work task—how to order supplies
   - □ other: _______________________

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2.10. State steps to complete a task. (Language C 31: VI)

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

2.12. Use appropriate vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.1, CL.B.2.Su.1)
   Specify: _____ □ home    _____ □ school    _____ □ community    _____ □ workplace

2.13. Use appropriate grammar and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.1, CL.B.2.Su.1)
   Specify: _____ □ home    _____ □ school    _____ □ community    _____ □ workplace

2.14. Describe pictures or objects. (Language C 24: III)

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

2.16. Reproduce own first name. (Writing A 1: IV)

2.17. Structure communication by sequential events to complete functional tasks (e.g., tell about a vacation, tell a story, give directions for a process). (CL.B.2.In.2, CL.B.2.Su.2)

2.18. Structure communications with main ideas and relevant supporting details to accomplish functional tasks (e.g., summarize desired job, paraphrase a conversation to co-workers, contribute to a discussion, answer a question in class, make a presentation). (CL.B.2.In.2, CL.B.2.Su.2)

2.19. Structure communications using logical order to express information to accomplish functional tasks (e.g., justifying a particular action, explaining a concept). (CL.B.2.In.2, CL.B.2.Su.2)
   Specify: _____ □ easy to difficult    _____ □ general to specific
            _____ □ least important to most important    _____ □ specific to general
            _____ □ most important to least important    _____ □ cause and effect
            _____ □ other: ____________________________

Expressing Needs and Desires

2.20. Use appropriate language to express desires effectively in various situations (e.g., “May I have more potatoes?” “I want to finish this job.” “I don’t care for spinach.” “I would rather not go to that movie.”). (CL.B.2.In.2, CL.B.2.Su.2)
   Specify: _____ □ requests    _____ □ refusals    _____ □ other: _______________
   Specify setting: _____ □ home    _____ □ school    _____ □ community    _____ □ workplace

2.21. Use appropriate language to express need for assistance in various situations (e.g., ask for help, raise hand, call person’s name, press a buzzer). (CL.B.2.In.2, CL.B.2.Su.2)
   Specify setting: _____ □ home    _____ □ school    _____ □ community    _____ □ workplace
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2.22. Use appropriate language to express the need for assistance in emergencies (e.g., alert others, describe emergency). (CL.B.2.In.2, CL.B.2.Su.2)
Specify setting: _____ □ home _____ □ school _____ □ community _____ □ workplace

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

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

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

2.26. Request clarification from teachers, supervisors, family, and peers when needed in various situations (e.g., when you do not understand a class assignment, when you need help on a work project, when you want to know how to do chores). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ □ home _____ □ school _____ □ community _____ □ workplace

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

3. Demonstrate communication skills necessary for social, vocational, and community living.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

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

Indicate guidance and support necessary for mastery at supported level:

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

Using Interpersonal Communication Skills

3.1. Identify characteristics of communication that promote positive relationships with others (e.g., using words others understand, making polite comments). (SE.A.2.In.1, SE.A.2.Su.1)

3.2. Demonstrate characteristics of communication that promote positive relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ □ home _____ □ school _____ □ community _____ □ workplace

3.3. Use appropriate greetings when meeting other persons in various situations (e.g., formal—"Hello." informal—"Hi!" "How are you?" "Nice to see you."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ □ home _____ □ school _____ □ community _____ □ workplace

3.4. Use language to initiate social greeting. (Language C 23: III)
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Using Greetings and Conversations

3.5. Respond appropriately to greetings in various situations (e.g., “Hello.” “Thank you for inviting me.” “It’s nice to see you, too.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: __________________________

3.6. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, future, finances; friends—about what is happening in your life, shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ______ □ with family ______ □ with friends ______ □ with familiar persons ______ □ with unfamiliar persons

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

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

3.9. Use language to initiate conversation. (Language C 30: VI)

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

3.11. Use appropriate language to end conversations (e.g., “It was nice talking with you.” “Thank you for stopping by.” “It was so good to see you again.” “Let’s keep in touch.” “Talk to you soon.” “Good-bye!”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

Using Social Language Skills

3.12. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ______ □ initiating topics ______ □ maintaining topics ______ □ taking turns ______ □ ending a conversation ______ □ repairing communication breakdowns ______ □ showing sensitivity to cultural differences ______ □ other: __________________________

3.13. Identify differences in communication skills needed for formal and informal situations (e.g., formal—using proper names, using a formal greeting and closing, maintaining eye contact with speaker; informal—using first names, using slang or casual terminology, using informal greeting and closing, not requiring constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)

3.14. Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)

3.15. Identify steps for introducing self to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
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3.16. Demonstrate steps for introducing self to others in various situations (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: □ home □ school □ community □ workplace

3.17. Identify communications and behaviors that compliment others (e.g., saying “Good job.” “Well done.” “I am impressed with your work.” “I admire your ability.”; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.Su.1)

3.18. Demonstrate communications and behaviors that compliment others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: □ home □ school □ community □ workplace

Initiating Communication

3.19. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
Specify signal and situation: ____________________________

3.20. Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

Responding to Communication

3.21. Respond appropriately to actions and expressions of emotion of others in various situations (e.g., use “I” statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

3.22. Respond appropriately to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

3.23. Respond to other’s generosity by stating appreciation (e.g., thanking the person, telling how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

3.24. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace
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3.25. Respond appropriately to basic questions, directions, and informational statements (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ home  □ school  □ community  □ workplace

3.26. Respond to voice or environmental sound. (Language A 1: I)

3.27. Respond to own name. (Language B 5: I).

Using Functional Communication

3.28. Demonstrate functional communication skills used in personal care and health activities. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: □ initiating personal care or health activities
            □ requesting assistance
            □ requesting equipment, tools, or supplies
            □ conveying physical needs or desires
            □ responding accurately to directions, prompts, or questions
            □ other: ________________________________

3.29. Demonstrate functional communication skills used in productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: □ initiating productive activities in the home
            □ requesting assistance
            □ requesting equipment, tools, or supplies
            □ conveying physical needs or desires
            □ responding accurately to directions, prompts, or questions
            □ other: ________________________________

3.30. Demonstrate functional communication skills used in productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: □ initiating productive activities in the community
            □ requesting assistance
            □ requesting equipment, tools, or supplies
            □ conveying physical needs or desires
            □ responding accurately to directions, prompts, or questions
            □ other: ________________________________

3.31. Demonstrate functional communication skills used in leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: □ initiating leisure activities
            □ requesting assistance
            □ requesting equipment, tools, or supplies
            □ conveying physical needs or desires
            □ responding accurately to directions, prompts, or questions
            □ other: ________________________________
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3.32. Demonstrate functional communication skills used in selecting and using community resources. (IF.A.2.In.1, IF.A.2.Su.1)
   Specify: □ initiating selection and use of community resources
   □ requesting assistance
   □ requesting equipment, tools, or supplies
   □ conveying physical needs or desires
   □ responding accurately to directions, prompts, or questions
   □ other:

3.33. *Follow verbal directions with prompts to complete a one-step task.* (Language B 7: II)

3.34. *Follow verbal directions without prompts to complete a one-step task.*
   (Language B 10: III)

3.35. *Follow verbal directions to complete a two-step task.* (Language B 13: IV)

3.36. *Follow verbal directions with more than two steps.* (Language B 14: V)

Using Listening Skills

3.37. Identify the components of the listening process in order to listen more effectively in conversations and discussions (e.g., hearing, understanding, remembering what has been said). (CO.A.1.In.1, CO.A.1.Su.1)

3.38. Identify behaviors which indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify style: □ relaxed □ active □ social □ defensive
   □ other:

3.39. Identify the difference between attentive and inattentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; inattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)

3.40. Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ paying attention to cues—first, second..., in summary, most important
   □ linking what is heard to prior knowledge and experiences
   □ considering emotional meaning
   □ other:

3.41. Use strategies to improve effectiveness of own listening (e.g., empathize with and "read" people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)
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3.42. Use skills and strategies to remember and understand oral directions more effectively. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: □ repeat directions  □ paraphrase directions
□ write directions  □ make a drawing or diagram
□ other: ____________________________

3.43. Use skills and strategies to remember and understand directions involving demonstrations or models more effectively. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: □ verbalize key features or steps
□ break into smaller components for practice
□ practice with physical guidance
□ practice with verbal prompting
□ other: ____________________________

4. Demonstrate communication skills involving telephone use.
IF.A.1.Su.1 complete productive and leisure activities used in the home and community—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt  □ verbal prompt  □ visual prompt
□ assistive technology  □ supervision  □ other: ____________________________

4.1. Identify telephones and their parts. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: □ rotary dial, pushbutton  □ handset  □ answering machine
□ other: ____________________________

4.2. Identify different types of telephones in various settings (e.g., handsets, wall phones, decorator phones, cordless phones, cellular phones, pay phones, telecommunication devices for the speech or hearing impaired [TDDs]). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: □ home  □ school  □ community  □ workplace

4.3. Demonstrate the specific knowledge and skills required to use a telephone.
(IF.A.1.In.1, IF.A.1.Su.1)
Specify: □ knowing function and use of telephone parts
□ knowing function of various signals and tones
□ knowing correct way to dial local and long distance numbers
□ knowing how to get assistance with other telephone services
□ using a telephone directory
□ using emergency numbers such as operator or 911
□ using basic information numbers such as 411
□ using pay telephone
□ other: ____________________________
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4.4. Demonstrate specific knowledge and skills required to communicate by telephone (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: 
   - ☐ what to say when answering the phone, "Hello. This is . . ."
   - ☐ what to say when making a call, "Hello. Is . . . there?"
   - ☐ what to say when ending a call, "Bye. Talk to you later."
   - ☐ how to leave a message
   - ☐ how to take a message
   - ☐ how to carry on a conversation on the phone
   - ☐ other: ____________________________

4.5. Identify and use emergency number (0-911) on a telephone in an appropriate manner. (Social and Personal H 61: IV)

4.6. Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)

4.7. Record a telephone message to accurately reflect information from incoming calls. (CL.B.2.In.2, CL.B.2.Su.2)
   Specify: 
   - ☐ caller's name
   - ☐ date
   - ☐ who they represent
   - ☐ time
   - ☐ phone number
   - ☐ message
   - ☐ other: ____________________________

5. Demonstrate awareness of gestures, cues, and body language used by self and others.
   CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   - ☐ physical prompt
   - ☐ verbal prompt
   - ☐ visual prompt
   - ☐ assistive technology
   - ☐ supervision
   - ☐ other: ____________________________

5.1. Identify the meaning of gestures, body language, and hand signals used while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

5.2. Identify meaning of various facial expressions while engaging in conversations. (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)

5.3. Use appropriate nonverbal language and gestures when communicating in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: 
   - ☐ facial expressions
   - ☐ gestures
   - ☐ hand signals
   - ☐ sounds
   - ☐ body language
   - ☐ other: ____________________________

   Specify setting: 
   - ☐ home
   - ☐ school
   - ☐ community
   - ☐ workplace

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6. **Use an appropriate communication system according to individual needs and capabilities.**
   Indicate guidance and support necessary for mastery at supported level:
   - physical prompt
   - verbal prompt
   - visual prompt
   - assistive technology
   - supervision
   - other: __________________________

6.1. Identify different types of alternative, augmentative, and technological devices for communication (e.g., communication boards, switches, electronic buttons with verbal cues, pictures or objects, letters to point and spell, words to point and make sentences, telephone, talking card reader). (CO.A.1.In.1, CO.A.1.Su.1)

6.2. Use a communication system for acquiring information and meeting communication needs that matches linguistic, physical, and cognitive ability. (CO.A.1.Su.1)
   Specify system: □ sign language □ total communication □ finger spelling □ augmentative communication □ verbal language □ symbol system □ other: __________________________

6.3. Identify need for own communication system and request its use in various situations. (CO.A.1.Su.1)
   Specify: □ home □ school □ community □ workplace

6.4. Initiate communication using augmentative communication system in various situations. (CO.A.1.Su.1)
   Specify: □ home □ school □ community □ workplace

6.5. Identify and perform basic maintenance procedures for own communication system. (CO.A.1.In.1, CO.A.1.Su.1)

6.6. Use one or more access modes to access own communication system in various situations. (CO.A.1.Su.1)
   Specify: □ activate a switch (eye gaze, manual board, electronic device)
   □ use a scanning array (linear, row/column, block, circular, quadrant, group)
   □ select directly (touching)
   □ other: __________________________
   Specify setting: □ home □ school □ community □ workplace

6.7. Use a presented symbol system to communicate in various situations. (CO.A.1.Su.1)
   Specify: □ objects □ realistic pictures □ blackline drawings □ icons (multiple meanings) □ written words □ other: __________________________
   Specify setting: □ home □ school □ community □ workplace
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6.8. Use appropriate social language skills when using an augmentative communication system in various situations. (CO.A.1.Su.1)
Specify skill:  
- initiating topics
- maintaining topics
- taking turns
- ending a conversation
- repairing communication breakdowns
- showing sensitivity to cultural differences
- other: ________________________
Specify setting:  
- home
- school
- community
- workplace

6.9. Select and modify systems of communication to accommodate a variety of settings so that a reciprocal relationship between student and another can be established (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.Su.1)
Specify:  
- home
- school
- community
- workplace

6.10. Express and/or interpret ideas, information, attitudes, relationships, and experiences using sign language or total communication system. (CO.A.1.In.1, CO.A.1.Su.1)
Specify system:  
- sign language
- total communication system
Specify setting:  
- home
- school
- community
- workplace

6.11. Receive communication through speech reading, finger spelling, and sign language with the aid of an interpreter in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify method:  
- speech reading
- finger spelling
- sign language
Specify setting:  
- home
- school
- community
- workplace
A. **Major Concepts/Content.** The purpose of this course is to provide instruction in personal and home skills to enable students with disabilities to function at their highest levels and participate effectively at home and in the community. Emphasis will be placed on the practical application of personal and home skills as they relate to daily tasks of personal life.

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

- personal care, including hygiene and grooming
- living arrangements
- household maintenance
- health and safety
- interpersonal relationships
- nutrition
- community resources

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

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

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

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

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

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

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

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

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

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

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

After successfully completing this course, the student will:

1. Use knowledge and skills for personal care, including hygiene and grooming.

   IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt ___ verbal prompt ___ visual prompt
   ___ assistive technology ___ supervision ___ other: ________________

Dressing

1.1. Identify common personal care activities involved in dressing (e.g., recognizing types of clothing, fasteners, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

   Specify: ___ ☐ selecting clothing for weather, occasion, or activity
   ___ ☐ putting on clothing, closing fasteners
   ___ ☐ taking off clothing, opening fasteners
   ___ ☐ other: ________________

1.2. Identify when personal care activities involved in dressing are needed (e.g., when you wake up and dress for the day; when clothes need to be changed to fit the occasion—dressy event, exercise, casual dinner; when clothes are soiled). (IF.A.1.In.2, IF.A.1.Su.2)

1.3. Use specific knowledge and skills when completing personal care activities involved in dressing (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)

   Specify: ___ ☐ selecting clothing for weather, occasion, or activity
   ___ ☐ putting on clothing, closing fasteners
   ___ ☐ taking off clothing, opening fasteners
   ___ ☐ other: ________________

1.4. Take off clothing which does not require fasteners. (Social and Personal A 1: II)

1.5. Take off clothing with fasteners. (Social and Personal A 3: III)
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1.6. Put on clothing which does not require fasteners. (Social and Personal A 4: III)

1.7. Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)

1.8. Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)

1.9. Use strategies to complete dressing activities effectively and efficiently and on a regular basis (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes; ask someone to show you correct method—how to tie a tie; use alternative approaches—clip-on tie, Velcro shoe straps; hang matching clothes together; ask a roommate or same-age friend attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)

Grooming

1.10. Identify common personal care activities involved in grooming (e.g., recognizing types of equipment, supplies, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ☐ hair—shampooing, drying, combing, styling, cutting
☐ nails—cutting, polishing, cleaning, filing
☐ cosmetics—applying, removing
☐ shaving—plugging in razor, applying shaving lotion
☐ other: _____________________________

1.11. Identify when personal care activities involving grooming are needed (e.g., hair—wash when taking a shower, style before going out, brush when messy or tangled; nails—file when uneven, clean when dirty, polish when desired; cosmetics—apply when dressing up). (IF.A.1.In.2, IF.A.1.Su.2)

1.12. Use specific knowledge and skills when completing grooming activities (e.g., parting hair evenly, using shampoo, not cutting nails too short, using deodorant every day). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ☐ hair—shampooing, drying, combing, styling, cutting
☐ nails—cutting, polishing, cleaning, filing
☐ cosmetics—applying, removing
☐ shaving—plugging in electric razor, applying shaving lotion
☐ other: _____________________________

1.13. Use strategies to complete grooming activities effectively and efficiently and on a regular basis (e.g., look at pictures in magazines to choose hair style; mark recurring events on calendar—hair cut every six weeks, permanent every six months; mark scheduled appointments on calendar; ask friend or relative about appropriate choice of cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)
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Hygiene

1.14. Identify common personal care activities involved in hygiene (e.g., recognizing types of equipment and fixtures, supplies, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: □ washing and bathing—washing hands and face, showering
□ dental care—brushing, flossing, using mouthwash
□ using the toilet—cleaning self, flushing
□ menstrual care—using protective products, disposing
□ other: ____________________________

1.15. Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)

1.16. Identify when personal care activities involving hygiene are needed (e.g., hand washing—when hands are dirty, before meals, after using the bathroom; bathing—once a day, after exercising; dental hygiene—brush teeth after meals, when you wake up and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)

1.17. Use specific knowledge and skills when completing hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, knowing how to make the water the correct temperature for bathing or hand washing, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: □ washing and bathing
□ dental care
□ using the toilet
□ menstrual care
□ other: ____________________________

1.18. Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)

1.19. Use strategies to complete hygiene activities effectively and efficiently and on a regular basis (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning, personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)

2. Use appropriate practices to maintain good health and physical fitness.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ____________________________
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Diseases

2.1. Identify common health care issues and practices involving diseases (e.g., recognizing symptoms, warning signs, medical care, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: □ identifying common diseases and symptoms
   □ identifying sexually transmitted diseases and HIV/AIDS
   □ identifying how diseases are transmitted and incubation periods
   □ identifying preventative measures and ways to avoid contact
   □ identifying possible treatments for communicable diseases
   □ knowing when and how to seek assistance
   □ other: ______________________

2.2. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don’t feel well enough to continue an activity, when you are in pain from illness). (IF.A.1.In.2, IF.A.1.Su.2)

2.3. Recognize those illnesses and injuries which require a doctor’s or dentist’s attention. (Social and Personal E 40: IV)

2.4. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: □ identifying common diseases and symptoms
   □ identifying sexually transmitted diseases and HIV/AIDS
   □ identifying how diseases are transmitted and incubation periods
   □ identifying preventative measures and ways to avoid contact
   □ identifying possible treatments for communicable diseases
   □ knowing when and how to seek assistance
   □ other: ______________________

2.5. Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal D 38: III)

2.6. Identify appropriate storage and use of medications. (Social and Personal D 41: V)

2.7. Use strategies to compete activities related to disease control effectively and efficiently and on a regular basis (e.g., ask a friend or relative, put daily medicines in compartmentalized container, develop a wellness plan). (IF.A.1.In.2, IF.A.1.Su.2)
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First Aid

2.8. Identify common health care activities involving first aid (e.g., recognizing wounds; identifying warning signs; using treatments, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: ☐ stopping bleeding and applying bandages
            ☐ taking care of burns, poisons, and wounds
            ☐ getting help when needed
            ☐ calling 911, poison control
            ☐ other: ____________________________________________

2.9. Identify when first aid is needed for health care activities (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when someone is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)

2.10. Use specific knowledge and skills when giving first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, contacting a responsible person for assistance). (IF.A.1.In.2, IF.A.1.Su.2)
      Specify: ☐ stopping bleeding and applying bandages
                ☐ taking care of burns, poisons, and wounds
                ☐ getting help when needed
                ☐ other: ____________________________________________

2.11. Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)

2.12. Use strategies to complete first aid activities effectively and efficiently (e.g., keep first aid supplies and guide stored together, take a first aid course; ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

Wellness

2.13. Identify common health care activities involved in maintaining wellness (e.g., recognizing types of health care, professionals, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
      Specify: ☐ routine medical care—annual checkup
                ☐ personal daily medical needs—self-medication, seizure management
                ☐ regular exercise
                ☐ maintaining a nutritious diet using the Food Guide Pyramid
                ☐ stress management
                ☐ social activities
                ☐ other: ____________________________________________


2.15. Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)
2.16. Identify when health care activities are needed for wellness (e.g., see the general practitioner, gynecologist, and ophthalmologist annually or as needed; see the dentist every six months for a cleaning or as needed; attend to other kinds of problems). (IF.A.1.In.2, IF.A.1.Su.2)

2.17. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying specific health problems, describing problems to a doctor or medical assistant, participating in weight training). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: □ routine medical care—annual checkup
□ personal daily medical needs—self-medication, seizure management
□ regular exercise
□ maintaining a nutritious diet using the Food Guide Pyramid
□ stress management
□ social activities
□ other: ____________________________

2.18. Use strategies to complete wellness activities effectively, efficiently and on a regular basis (e.g., develop a wellness routine and follow it, participate in wellness activities with a friend, keep nonprescription drugs stored together, check expiration dates on nonprescription drugs every six months, ask doctor and dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)

Preventing Tobacco, Alcohol, and Other Drug Abuse

2.19. Identify persons, objects, tasks, and areas associated with common health care issues involved in tobacco, alcohol, and other drug abuse. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: □ identifying the appropriate use of prescription and nonprescription drugs
□ identifying physical dangers of tobacco, alcohol, and other drug abuse
□ identifying mental and social dangers of substance abuse
□ identifying legal control of tobacco, alcohol, and other drug use
□ identifying the role of peer pressure
□ other: ____________________________

2.20. Identify when health care activities are needed for tobacco, alcohol, and other drug abuse (e.g., using alcohol and tobacco habitually, taking drugs when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: □ home □ school □ community □ workplace

2.21. Use specific knowledge and skills related to preventing tobacco, alcohol, and other drug abuse (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drugs: abiding by legal restrictions; knowing the characteristics of addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to substance abuse). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: □ home □ school □ community □ workplace

2.22. Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)
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2.23. Use strategies related to prevention and treatment of tobacco, alcohol, and other drug abuse effectively and efficiently and on a regular basis (e.g., keep a list of recommendations or warnings with the prescriptions you take regularly—take with food or do not drink alcohol; join a support group for substance abusers, if needed; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ☐ home ☐ school ☐ community ☐ workplace

Motor Control

2.24. Identify common personal care needs involved in motor control (e.g., recognizing types of health care, professionals, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ☐ strength, stamina, endurance, and muscular flexibility
☐ postural alignment for sitting, standing, lifting, and movement
☐ proximity to objects
☐ other:

2.25. Identify when personal care activities are needed for motor control (e.g., when weight training or physical therapy is needed to build muscles to complete daily tasks, when cardiovascular exercise is needed to increase stamina or endurance, when assistive devices are needed for correct posture). (IF.A.1.In.2, IF.A.1.Su.2)

2.26. Use specific knowledge and skills when completing personal care activities needed for motor control (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ☐ strength, stamina, endurance, and muscular flexibility
☐ postural alignment for sitting, standing, lifting, and movement
☐ proximity to objects
☐ other:

2.27. Use strategies related to motor control to complete activities effectively and efficiently and on a regular basis (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)

Disability Awareness

2.28. Identify common personal care activities involved in disability awareness (e.g., recognizing types of assistance, professionals, locations, events, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ☐ appropriate use of equipment and assistive or adaptive devices
☐ recognizing the need for repair or maintenance of any prosthesis
☐ management of daily medical needs
☐ requesting assistance with disability needs when necessary
☐ other:
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2.29. Use specific knowledge and skills when completing personal care activities involving disability awareness (e.g., correctly using equipment and assistive or adaptive devices; appropriately administering self-medication; appropriately finding assistance with disability needs). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: ☐ appropriate use of equipment and assistive or adaptive devices
            ☐ recognizing the need for repair or maintenance of any prosthesis
            ☐ management of daily medical needs
            ☐ requesting assistance with disability needs when necessary
            ☐ other: ________________________________

2.30. Use strategies related to disability awareness to complete personal care activities effectively and efficiently and on a regular basis (e.g., store instructions for adaptive or assistive equipment in one place, keep all papers related to eligibility for various services in a safe place, join an advocacy group; get on a mailing list of disability advocacy groups, ask friends with similar disabilities how they take care of personal needs, keep a list of agencies to call for assistance or to answer questions, use a hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)

Exercise Programs

2.31. Identify common health care activities involved in exercise programs (e.g., recognizing types of programs, professionals, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: ☐ selecting appropriate activities for fitness
            ☐ performing specific exercises
            ☐ maintaining participation in exercise programs
            ☐ being aware of potential problems resulting from exercise programs
            ☐ requesting assistance with disability needs when necessary
            ☐ other: ________________________________

2.32. Identify when exercise programs are needed (e.g., to lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

2.33. Use specific knowledge and skills when completing activities in an exercise program (e.g., using motor skills to complete exercises appropriate to ability level—swimming, running; using coordination exercises for aerobics; practicing yoga or karate; using skills to monitor own progress). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: ☐ selecting appropriate activities for fitness
            ☐ performing specific exercises
            ☐ maintaining participation in exercise programs
            ☐ being aware of potential problems resulting from exercise programs
            ☐ requesting assistance with disability needs when necessary
            ☐ other: ________________________________

2.34. Use strategies to complete activities in an exercise program effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)
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3. Demonstrate awareness of requirements for living arrangements for post-school adult living.

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

Indicate guidance and support necessary for mastery at supported level:

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

3.1. Identify persons, objects, tasks, and areas involved in selecting adult living environments. (IF.A.1.In.1, IF.A.1.Su.1)

Specify:
- identifying types of residential alternatives
- selecting and planning where to live
- selecting and obtaining utilities and services—telephone, electricity, cable, waste removal
- identifying information contained in a mortgage or lease
- selecting and obtaining tenant or homeowner insurance
- identifying obligations and responsibilities associated with living independently
- identifying costs associated with obtaining and maintaining a house or apartment
- other:

3.2. Identify when specific productive activities are needed for selecting adult living environments (e.g., when to move, when to rent a room, when to look for a roommate, when to make a budget for home expenses). (IF.A.1.In.1, IF.A.1.Su.1)

3.3. Use specific knowledge and skills when completing activities involving selecting adult living environments (e.g., verifying accuracy of mortgage statement or lease agreement; determining if cable, phone, and utilities are included in rental costs; identifying costs associated with buying a house—insurance needs, taxes, mortgage, deposits, repairs, utilities, maintenance; evaluating types of residential alternatives—owning or renting, group homes, living alone or with a roommate, living at home with parents; identify and abide by rules of lease agreement—no pets, no smoking, late fees for rent, dates of move, fees for damages, parking spaces). (IF.A.In.1, IF.A.1.Su.1)

3.4. Use strategies related to selecting adult living environments when completing related activities (e.g., keep track of listings in classified ads; make a list of desired features—number of bedrooms, parking, washer and dryer hookups; make a list of questions to ask potential landlord; check with others who have lived there before). (IF.A.1.In.1, IF.A.1.Su.1)

3.5. Identify resources and sources of assistance for planning for adult living arrangements. (IF.B.1.In.1, IF.B.1.Su.1)

Specify:
- individuals—family members, supervisors, teachers,
- agencies—government agencies, religious organizations, schools
- other:
Specify: □ short-term goals
□ long-term goals
□ other: ________________________________

3.7. Make a plan to implement personal goals for post-school adult living arrangements (e.g., identify steps, write the steps on paper, have someone look over steps, if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

3.8. Adapt plan and goals in response to changing situations and requirements of adult living arrangements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

4. Initiate and carry out steps of household maintenance and domestic activities appropriately and safely (e.g., care of clothing, furniture, and personal goods; care of yard).
IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ________________________________

Selecting and Caring for Clothing

4.1. Identify common productive activities in the home involved in selecting and caring for clothing (e.g., recognizing types of clothing, equipment, supplies, locations, activities, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: □ selecting and planning what to wear based on occasion, weather, or activity
□ washing and drying clothes, hanging or folding clothes, ironing clothes
□ using a washing machine and clothes dryer
□ determining which clothes require dry cleaning
□ mending clothes
□ organizing and storing clothing in closets or drawers
□ recognizing when clothing should no longer be worn
□ other: ________________________________

4.2. Identify when specific productive activities in the home are needed in selecting and caring for clothing (e.g., identifying when clothing needs to be cleaned—stained, soiled; determining which clothes to hang to dry and which clothes to be put in the dryer; removing and folding clothes from the dryer; identifying when clothes should no longer be worn—wrong size, stained). (IF.A.1.In.1, IF.A.1.Su.1)
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4.3. Use specific knowledge and skills when completing activities involving selecting and caring for clothing (e.g., setting an iron to the appropriate setting for various fabrics; performing simple mending—hemming, replacing buttons, patching tears; sorting clothes by color and type before washing; pre-setting temperature dial of a washing machine; donating clothes that are too small to local charities; throwing clothes away that are unwearable; organizing clothing—placing all shorts in one drawer). (IF.A.1.In.1, IF.A.1.Su.1)

Specify:
- Selecting and planning what to wear based on occasion, weather, or activity
- Washing and drying clothes, hanging or folding clothes, ironing clothes
- Using a washing machine and clothes dryer
- Determining which clothes require dry cleaning
- Mending clothes
- Organizing and storing clothing in closets or drawers
- Recognizing when clothing should no longer be worn
- Other:

4.4. Perform laundry tasks. (Social and Personal F 49: V)

4.5. Use strategies related to selecting and caring for clothing to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., do laundry every weekend, put dirty clothes into separate baskets according to color, lay out clothes to wear the night before, hang matching outfits together, hang clothes together by seasonal use, make a chart of what type cleansing agent and washer or dryer temperature to use for which types of clothing, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

Selecting and Caring for Furniture, Appliances, and Other Personal Goods

4.6. Identify common productive activities in the home involved in selecting and caring for furniture, appliances, and other personal goods (e.g., recognizing types of furniture, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify:
- Selecting needed furniture, appliances, and personal goods
- Obtaining furniture, appliances, and personal goods by purchasing or borrowing
- Observing warning precautions on appliances and furniture
- Storing all manuals and warranties
- Caring for furniture, appliances, and personal goods
- Replacing furniture, appliances, and personal goods when needed
- Other:

4.7. Identify when specific activities are needed for selecting and caring for furniture, appliances, and other personal goods (e.g., selecting furniture items for need, comfort, quality, economy, and usefulness; identifying sources for purchasing furnishings and appliances; comparing prices before purchasing or leasing furniture or appliances; observing warning precautions and care instructions before cleaning stains off furniture). (IF.A.1.In.1, IF.A.1.Su.1)
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4.8. Use specific knowledge and skills when completing activities involving selecting and caring for furniture, appliances, and other personal goods (e.g., comparing prices of furniture and appliances at different stores, storing all manuals and warranties in a safe location, using appropriate cleaning supplies on furniture, reading care and use instructions, knowing where you have stored personal possessions). (IF.A.1.In.1, IF.A.1.Su.1)

Specify:

- selecting needed furniture, appliances, and personal goods
- obtaining furniture, appliances, and personal goods by purchasing or borrowing
- observing warning precautions on appliances and furniture
- storing all manuals and warranties
- caring for furniture, appliances, and personal goods
- replacing furniture, appliances, and personal goods when needed

4.9. Use strategies related to selecting and caring for furniture, appliances, and other personal goods to complete activities in the home effectively and efficiently and on a regular basis (e.g., put all cleaning materials in a plastic bin; keep a list of items to purchase; check the need for cleaning after each use—clean dryer lint trap after drying clothes; wipe top of stove after each use). (IF.A.1.In.1, IF.A.1.Su.1)

Cleaning and Maintaining Interior Areas of Household

4.10. Identify common productive activities in the home involved in household cleaning, safety, and maintenance of interior areas (e.g., recognizing areas, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify:

- identifying areas and objects that need to be cleaned or maintained
- selecting appropriate products, tools, and equipment for housekeeping
- using products, tools, and equipment for household cleaning
- scheduling tasks that are done daily, weekly, monthly
- recycling bottles, cans, and paper
- using products, tools, and equipment for home maintenance tasks
- securing the home by locking windows and doors
- maintaining a comfortable temperature in house
- getting assistance if needed for tasks
- other: ____________________

4.11. Identify when specific activities in the home are needed for household cleaning, safety, and maintenance of interior areas (e.g., changing light bulbs when they burn out; adjusting thermostat when the weather outside is cold; unclogging drains; painting a room; changing air filters; replacing items—broken ladders, soiled carpet; storing home cleaning supplies safely; cleaning bathroom; keeping windows and doors locked; using a fire extinguisher when there is a fire; reporting to authority if there is a power outage; selecting a broom, dust rag, or vacuum to clean; setting the speed of an electric fan when cooling is needed). (IF.A.1.In.1, IF.A.1.Su.1)
4.12. Use specific knowledge and skills when completing productive activities in the home involving household cleaning, safety, and maintenance of interior areas (e.g., separating cans and paper items for recycling, washing, securing home by locking windows and doors, using a screwdriver for simple home maintenance, selecting correct supplies to clean bathroom, vacuuming floor, adjusting thermostat, changing light bulbs, unclogging drains, painting, knowing if home repairs should be made by professionals or self). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ________________________________
- identifying areas and objects that need to be cleaned or maintained
- selecting appropriate products, tools and equipment for housekeeping
- using products, tools, and equipment for household cleaning
- scheduling tasks that are done daily, weekly, monthly
- recycling bottles, cans, and paper
- using products, tools, and equipment for home maintenance tasks
- securing the home by locking windows and doors
- maintaining a comfortable temperature in house
- getting assistance if needed for tasks
- other: ________________________________

4.13. Return items after use to a proper place. (Social and Personal F 46: III)


4.15. Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)

4.16. Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)

4.17. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

4.18. Use strategies related to household cleaning, safety, and maintenance of interior areas to complete activities in the home effectively and efficiently and on a regular basis (e.g., mark major cleaning activities on the calendar, place a picture of object to be cleaned on cleaning agent, associate maintenance activities with each other or another event—check the battery in the smoke detector whenever a new month on the wall calendar is turned over; keep a reasonable number of maintenance supplies on hand). (IF.A.1.In.1, IF.A.1.Su.1)

**Maintaining Exterior Areas**

4.19. Identify common productive activities in the home involved in maintenance of exterior areas (e.g., recognizing types of areas, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ________________________________
- identifying exterior areas and objects that need to be cleaned
- using products, tools, and supplies to perform yard care skills
- mowing lawns, weeding, raking leaves
- scheduling tasks that are done daily, weekly, monthly
- keeping sidewalk or driveway clean
- maintaining exterior, including outdoor light fixtures
- other: ________________________________
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4.20. Identify when specific activities in the home are needed for maintenance of exterior areas (e.g., mowing grass when it gets too long, repainting house when the paint chips, raking leaves, trimming bushes, sweeping driveway or sidewalk, replacing lights around front door, replacing mailbox if damaged or knocked down). (IF.A.1.In.1, IF.A.1.Su.1)

4.21. Use specific knowledge and skills when completing activities involving maintenance of exterior areas (e.g., raking leaves, painting house, mowing grass, edging sidewalk, trimming bushes, sweeping driveway or sidewalk, laying sod or planting flowers, cleaning front door mat, replacing mailbox). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: □ identifying exterior areas and objects that need to be cleaned
□ using products, tools, and supplies to perform yard care skills
□ mowing lawns, weeding, raking leaves
□ scheduling tasks that are done daily, weekly, monthly
□ keeping sidewalk or driveway clean
□ maintaining exterior, including outdoor light fixtures
□ other: ____________________________

4.22. Use strategies related to maintenance of exterior areas to complete activities in the home effectively and efficiently and on a regular basis (e.g., mark regular events on calendar; ask someone about regularly scheduled maintenance completed by owners—painting, lawn care; associate activities with seasons or times of year—spring cleaning, summer grass cutting, fall leaf raking). (IF.A.1.In.1, IF.A.1.Su.1)

5. Demonstrate knowledge of effective ways to respond to unexpected events and potentially harmful situations.
IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt           □ verbal prompt           □ visual prompt
□ assistive technology     □ supervision           □ other: ____________________________

5.1. Identify examples of self-controlling behaviors in response to unexpected events or potentially harmful situations (e.g., stay where you are if place is safe, seek advice or assistance, help keep others calm). (IF.B.2.In.3, IF.B.2.Su.3)

5.2. Show self-control in response to unexpected events and potentially harmful situations. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: □ home—family gatherings
□ school—in class, between classes, extracurricular activities
□ community—events, organizations, services
□ community—leisure activities, stores, restaurants, traveling
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5.3. Identify unsafe factors or potentially dangerous situations in a home (e.g., overloaded electrical outlets, firearms in the home, faulty wiring, dangerous chemicals stored in an open place, an intruder at the door). (IF.B.2.In.3, IF.B.2.Su.3)

5.4. Identify daily procedures to protect the home from intruders (e.g., keeping doors and windows locked, keeping garage door shut, keeping curtains closed). (IF.B.2.In.3, IF.B.2.Su.3)

5.5. Identify when phone calls need to be terminated (e.g., when obscene, when threatening, if caller is soliciting). (IF.B.2.In.3, IF.B.2.Su.3)

5.6. Identify unsafe factors or potentially dangerous situations in a community (e.g., heavy traffic, unlit streets, accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in alleys or unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)

5.7. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

5.8. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

5.9. Identify ways to avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

5.10. Behave in ways that avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

5.11. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., report if touching makes you uncomfortable, if someone forces you to do something you don’t want to do, if someone tells you his or her actions are acceptable when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)

5.12. Identify appropriate coping skills in relation to death, dying, and suicide prevention (e.g., allow time to mourn loss, do not deny loss, talk to someone you trust). (IF.B.2.In.3, IF.B.2.Su.3)

6. Demonstrate interpersonal communication skills necessary for home and community living.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

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

Indicate guidance and support necessary for mastery at supported level:

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

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Interpersonal Communication

6.1. Identify steps for introducing self to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.In.1)

6.2. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.In.1)

6.3. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another; verbal comments—commenting on their appearance, telling someone he or she did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.In.1)

6.4. Identify communications and behaviors that compliment others (e.g., saying “Good job.” “Well done.” “I am impressed with your work.” “I admire your ability.”; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.In.1)

6.5. Recognize and display sensitivity to others’ feelings (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.In.1)

6.6. Identify personal feelings. (Social and Personal G 54: IV)

6.7. Use actions of others as social cues for appropriate behavior (e.g., waiting to start eating until all have been served, letting others go first when waiting in line, not sitting down until all others have been seated, cheering at a baseball game). (SE.A.2.In.1, SE.A.2.In.1)

6.8. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendships—patting on back, shaking hands; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.In.1)

6.9. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she doesn’t want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.In.1)

Communication

6.10. Use appropriate greetings when meeting others in the home (e.g., “Hi, it’s nice to see you again.”). (CO.A.1.In.1, CO.A.Su.1)

6.11. Respond to greetings appropriately (e.g., “Thank you for coming.” “Fine, thank you.”) (CO.A.1.In.1, CO.A.Su.1)

6.12. Use appropriate topics when conversing with others. (CO.A.1.In.1, CO.A.Su.1)
Responding to Humor

6.13. Identify examples of behaviors that are appropriate responses to humor (e.g., laugh, smile, put hands over mouth). (IF.B.2.In.1, IF.B.2.Su.1)

6.14. Use appropriate responses to humor in various situations. (IF.B.2.In.1, IF.B.2.Su.1)
   Specify: ☐ home—family gatherings, meals, chores
   ☐ school—in class, between classes, extracurricular activities
   ☐ community—events, organizations, services
   ☐ community—leisure activities, stores, restaurants, traveling
   ☐ workplace—productive activities, breaks, meals

6.15. Identify examples of appropriate responses to teasing (e.g., do not get upset, walk away, do not make counter accusations). (IF.B.2.In.1, IF.B.2.Su.1)

Responding to Criticism

6.16. Identify examples of behaviors that are appropriate responses to criticism (e.g., acknowledge own mistakes, accept mistakes, seek advice or assistance, improve or change own behavior or performance, ask for clarification). (IF.B.2.In.1, IF.B.2.Su.1)

6.17. Respond appropriately to criticism in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
   Specify: ☐ home—family gatherings
   ☐ school—in class, between classes, extracurricular activities
   ☐ community—events, organizations, services
   ☐ community—leisure activities, stores, restaurants, traveling
   ☐ workplace

6.18. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

6.19. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)

7. Demonstrate awareness of responsible behavior in interpersonal relationships and families.
   IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
   IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
   SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
   ☐ physical prompt ☐ verbal prompt ☐ visual prompt
   ☐ assistive technology ☐ supervision ☐ other: ____________________________
7.1. Identify examples of considerate behavior (e.g., offer assistance, say please and thank you, make tactful comments, share equipment, ask permission). (IF.B.2.In.1, IF.B.2.Su.1)

7.2. Demonstrate consideration of others in various situations. (IF.B.2.In.2, IF.B.2.Su.2) Specify: ☐ home—family gatherings  
☐ school—in class, between classes, extracurricular activities  
☐ community—events, organizations, services  
☐ community—leisure activities, stores, restaurants, traveling  
☐ workplace

7.3. Identify examples of behavior that is cooperative (e.g., share ideas and effort, work well with others, wait for turn, listen to others’ opinions). (IF.B.2.In., IF.B.2.Su.1)

☐ school—in class, between classes, extracurricular activities  
☐ community—events, organizations, services  
☐ community—leisure activities, stores, restaurants, traveling  
☐ workplace

7.5. Cooperate with peers. (Social and Personal G 51: III)

7.6. Show respect for property of others. (Social and Personal G 52: III)

7.7. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

7.8. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

7.9. Identify examples of behaviors that are assertive (e.g., look at person when talking, repeat requests if not fulfilled, let others know what is needed). (IF.B.2.In.1, IF.B.2.Su.1)

☐ school—in class, between classes, extracurricular activities  
☐ community—events, organizations, services  
☐ community—leisure activities, stores, restaurants, traveling  
☐ workplace

7.11. Demonstrate behavior that contributes to the effort of a group or family. (SE.A.1.In.1, SE.A.1.Su.1)

7.12. Identify responsibilities one has to his or her family. (SE.A.1.In.1, SE.A.1.Su.1)
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7.13. Use responsible behavior when interacting with others in the home or family.
(SE.A.1.In.1, SE.A.1.Su.1)

8. Demonstrate awareness of nutritional values of food and their relationship to health (e.g., diets, eating habits) relevant to personal needs.
(IF.A.1.Su.2) complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
__ physical prompt   __ verbal prompt   __ visual prompt
__ assistive technology   __ supervision   __ other: _______________________

Eating

8.1. Identify persons, objects, tasks, and areas associated with common personal care activities involved in eating. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ______ □ selecting and using dishes, glasses, and utensils properly
 ______ □ using table manners, including cleaning up
 ______ □ other: _______________________

8.2. Use specific knowledge and skills when completing personal care activities involved in eating (e.g., selecting the appropriate utensil or dish, cutting food correctly, using a napkin, initiating eating when appropriate, knowing which foods are finger foods). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ______ □ home   ______ □ school   ______ □ community

8.3. Feed self with spoon independently. (Social and Personal B 8: II)

8.4. Feed self independently with utensils. (Social and Personal B 9: III)

8.5. Discriminate food items from nonfood items. (Social and Personal B 10: III)

8.6. Use appropriate table manners (e.g., passing food, sharing condiments). (Social and Personal B 12: IV)

8.7. Follow correct lunch procedures. (Social and Personal B 13: IV)

Nutrition

8.8. Identify common health care activities involving nutrition (e.g., recognizing types of food, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ______ □ selecting food that provides nutritional value according to the Food Guide Pyramid
 ______ □ following a diet that provides complete nutrition
 ______ □ other: _______________________

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8.9. Identify when health care activities are needed for nutrition (e.g., when decreasing food intake, when increasing food intake, when maintaining weight, when planning meals for a week, when making a grocery list). (IF.A.1.In.2, IF.A.1.Su.2)

8.10. Use specific knowledge and skills when completing health care activities involving nutrition (e.g., eating nutritious snacks or meals, limiting the amount of intake, knowing about serving sizes). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: □ selecting food that provides nutritional value according to the Food Guide Pyramid
□ following a diet that provides complete nutrition
□ other: ____________________________

8.11. Use strategies to complete activities related to nutrition effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals; keep a list of nutrient rich and nutrient lacking foods to eat; pre-measure servings—make and freeze hamburger patties ahead of time; use measuring devices to serve food—1/2 cup of mashed potatoes; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

9. Demonstrate skills for food preparation and handling.

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

Indicate guidance and support necessary for mastery at supported level:

□ physical prompt  □ verbal prompt  □ visual prompt
□ assistive technology  □ supervision  □ other: ________________________

9.1. Identify common productive activities in the home involved in food preparation, serving, and storage (e.g., recognizing types of food, tools, equipment, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: □ selecting and planning what to eat— according to the Food Guide Pyramid
□ serving already prepared food
□ preparing simple cold foods—salads, sandwiches
□ preparing simple hot foods—soups, hot beverages
□ preparing more complicated foods—cookies, stews, roasts
□ using small appliances in preparing food—blender, mixer, toaster
□ using large appliances in preparing food—stove, oven, refrigerator
□ following a recipe—measuring, cutting, mixing, cooking, cooling
□ setting table and serving food
□ cleaning up table, dishes, and kitchen
□ storing food—opened food packages, leftovers
□ determining food conditions—spoiled, raw, cooked, frozen, defrosted
□ using adaptive devices in preparing food.
□ other: ________________________
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9.2. Identify when specific productive activities in the home are needed for food preparation and storage (e.g., preparing a balanced breakfast, lunch, and dinner; clearing food from a dining table; preparing coffee and snacks for a group of friends; disposing of food left after preparation or meal—placing food in garbage disposal, placing leftovers in refrigerator). (IF.A.1.In.1, IF.A.1.Su.1)

9.3. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink to obtain water for making iced tea, setting the oven temperature according to recipe directions, setting the timer on a stove or microwave, turning off burner when cooking is completed, placing food in garbage disposal, selecting the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)

Specify:

- selecting and planning what to eat—according to the Food Guide Pyramid
- serving already prepared food
- preparing simple cold foods—salads, sandwiches
- preparing simple hot foods—soups, hot beverages
- preparing more complicated foods—cookies, stews, roasts
- using small appliances in preparing food—blender, mixer, toaster
- using large appliances in preparing food—stove, oven, refrigerator
- following a recipe—measuring, cutting, mixing, cooking, cooling
- setting table and serving food
- cleaning up table, dishes, and kitchen
- storing food—opened food packages, leftovers
- determining food conditions—spoiled, raw, cooked, frozen, defrosted
- using adaptive devices in preparing food
- other:

9.4. Use strategies related to food preparation and storage to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., color code measuring tools, use a recipe with pictures of steps to follow, create a menu for the week with pictures of each food or meal, write date on packages when stored in freezer, indicate with words or icons which containers should be used for wet or dry storage, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

9.5. Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)

9.6. Serve self from food containers. (Social and Personal B 14: IV)

9.7. Follow a simple recipe. (Social and Personal B 15: V)

9.8. Select and operate kitchen appliances for food preparation. (Social and Personal B 16: V)

9.9. Identify proper storage areas for food. (Social and Personal B 17: V)

9.10. Plan and prepare a meal. (Social and Personal B 18: VI)
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10. Demonstrate skills for completing transactions in the community (e.g., using telephone, requesting assistance, making payments, attending events).

IF.A.2.Su.1 use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Mail and Telephone Services

10.1. Identify community service agencies, businesses, or other resources that assist individuals with mail, telephone, and e-mail to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: 
- mail—US Post Office
- telephone—local provider, long distance carrier, cellular phone company, e-mail provider
- other: ________________

10.2. Use basic knowledge and skills when using mail services to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: 
- writing a card or letter and addressing an envelope
- determining and obtaining correct postage
- locating and using mail boxes and pickup and delivery services
- registering a change of address
- other: ________________

10.3. Demonstrate the specific knowledge and skills required to use a telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: 
- function and use of telephone parts
- function of various signals and tones
- correct way to dial local numbers
- how to get assistance with telephone services
- using emergency numbers such as 911
- using basic information numbers such as 411
- using pay telephones
- other: ________________
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10.4. Use specific knowledge and skills required to communicate by telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify:    □ what to say when answering the phone—"Hello. Is ... there?"
          □ what to say when making a call—"Hello. This is..."
          □ what to say when ending a call—"Bye. Talk to you later."
          □ how to leave a message
          □ how to take a message
          □ how to carry on a conversation on the phone
          □ other:  

10.5. Identify and use emergency number (0 – 911) on a telephone in an appropriate manner. (Social and Personal H 61: IV)

10.6. Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)

Managing Money and Personal Finances

10.7. Identify common productive activities involved in managing money and personal finances (e.g., recognizing types of money, bills, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify:    □ preparing a budget
          □ managing and protecting personal cash
          □ using comparative shopping to make wise purchases
          □ other:  

10.8. Identify when specific activities are needed for managing money and personal finances (e.g., making purchases, comparing items for the best buy, preparing budgets for trips and leisure activities, saving money for emergencies, determining sales tax on a purchase). (IF.A.1.In.1, IF.A.1.Su.1)

10.9. Use specific knowledge and skills when completing activities involving managing money and personal finances (e.g., donating money to charities, filing taxes, counting money or check amount to deposit, opening a savings or checking account, reviewing and paying monthly bills and statements, paying bills by the due date, using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)

Specify:    □ preparing a budget
          □ managing and protecting personal cash
          □ using comparative shopping to make wise purchases
          □ other:  

10.10. Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)

10.11. Identify the purposes of a checking and savings account. (Mathematics E 39: V)

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10.12. Use strategies related to managing money and personal finances to complete activities effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt; use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, pay bills at regularly scheduled times—1st and 15th of month). (IF.A.1.In.1, IF.A.1.Su.1)

Practicing Citizenship

10.13. Identify common productive activities in the community involved in citizenship (e.g., recognizing types of opportunities and responsibilities, organizations, locations, events, activities, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)
Specify:  □ becoming familiar with community leaders and organizations
□ participating in local service organizations
□ participating in service activities of religious organizations
□ other: ____________________________

10.14. Identify when specific activities in the community are needed for citizenship (e.g., keeping up with issues, volunteering on holidays or in times of disaster). (IF.A.1.In.1, IF.A.1.Su.1)

10.15. Use specific knowledge and skills when completing activities in the community involving citizenship (e.g., participating in community events, helping at an election; working with others on a service project, obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)
Specify:  □ becoming familiar with community leaders and organizations
□ participating in local service organizations
□ participating in service activities of religious organizations
□ other: ____________________________

10.16. Identify rules of citizenship within the community. (Social and Personal H 64: V)

10.17. Identify reasons for voting. (Social and Personal H 65: VI)

10.18. Use strategies related to citizenship to plan activities in the community effectively and efficiently and on a regular basis (e.g., check the newspaper or community bulletin board on local news for opportunities for volunteering). (IF.A.1.In.1, IF.A.1.Su.1)

Seeking Assistance

10.19. Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

10.20. Ask for assistance in various situations and emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

10.21. Seek help and accept assistance. (Social and Personal C 21: III)

10.22. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)
10.23. Identify steps to take in reporting a fire or other emergency (e.g., remain calm, dial 911, identify name, identify location, follow directions of operator). (IF.B.2.In.3, IF.B.2.Su.3)

11. Demonstrate awareness of community resources relevant to personal needs (e.g., health care, personal services, stores, banks, entertainment, churches).

IF.A.2.Su.1 Use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Using Community Resources for Personal Needs

11.1. Use basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: □ hair care □ laundermat □ dry cleaner
□ other: ______________________

11.2. Identify services provided by local community agencies. (Social and Personal E 43: V)

11.3. Use basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: □ library □ parks and recreation facilities
□ public safety □ other: ______________________

11.4. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques, paying for the item). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: □ department stores □ convenience stores □ drug stores
□ grocery stores □ hardware store □ specialty stores
□ flea markets □ second hand stores □ garage sales
□ other: ______________________

11.5. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: □ restaurants □ cafeterias □ fast food chains
□ refreshment stands □ vending machines
□ other: ______________________

11.6. Use coin-operated machines. (Social and Personal H 63: V)
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11.7. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: □ movies □ arenas □ skating rinks □ video arcades □ museums—science, art, historical □ other: ____________________________

11.8. Use basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: □ banks □ credit unions □ savings and loan

11.9. Use basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, making an appointment). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: □ clinics □ hospitals □ doctor's offices □ health departments □ mental health and guidance clinics □ other: ____________________________

12. **Travel safely within and beyond the community.**

IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

□ physical prompt □ verbal prompt □ visual prompt □ assistive technology □ supervision □ other: ____________________________

**General Travel Information**

12.1. Identify various means of transportation for people with disabilities (e.g., walking, special transit services, special assistance on trains, airlines, taxis). (IF.A.2.In.2, IF.A.2.Su.2)

12.2. Identify the dangers, responsibilities, and behavior appropriate to independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keeping hands to self, not talking loudly, being polite, asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

**Mobility Within the Home, Community Buildings, and Schools**

12.3. Identify and find specific locations in the school environment when completing functional tasks (e.g., classrooms, administrative offices, gymnasiums, media centers, eating areas, restrooms, recreation areas, waste disposal area, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)
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12.4. Identify and find specific locations in home or apartment when completing functional tasks (e.g., living areas, eating areas, kitchen, bath, recreation areas, laundry areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

12.5. Identify and find specific locations in stores when completing functional tasks (e.g., grocery store—produce, deli, bakery, frozen foods, canned foods, paper products, cashier, restrooms; department store—dressing rooms, men’s clothing, women’s clothing, shoes, linens, cashier, restroom; video store—new releases; science fiction, horror, or comedy films; snacks; cashier). (IF.A.2.In.2, IF.A.2.Su.2)

12.6. Identify and find specific locations in restaurants when completing functional tasks (e.g., non-smoking and smoking sections, hostess stand, cashier, restrooms, customer dining area, telephones). (IF.A.2.In.2, IF.A.2.Su.2)

12.7. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)

12.8. Locate a specific room, apartment, or office within a building in the community (e.g., use directional signs, numbers, or letters on doors, use directories). (IF.A.2.In.2, IF.A.2.Su.2)

12.9. Enter and exit buildings through appropriate doorways (e.g., attend to “In,” “Out,” “Enter,” and “Exit” designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)

Traveling within the Community

12.10. Move about in the immediate neighborhood from one location to another (e.g., walking, biking, by car). (IF.A.2.In.2, IF.A.2.Su.2)

12.11. Use available modes of transportation to reach distant locations in the community (e.g., bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)

12.12. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near constructional and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

12.13. Practice safety procedures when riding in a car (e.g., wear seat belt, lock door). (IF.A.2.In.2, IF.A.2.Su.2)

12.14. Use basic knowledge and skills required to benefit from resources in the community that provide transportation services (e.g., knowing how to contact the service, making a reservation, paying the fare). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ☐ public buses _____ ☐ private taxis and limos
_____ ☐ special services for disabled _____ ☐ other: ______________________

12.15. Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)
12.16. Demonstrate understanding of safety and warning signs in the environment.
(Social and Personal D 36: V)
COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Supported Levels: 9-12
Course Number: 7961040
Course Title: Leisure and Recreation Skills for Functional Living
Previous Course Title: Basic Leisure and Recreation Skills
Credit: Multiple

A. Major Concepts/Content. The purpose of this course is to provide instruction in leisure and recreation skills to enable students with disabilities to function at their highest levels and participate effectively at home and in the community.

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

- selection of appropriate activities
- social and behavioral expectations
- maintenance of equipment and materials
- interpersonal relationships
- community resources

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

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

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

This course is primarily designed for students functioning at supported levels, who are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.
This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

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

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

- For requirements/objectives mastered at theSupported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  
  Physical prompt—a touch, pointing, or other type of gesture as a reminder
  Verbal prompt—a sound, word, phrase, or sentence as a reminder
  Visual prompt—color coding, icons, symbols, or pictures as a reminder
  Assistive technology—an alarm, an electronic tool
  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  
  Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

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

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

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most
Course Number: 7961040 - Leisure and Recreation Skills for Functional Living

relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Demonstrate awareness of appropriate leisure and recreation activities based on age and interests.**

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

   Indicate guidance and support necessary for mastery at supported level:
   
   ___ physical prompt  ___ verbal prompt  ___ visual prompt
   ___ assistive technology  ___ supervision  ___ other: __________________

   1.1. Identify the benefits of leisure and recreational activities (e.g., meet new people, relieves stress, keeps mind off worries, learn new things, keeps you active, occupies unstructured time, provides enjoyment). (IF.A.1.In.1, IF.A.1.Su.1)

   1.2. **Distinguish between work and leisure time activities.** (Social and Personal G 53: IV)

   1.3. **Demonstrate appropriate activities to occupy leisure time.** (Social and Personal G 55: V)

   1.4. Identify requirements of leisure and recreational activities (e.g., obtain equipment, know how to play the game, need space, know the rules of the game, obtain tickets for events, arrange transportation, attend events). (IF.A.1.In.1, IF.A.1.Su.1)

2. **Demonstrate awareness of community resources related to leisure and recreation activities.**

   IF.A.2.Su.1 use community resources and services—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   
   ___ physical prompt  ___ verbal prompt  ___ visual prompt
   ___ assistive technology  ___ supervision  ___ other: __________________

   2.1. Identify leisure activities involving attending cultural and sports events. (IF.A.1.In.1, IF.A.1.Su.1)

   Specify:  
   ___ ☐ musical performances—concerts, dance performances  
   ___ ☐ theatre and plays  
   ___ ☐ sports events  
   ___ ☐ celebrations—holidays, parades, festivals, exhibits  
   ___ ☐ other: ____________________________________________

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2.2. Identify appropriate times and occasions for attending cultural and sports events (e.g., on holidays, when a performer is on tour, during the football season, when transportation is available). (IF.A.1.In.1, IF.A.1.Su.1)

2.3. Use specific knowledge and skills when attending cultural and sports events in the community (e.g., locating the event on a schedule, obtaining tickets for a game or performance, following the rules of behavior for the attendees). (IF.A.1.In.1, IF.A.1.Su.1)

   Specify:  
   - musical performances—concerts, dance performances
   - theatre and plays
   - sports events
   - celebrations—holidays, parades, festivals, exhibits
   - other:

2.4. Use specific knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)

   Specify:  
   - library
   - parks and recreation facilities
   - public safety
   - other:

2.5. Use specific knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)

   Specify:  
   - restaurants
   - cafeterias
   - refreshment stands
   - vending machines
   - other:

2.6. Use specific knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)

   Specify:  
   - movies
   - arenas
   - skating rinks
   - video arcades
   - museums—science, art, historical
   - other:

3. Demonstrate interpersonal communication skills necessary for leisure and recreation activities.

   SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   - physical prompt
   - verbal prompt
   - visual prompt
   - assistive technology
   - supervision
   - other:

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Identify steps for introducing self to others when participating in leisure activities (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

Identify characteristics of a good listener when interacting with others during recreation activities (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)

Identify verbal and nonverbal communications which relay messages to others when participating in leisure activities (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another; verbal comments—commenting on their appearance, telling someone they did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.Su.1)

Identify communications and behaviors that compliment others when participating in recreation activities (e.g., saying “Good job.” “Well done.” “I am impressed with your work.” “I admire your ability.”; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.Su.1)

Recognize and display sensitivity to others’ feelings when participating in leisure activities (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

Identify personal feelings. (Social and Personal G 54: IV)

Use actions of others as social cues for appropriate behavior in leisure activities (e.g., waiting to start eating until all have been served, letting others go first when playing a game, not sitting down until all others have sat down, cheering at a baseball game). (SE.A.2.In.1, SE.A.2.Su.1)

Identify behaviors that represent appropriate physical contact from others when participating in recreation activities (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

Identify behaviors that represent inappropriate physical contact from others when participating in leisure activities (e.g., touching someone when they don’t want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)

Identify behaviors which indicate acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)
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4. Demonstrate awareness of responsible behavior and appropriate attire relating to leisure and recreation activities.

IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.

IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.

SE.A.1.Su.1 cooperate in group situations—with guidance and support.

SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

General Skills

4.1. Discriminate between behaviors that are socially unacceptable in public yet are acceptable in private when participating in leisure activities (e.g., adjusting undergarments). (IF.B.2.In.1, IF.B.2.Su.1)

4.2. Identify appropriate behaviors for specific leisure or recreation situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify:   □ home   □ school   □ community   □ workplace

4.3. Identify appropriate clothing or uniform for selected leisure or recreation activities (e.g., swimsuit, sweat suit, baseball uniform, hiking boots). (IF.B.2.In.1, IF.B.2.Su.1)

4.4. Identify necessary safety equipment and protective gear for selected leisure or recreation activities (e.g., helmet, knee guards, shin pads, goggles). (IF.B.2.In.1, IF.B.2.Su.1)

4.5. Wear appropriate clothing and safety equipment when participating in selected leisure and recreation activities. (IF.B.2.In.2, IF.B.2.Su.2)

4.6. Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)

Functioning Independently

4.7. Identify examples of self-initiation behaviors when participating in leisure activities (e.g., start or begin game on own, ask for additional supplies). (IF.B.2.In.1, IF.B.2.Su.1)

4.8. Demonstrate initiative in various leisure or recreation situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify:   □ home—games, videos, hobbies

□ school—extracurricular activities

□ community—events, organized activities, exhibitions

□ community—leisure activities, restaurants, traveling
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4.9. Identify examples of self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement when participating in recreation activities (e.g., organize, monitor, and carry out activities; follow through with instructions; complete activities; work with sufficient speed). (IF.B.2.In.1, IF.B.2.Su.1)

4.10. Demonstrate self-management in various leisure or recreation situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _______  home—games, videos, hobbies
________  school—extracurricular activities
________  community—events, organizations
________  community—leisure activities, restaurants, traveling

4.11. Stay on task until its completion. (Social and Personal C 20: III)


4.13. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)

4.14. Show respect for the property of others. (Social and Personal G 52: III)

4.15. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

4.16. Identify examples of self-controlling behaviors when participating in leisure activities (e.g., recognize events that trigger unacceptable behaviors, count to ten, keep negative comments to self, manage unstructured time by looking at magazines). (IF.B.2.In.1, IF.B.2.Su.1)

4.17. Demonstrate self-control in various leisure or recreation situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _______  home—games, videos, hobbies
________  school—extracurricular activities
________  community—events, organizations
________  community—leisure activities, stores, restaurants, traveling

4.18. Identify examples of self-advocating behaviors when participating in recreation activities (e.g., indicate preferred and unpreferred activities, speak up for one's self, voice own opinion). (IF.B.2.In.1, IF.B.2.Su.1)

4.19. Demonstrate self-advocacy in various leisure or recreation situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _______  home—games, videos, hobbies
________  school—extracurricular activities
________  community—events, organizations
________  community—leisure activities, stores, restaurants, traveling

4.20. Identify examples of self-esteem behaviors related to leisure activities (e.g., display self-respect, make positive comments, set high goals for self). (IF.B.2.In.1, IF.B.2.Su.1)
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4.21. Demonstrate self-esteem in various leisure or recreation situations. (IF.B.2.In.1, IF.B.2.Su.1)
   Specify:  ❑ home—games, videos, hobbies
            ❑ school—extracurricular activities
            ❑ community—events, organizations
            ❑ community—leisure activities, stores, restaurants, traveling

4.22. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

4.23. Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)

4.24. Identify personal strengths and weaknesses. (Social and Personal G 59: VI)

Playing on Teams

4.25. Demonstrate behaviors that contribute positively to team effort (e.g., being prompt, practicing, complimenting contributions of others, taking turns, sharing equipment, being willing to make changes if needed, helping others if needed). (SE.A.1.In.1, SE.A.1.Su.1)

4.26. Identify appropriate actions to use when joining a team (e.g., ask permission, demonstrate your skills, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

4.27. Demonstrate behavior that meets social expectations when playing on a team (e.g., raising hand to speak, following the order of a lineup, practicing fairness, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

4.28. Cooperate with peers. (Social and Personal G 51: III)

Participating in Organizations

4.29. Identify organizations for leisure or recreation in which individuals may participate (e.g., clubs, fitness centers, parks, recreation centers). (SE.A.1.In.3, SE.A.1.Su.2)

4.30. Identify behaviors of individuals that may conflict with expectations of the club or organizations (e.g., not complying with rules or unwritten expectations, trying to do things your own way). (SE.A.1.In.3, SE.A.1.Su.2)

4.31. Follow steps to join an organized club or activity of choice (e.g., determine interests, conduct research, obtain information, visit club meetings, meet club members, talk to club members, join club). (SE.A.1.In.3, SE.A.1.Su.2)

4.32. Respond appropriately to requests to comply with rules and expectations of the club or organization (e.g., pay dues, attend meetings, vote for officers, get along with other members, participate in activities). (SE.A.1.In.3, SE.A.1.Su.2)
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5. Travel safely within and beyond the community to engage in leisure and recreation activities.

IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

5.1. Move about in the immediate neighborhood from one location to another to engage in leisure activities (e.g., walk, bike, take a car). (IF.A.2.In.2, IF.A.2.Su.2)

5.2. Use available modes of transportation to reach distant locations in or beyond the community to engage in recreation activities (e.g., bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)

5.3. Practice safety procedures when walking or biking for leisure activities (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

5.4. Practice safety procedures when riding in a car (e.g., wear seat belt, lock door). (IF.A.2.In.2, IF.A.2.Su.2)

5.5. Use basic knowledge and skills required to benefit from resources in the community that provide transportation services for leisure activities (e.g., knowing how to contact the service, making a reservation, paying for the fare). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: □ public buses □ private taxis and limos □ special services for disabled □ other: ____________________________

6. Respond effectively to unexpected events and potentially harmful situations in leisure and recreation activities.

IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

6.1. Identify examples of self-controlling behaviors in responses to unexpected events or potentially harmful situations encountered in leisure activities (e.g., stay where you are if place is safe, seek advice or assistance, help keep others calm). (IF.B.2.In.1, IF.B.2.Su.1)
6.2. Behave in ways that represent self-control in response to unexpected events and potentially harmful situations encountered in recreation activities. (IF.B.2.In.3, IF.B.2.Su.3)
   Specify: ☐ home—games, picnics, hobbies
   ☐ school—extracurricular activities
   ☐ community—events, organizations
   ☐ community—leisure activities, stores, restaurants, traveling

6.3. Identify unsafe factors or potentially dangerous situations in a leisure activity in the community (e.g., heavy traffic, unlit streets, accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in alleys or unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)

6.4. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

6.5. Identify aggressive and violent behavior in others as a threat to personal safety when engaged in leisure activities (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

6.6. Identify ways to avoid confrontation with violent or aggressive individuals when involved in recreation activities (e.g., walk away, ask for help, do not provoke). (IF.B.2.In.3, IF.B.2.Su.3)

6.7. Behave in ways that avoid confrontation with violent or aggressive individuals when involved in recreation activities (e.g., walk away, ask for help, do not provoke). (IF.B.2.In.3, IF.B.2.Su.3)

6.8. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

7. Use appropriate recreational activities to maintain good health and physical fitness.
   IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
   ☐ physical prompt    ☐ verbal prompt    ☐ visual prompt
   ☐ assistive technology    ☐ supervision    ☐ other: ____________________
7.1. Identify health care activities involved in exercise programs (e.g., recognizing types of programs, professionals, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ selecting appropriate activities for fitness
□ performing specific exercises
□ maintaining participation in exercise programs
□ being aware of potential problems resulting from exercise programs
□ requesting assistance with disability needs when necessary
□ other: _____________________________________________

7.2. Identify when exercise programs are needed (e.g., to lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

7.3. Use specific knowledge and skills when completing activities in an exercise program (e.g., using motor skills to complete exercises appropriate to ability level; using coordination exercises for aerobics; practicing yoga or karate; using skills to monitor own progress). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ selecting appropriate activities for fitness
□ performing specific exercises
□ maintaining participation in exercise programs
□ being aware of potential problems resulting from exercise programs
□ requesting assistance with disability needs when necessary
□ other: _____________________________________________

7.4. Use strategies to complete activities in an exercise program effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

8. Demonstrate skills and knowledge for selected leisure and recreation activities involving sports and games.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ____________________________

8.1. Identify leisure activities that involve playing games and sports with others. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: □ indoor card and board games—bingo, checkers, rummy
□ outdoor team or pairs sports—softball, frisbee, horseshoes, tennis
□ other: _____________________________________________
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8.2. Identify appropriate times and occasions for leisure activities that involve playing games and sports with others (e.g., recess, sporting events, field days, weekends). (IF.A.1.In.1, IF.A.1.Su.1)

8.3. Use specific knowledge and skills when playing games and sports with others (e.g., taking turns, following the rules, counting the points, keeping track of the scores, identifying scoring opportunities). (IF.A.1.In.1, IF.A.1.Su.1)

Specify:

- indoor card and board games—bingo, checkers, rummy
- outdoor team or pairs sports—softball, frisbee, horseshoes, tennis
- other: __________________________

8.4. Use strategies related to playing games and sports with others to complete leisure activities in the home and in the community effectively and efficiently and on a regular basis (e.g., keep rules of various games together in one place; identify certain games or activities with certain times of the year—during Christmas holidays the family enjoys putting together a jigsaw puzzle). (IF.A.1.In.1, IF.A.1.Su.1)

9. Demonstrate skills and knowledge for selected leisure and recreation activities involving hobbies and crafts.

Indicate guidance and support necessary for mastery at supported level:

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

9.1. Identify hobbies used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify:

- arts and crafts
- collections
- watching movies, reading, playing video games, listening to music
- other: __________________________

9.2. Identify appropriate times and occasions for leisure activities involving hobbies (e.g., when objects that you collect are available, when you are by yourself). (IF.A.1.In.1, IF.A.1.Su.1)

9.3. Use specific knowledge and skills when engaging in hobbies (e.g., creating the product involved in a craft; knowing where to obtain books to read; knowing how to operate a TV, VCR, or CD player; organizing a collection by category or date). (IF.A.1.In.1, IF.A.1.Su.1)

Specify:

- arts and crafts
- collections
- watching movies, reading, playing video games, listening to music
- other: __________________________
10. Demonstrate skills and knowledge for selected leisure and recreation activities involving nature and outdoors.

Indicate guidance and support necessary for mastery at supported level:

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

Caring for Pets

10.1. Use specific knowledge and skills when completing leisure activities involving pet care (e.g., measuring the right amount of food, training the pet to come when called). (IF.A.1.In.1, IF.A.1.Su.1)

Specify:
- selecting the pet
- caring for the pet—taking for walks, feeding, training, grooming
- other: ____________________

10.2. Use strategies to complete pet care activities effectively and efficiently and on a regular basis (e.g., mark regularly scheduled activities on calendar—annual shots, dog shows; keep records related to pet in a special place; keep backup supplies—food, toys; mark a dispenser for correct amount of food). (IF.A.1.In.1, IF.A.1.Su.1)

Gardening

10.3. Identify leisure activities involving gardening and plants. (IF.A.1.In.1, IF.A.1.Su.1)

Specify:
- selecting the plant or type of garden
- caring for the plants—fertilizing, watering, weeding, harvesting
- other: ____________________

10.4. Identify appropriate times and occasions for leisure activities involving gardening (e.g., when the weather is good; when the plants need water, fertilizer, or maintenance; when it is time to pick vegetables, herbs, or flowers). (IF.A.1.In.1, IF.A.1.Su.1)

10.5. Use specific knowledge and skills when completing leisure activities involving gardening (e.g., giving each type of plant the right amount of water, preparing the soil, gathering vegetables when ready, knowing the amount of time needed to grow). (IF.A.1.In.1, IF.A.1.Su.1)

Specify:
- selecting the plant or type of garden
- caring for the plants—fertilizing, watering, weeding, harvesting
- other: ____________________

10.6. Use strategies to complete gardening activities effectively and efficiently and on a regular basis (e.g., relate certain activities to certain times of year—plant annuals after Easter; note what neighbors are doing; buy pre-measured fertilizers or plant foods—fertilizer spikes; ask a friend). (IF.A.1.In.1, IF.A.1.Su.1)
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Participating in Outdoor Activities

10.7. Identify common outdoor leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: □ active sports—camping, hiking
□ water sports—swimming, diving, sailing
□ other: __________________________

10.8. Identify appropriate times and occasions for leisure activities in the outdoors
(e.g., when the correct equipment is available, during a season favorable to being outdoors).
(IF.A.1.In.1, IF.A.1.Su.1)

10.9. Use specific knowledge and skills when completing outdoor leisure activities
(e.g., hiking and climbing—using safety skills, walking and climbing; camping—pitching a tent,
cooking outdoors; fishing—baiting a hook, using appropriate lures, using boat safety skills).
(IF.A.1.In.1, IF.A.1.Su.1)
Specify: □ active sports—camping, hiking
□ water sports—swimming, diving, sailing
□ other: __________________________

10.10. Use strategies to complete outdoor leisure activities effectively and efficiently and
on a regular basis (e.g., keep equipment and clothing for activity stored in one place, talk to
others involved in same activity). (IF.A.1.In.1, IF.A.1.Su.1)

11. Demonstrate skills and knowledge for selected leisure and recreation
activities involving arts and entertainment.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: __________________________

11.1. Identify common leisure activities involving attending cultural and sports events.
(IF.A.1.In.1, IF.A.1.Su.1)
Specify: □ musical performances—concerts, dance performances
□ theatre and plays
□ sports events
□ celebrations—holidays, parades, festivals, exhibits
□ other: __________________________

11.2. Identify appropriate times and occasions for attending cultural and sports events
(e.g., on holidays, when a performer is on tour, during football season, when transportation is
available). (IF.A.1.In.1, IF.A.1.Su.1)
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11.3. Use specific knowledge and skills when attending cultural and sports events in the community (e.g., locating the event on a schedule, obtaining tickets for a game or performance, following the rules of behavior for the attendees). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ____ ☐ musical performances—concerts, dance performances
       ____ ☐ theatre and plays
       ____ ☐ sports events
       ____ ☐ celebrations—holidays, parades, festivals, exhibits
       ____ ☐ other: __________________________

11.4. Use strategies to plan leisure activities involving cultural and sports events effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for the types of events of interest, watch billboards or scrolling marquees at civic or performing arts center, write dates of upcoming events on personal calendar, ask friends to alert you about events). (IF.A.1.In.1, IF.A.1.Su.1)

12. Demonstrate skills needed to maintain leisure and recreation equipment and material safely.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

12.1. Identify activities involved in maintaining equipment and material for selected leisure and recreation activities (e.g., sports—cleaning, sorting, and storing equipment in a safe place; gardening—cleaning and storing equipment in a safe, dry place; board games—collecting all pieces in box and storing in convenient place). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ____ ☐ exercise—cleaning and storing weights, mats; returning weight lifting equipment to original position
       ____ ☐ outdoor sports—cleaning, sorting, storing equipment in safe place
       ____ ☐ indoor games—collecting all pieces in box, storing in convenient place
       ____ ☐ hobbies and crafts—collecting all equipment in box, storing in convenient place
       ____ ☐ pet care—cleaning brush, comb, litter box, or house
       ____ ☐ gardening—cleaning, storing equipment in safe, dry place
       ____ ☐ other: __________________________

12.2. Identify when specific activities are needed to maintain leisure and recreation equipment and material (e.g., cleaning softball after playing on muddy field, drying metal gardening tools after every use, cleaning litter box every day). (IF.A.1.In.2, IF.A.1.Su.2)
12.3. Use specific knowledge and skills when completing activities involved in maintaining equipment and material for selected leisure and recreation activities (e.g., knowing where you have stored hobbies and crafts, reading and following instructions for specific equipment). (IF.A.1.In.2, IF.A.1.Su.2)

Specify:
- Exercise—cleaning and storing weights, mats; returning weight lifting equipment to original position
- Outdoor sports—cleaning, sorting, storing equipment in safe place
- Indoor games—collecting all pieces in box, storing in convenient place
- Hobbies and crafts—collecting all equipment in box, storing in convenient place
- Pet care—cleaning brush, comb, litter box, or house
- Gardening—cleaning, storing equipment in safe, dry place
- Other: ________________________________

12.4. Use strategies to maintain leisure and recreation equipment and material safely in the home and the community effectively and efficiently and on a regular basis (e.g., store all board games on shelf in family room, clean softball gloves with leather cleaner). (IF.A.1.In.2, IF.A.1.Su.2)
Major Concepts/Content. The purpose of this course is to provide instruction in skills for community participation and social interaction to enable students with disabilities to function at their highest levels and participate effectively at home, in the community, and in the workplace.

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

- social skills
- social and behavioral expectations
- interpersonal relationships
- use of community resources
- safety
- travel and mobility

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

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

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

This course is primarily designed for students functioning at supported levels, who are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level...
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This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

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

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

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  
  Physical prompt—a touch, pointing, or other type of gesture as a reminder
  Verbal prompt—a sound, word, phrase, or sentence as a reminder
  Visual prompt—color coding, icons, symbols, or pictures as a reminder
  Assistive technology—an alarm, an electronic tool
  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

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

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.
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C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Interact with others appropriately in familiar group situations.
   SE.A.1.Su.1 cooperate in group situations—with guidance and support.
   SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt ___ verbal prompt ___ visual prompt
   ___ assistive technology ___ supervision ___ other: __________________

Practicing Citizenship

1. Identify productive activities in the community involved in citizenship (e.g., recognizing types of opportunities and responsibilities, organizations, locations, events, activities, tasks). (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: ___ ☐ becoming familiar with community leaders and organizations
             ___ ☐ participating in local service organizations
             ___ ☐ participating in service activities of religious organizations
             ___ ☐ other: __________________

2. Identify when specific activities in the community are needed for citizenship (e.g., keeping up with issues, volunteering on holidays or in times of disaster). (IF.A.1.In.1, IF.A.1.Su.1)

3. Use specific knowledge and skills when completing activities in the community involving citizenship (e.g., participating in community events, working with others on a service project, obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: ___ ☐ becoming familiar with community leaders and organizations
             ___ ☐ participating in local service organizations
             ___ ☐ participating in service activities of religious organizations
             ___ ☐ other: __________________

4. Identify rules of citizenship within the community. (Social and Personal H 64: V)

5. Identify reasons for voting. (Social and Personal H 65: VI)

6. Demonstrate procedures for voting. (Social and Personal H 66: VI)
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1.7. Use strategies related to citizenship to plan activities in the community effectively and efficiently and on a regular basis (e.g., checking the newspaper or community bulletin board on local news for opportunities to volunteer). (IF.A.1.In.1, IF.A.1.Su.1)

Working in Groups

1.8. Demonstrate behaviors that contribute positively to group effort (e.g., being prompt, staying on task, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)

1.9. Identify appropriate actions to use when joining a group (e.g., asking permission, waiting for a convenient time, not interrupting, showing appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

1.10. Identify responsibilities individuals have to their family and friends (e.g., keeping a trusting relationship, being dependable, not talking behind one another’s back, helping through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)

1.11. Demonstrate behaviors that meet social expectations when working in a group (e.g., raising hand to speak, following the order of a lineup, practicing fairness, understanding the rules, abiding by the rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

1.12. Cooperate with peers. (Social and Personal G 51: III)

1.13. Show respect for property of others. (Social and Personal G 52: III)

2. Use appropriate behaviors when participating in organizations (e.g., workplace, clubs, churches, public or private organizations). (SE.A.1.Su.2) function effectively within formal organizations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- assistive technology
- oral (verbal) prompt
- supervision
- other:

Participating in Organizations

2.1. Identify organizations in which individuals may participate (e.g., schools, clubs, religious groups, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

2.2. Identify common characteristics of formal organizations (e.g., structures, governed by rules, behavior codes). (SE.A.1.In.3, SE.A.1.Su.2).
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2.3. Identify behaviors of individuals that may conflict with expectations of organizations (e.g., not complying with rules or unwritten expectations, trying to do things your own way). (SE.A.1.In.3, SE.A.1.Su.2)

2.4. Follow steps to join an organized club or activity of choice (e.g., determining interests, conducting research, obtaining information, visiting club meetings, meeting club members, talking to members, joining club). (SE.A.1.In.3, SE.A.1.Su.2)

2.5. Respond appropriately to requests to comply with rules and expectations of the club or organization (e.g., paying dues, attending meetings, voting for officers, getting along with other members, participating in activities). (SE.A.1.In.3, SE.A.1.Su.2)

3. Respond effectively to unexpected events and potentially harmful situations in community and social activities.

3.1. Identify examples of self-controlling behaviors in responses to unexpected events or potentially harmful situations (e.g., staying where you are if in a safe place, seeking advice or assistance, helping keep others calm). (IF.B.2.In.1, IF.B.2.Su.1)

3.2. Behave in ways that represent self-control in response to unexpected events and potentially harmful situations. (IF.B.2.In.3, IF.B.2.Su.3) Specify:

- Q home—personal care activities, chores, leisure activities
- Q school—in class, between classes, extracurricular activities
- Q community—events, organizations, services,
- Q community—leisure activities, stores, restaurants, traveling

3.3. Identify unsafe factors or potentially dangerous situations in a home (e.g., overloaded electrical outlets, firearms in the home, faulty wiring, dangerous chemicals stored in an open place, an intruder at the door). (IF.B.2.In.3, IF.B.2.Su.3)

3.4. Identify daily procedures to protect the home from intruders (e.g., keeping doors and windows locked, keeping garage door shut, keeping curtains closed). (IF.B.2.In.3, IF.B.2.Su.3)

3.5. Identify when phone calls need to be terminated (e.g., when obscene, when threatening, when caller is soliciting). (IF.B.2.In.3, IF.B.2.Su.3)

3.6. Identify unsafe factors or potentially dangerous situations in a school (e.g., overcrowded halls, slippery floors, broken desks, wet stairwells, students fighting, students running in the halls). (IF.B.2.In.3, IF.B.2.Su.3)
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3.7. Identify unsafe factors or potentially dangerous situations in a community (e.g., heavy traffic, unlit streets, accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in alleys or unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)

3.8. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

3.9. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

3.10. Identify ways to avoid confrontation with violent or aggressive individuals (e.g., walking away, not provoking, not becoming violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

3.11. Behave in ways that avoid confrontation with violent or aggressive individuals (e.g., walking away, not provoking, not becoming violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

3.12. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., report if touching makes you uncomfortable, if someone forces you to do something you don't want to do, if someone tells you their actions are acceptable when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)

4. Demonstrate interpersonal communication skills necessary for community and social activities.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

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

Indicate guidance and support necessary for mastery at supported level:

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

Using Interpersonal Communication Skills

4.1. Identify steps for introducing self to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

4.2. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)
4.3. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another; verbal comments—commenting on their appearance, telling someone he or she did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.Su.1)

4.4. Identify communications and behaviors that compliment others (e.g., saying “Good job.” “Well done.” “I am impressed with your work.” “I admire your ability.”; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.Su.1)

4.5. Recognize and display sensitivity to others’ feelings (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

4.6. Identify personal feelings. (Social Personal G 54: IV)

4.7. Use actions of others as social cues for appropriate behavior (e.g., waiting to start eating until all have been seated, letting others go first when waiting in line, not sitting down until all have been served, cheering at a baseball game). (SE.A.2.In.1, SE.A.2.Su.1)

4.8. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

4.9. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she does not want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)

4.10. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social Personal G 56: V)

4.11. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)

Responding to Humor

4.12. Identify examples of behaviors that are appropriate responses to humor (e.g., laugh, smile, put hands over mouth). (IF.B.2.In.1, IF.B.2.Su.1)

4.13. Use appropriate responses to humor in various situations. (IF.B.2.In.1, IF.B.2.Su.1)
   Specify: ■ home—meals, leisure activities, chores
   ■ school—in class, between classes, extracurricular activities
   ■ community—events, organization activities, services
   ■ community—leisure activities, shopping, eating out, traveling
   ■ workplace

4.14. Identify examples of appropriate responses to teasing (e.g., do not get upset, walk away, do not make counter accusations). (IF.B.2.In.1, IF.B.2.Su.1)
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Responding to Criticism

4.15. Identify examples of behaviors that are appropriate responses to criticism (e.g., acknowledge own mistakes, accept mistakes, seek advice or assistance, improve or change own behavior or performance, ask for clarification). (IF.B.2.In.1, IF.B.2.Su.1)

4.16. Respond appropriately to criticism in various situations. (IF.B.2.In.1, IF.B.2.Su.1)
   Specify: ___ home—meals, leisure activities, chores
   ___ school—in class, between classes, extracurricular activities
   ___ community—events, organization activities, services
   ___ community—leisure activities, shopping, eating out, traveling
   ___ workplace

4.17. Identify appropriate responses to praise and constructive criticism. (Social Personal G 57: V)

5. Demonstrate awareness of responsible behavior and appropriate attire relating to community and social activities.

IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt ___ verbal prompt ___ visual prompt
   ___ assistive technology ___ supervision ___ other: ____________________

Participating in Community Gatherings

5.1. Identify activities involved with informal gatherings of community members and neighbors (e.g., neighborhood picnics, recreational sports team events, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)

5.2. Identify when specific activities involve informal gatherings of community members and neighbors (e.g., when neighbors are ill, when participating in a team activity, when playing on a city sports team). (IF.A.1.In.1, IF.A.1.Su.1)

5.3. Use specific knowledge and skills when completing activities involving community members and neighbors (e.g., working with others, showing concern for others, selecting the food for a picnic, inviting others to attend, preparing food). (IF.A.1.In.1, IF.A.1.Su.1)

5.4. Use strategies to plan activities involving informal gatherings of community members and neighbors effectively and efficiently and on a regular basis (e.g., look at past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)
5.5. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway or bathroom, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber’s commands). (IF.B.2.In.3, IF.B.2.Su.3)

5.6. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

5.7. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)

5.8. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

5.9. Identify potential hazards of open fires, matches, electrical appliances, and overloaded outlets (e.g., clothes may catch fire, surrounding materials may catch fire, open fire may get out of control, sparks can cause fire accidentally). (IF.B.2.In.3, IF.B.2.Su.3)

5.10. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, walk, do not crowd doorways, look for smoke under doors, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)

5.11. Behave in ways that comply with fire drills and emergency procedures (e.g., follow instructions, do not run, do not panic, go to a safe place, do not crowd doorways). (IF.B.2.In.3, IF.B.2.Su.3)

5.12. Identify the hazards associated with adverse weather conditions (e.g., rain storms—thunder, lightning, strong winds, poor visibility; tornadoes and hurricanes—strong winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)

5.13. Identify safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go into basement, go to inner hallway or bathroom). (IF.B.2.In.3, IF.B.2.Su.3)

5.14. Behave in ways that comply with safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go into basement, go to inner hallway or bathroom). (IF.B.2.In.3, IF.B.2.Su.3)

5.15. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)
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6. Demonstrate awareness of community resources relevant to personal needs (e.g., health care, personal services, stores, banks, entertainment, churches).

IF.A.2.Su.1 use community resources and services with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Using Community Resources for Personal Needs

6.1. Use basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify:
- ☐ hair care
- ☐ laundromat
- ☐ dry cleaner
- ☐ other: ______________________

6.2. Identify services provided by local community agencies. (Social and Personal E 43: V)

6.3. Use basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)

Specify:
- ☐ library
- ☐ parks and recreation facilities
- ☐ public safety
- ☐ other: ______________________

6.4. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify:
- ☐ department stores
- ☐ convenience stores
- ☐ drug stores
- ☐ grocery stores
- ☐ hardware stores
- ☐ specialty stores
- ☐ flea markets
- ☐ second hand stores
- ☐ garage sales
- ☐ other: ______________________

6.5. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)

Specify:
- ☐ restaurants
- ☐ cafeterias
- ☐ fast food chains
- ☐ refreshment stands
- ☐ vending machines
- ☐ other: ______________________

6.6. Use coin-operated machines. (Social and Personal H 63: V)
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6.7. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ movies  _____ ☐ arenas  _____ ☐ skating rinks
_____ ☐ video arcades  _____ ☐ museums—science, art, historical
_____ ☐ other: ____________________________

6.8. Use basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ banks  _____ ☐ credit unions  _____ ☐ savings and loans
_____ ☐ other: ____________________________

6.9. Use basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, making an appointment, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ clinics  _____ ☐ hospitals
_____ ☐ doctors' offices  _____ ☐ health department
_____ ☐ mental health and guidance clinics
_____ ☐ other: ____________________________

7. Demonstrate skills for completing transactions in the community (e.g., using telephone, requesting assistance, attending events).

IF.A.2.Su.1 use community resources and services—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

____ physical prompt  ____ verbal prompt  ____ visual prompt
____ assistive technology  ____ supervision  ____ other: ________________

Mail and Telephone Services

7.1. Identify community service agencies, businesses, or other resources that assist individuals with mail, telephone, and e-mail to accomplish functional tasks.

(IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ mail—US Post Office
_____ ☐ telephone—local provider, long distance carrier, cellular phone company, e-mail provider
_____ ☐ other: ________________________________
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7.2. Use basic knowledge and skills when using mail services to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: □ writing a card or letter and addressing an envelope
□ determining and obtaining correct postage
□ locating and using mail boxes and pickup and delivery services
□ registering a change of address
□ other: ____________________________

7.3. Demonstrate the specific knowledge and skills required to use a telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: □ knowing function and use of telephone parts
□ knowing function of various signals and tones
□ dialing local numbers correctly
□ getting assistance with telephone services
□ using emergency numbers such as 911
□ using basic information numbers such as 411
□ using pay telephones
□ other: ____________________________

7.4. Demonstrate specific knowledge and skills required to communicate by telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: □ what to say when answering the phone, “Hello. Is ... there?”
□ what to say when making a call, “Hello. This is...”
□ what to say when ending a call, “Bye. Talk to you later.”
□ how to leave a message
□ how to take a message
□ how to carry on a conversation on the phone
□ other: ____________________________

7.5. Identify and use emergency number (0 – 911) on a telephone in an appropriate manner. (Social and Personal H 61: IV)

7.6. Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)

Seeking Assistance

7.7. Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

7.8. Ask for assistance in various situations and emergencies (e.g., dialing 911, calling fire or police department directly, seeking assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

7.9. Seek help and accept assistance. (Social and Personal C 21: III)

7.10. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)
7.11. Identify steps to take in reporting a fire or other emergency (e.g., remaining calm, dialing 911, identifying name, identifying location, following directions of operator). (IF.B.2.In.3, IF.B.2.Su.3)

8. Demonstrate consumer skills relevant to using community resources (e.g., making payments, determining costs).

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

Indicate guidance and support necessary for mastery at supported level:

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

Managing Money and Personal Finances

8.1. Identify productive activities involved in managing money and personal finances (e.g., recognizing types of money, bills, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify:

- ☐ preparing a budget
- ☐ managing and protecting personal cash
- ☐ using comparative shopping to make wise purchases
- ☐ other: ______________________

8.2. Identify when specific activities are needed for managing money and personal finances (e.g., making purchases, comparing items for the best buy, preparing budgets for trips and leisure activities, saving money for emergencies, determining sales tax on a purchase). (IF.A.1.In.1, IF.A.1.Su.1)

8.3. Use specific knowledge and skills when completing activities involving managing money and personal finances (e.g., donating money to charities, filing taxes, counting money or check amount to deposit, opening a savings/checking account, reviewing and paying monthly bills and statements, paying bills by the due date, using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)

Specify:

- ☐ preparing a budget
- ☐ managing and protecting personal cash
- ☐ using comparative shopping to make wise purchases
- ☐ other: ______________________

8.4. Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)

8.5. Identify the purposes of a checking and savings account. (Mathematics E 39: V)
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8.6. Use strategies related to managing money and personal finances to complete activities effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt; use direct deposit for payroll and/or benefits checks; mark dates of recurring bills on calendar; pay bills at regularly scheduled times—1st and 15th of month). (IF.A.1.In.1, IF.A.1.Su.1)

9. **Travel safely within and beyond the community.**
   IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   __ physical prompt  __ verbal prompt  __ visual prompt
   __ assistive technology  __ supervision  __ other: ____________________

### General Travel Information

9.1. Identify various means of transportation for people with disabilities (e.g., walking, obtaining special transit services, requesting special assistance on trains, airlines, taxis). (IF.A.2.In.2, IF.A.2.Su.2)

9.2. Identify the dangers, responsibilities, and behavior appropriate to independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keeping hands to self, not talking loudly, being polite, asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

9.3. Identify and find specific locations in stores when completing functional tasks (e.g., grocery store—produce, deli, bakery, frozen foods, canned foods, paper products, cashier, restrooms; department store—dressing rooms, men’s clothing, women’s clothing, shoes, linens, cashier, restroom; video store—new releases, science fiction, horror films, comedy films, snacks, cashier). (IF.A.2.In.2, IF.A.2.Su.2)

9.4. Identify and find specific locations in restaurants when completing functional tasks (e.g., non-smoking and smoking sections, hostess stand, cashier, restrooms, customer dining area, telephones). (IF.A.2.In.2, IF.A.2.Su.2)

9.5. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)

9.6. Locate a specific room, apartment, or office within a building in the community (e.g., use directional signs, numbers, or letters on doors; use directories). (IF.A.2.In.2, IF.A.2.Su.2)

9.7. Enter and exit buildings through appropriate doorways (e.g., attend to “In,” “Out,” “Enter,” and “Exit” designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)

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Traveling within the Community

9.8. Move about in the immediate neighborhood from one location to another (e.g., walking, biking, taking a car). (IF.A.2.In.2, IF.A.2.Su.2)

9.9. Use available modes of transportation to reach distant locations in the community (e.g., bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)

9.10. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

9.11. Practice safety procedures when riding in a car (e.g., wear a seat belt, lock the door). (IF.A.2.In.2, IF.A.2.Su.2)

9.12. Use basic knowledge and skills required to benefit from resources in the community that provide transportation services (e.g., knowing how to contact the service, making a reservation, paying for the fare). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: □ public buses □ private taxis and limos
□ special services for disabled □ other: ____________________

9.13. Identify safety precautions related to traffic and pedestrian travel.
(Social and Personal D 36: V)
Participatory Levels: 9-12
COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Participatory Levels: 9-12
Course Number: 7962010
Course Title: Cognitive and Linguistic Skills
Credit: Multiple

A. **Major Concepts/Content.** The purpose of this course is to enable students with
disabilities to function at their highest levels and develop the ability to transmit or
receive information, thoughts, or feelings through a communication system.

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

- response to auditory stimulation
- use of communication modes: oral, gestures, or sign language
- use of assistive technology systems and devices, especially those designed for
  augmentative communication and environmental motor control

This course shall integrate the Sunshine State Standards and Goal 3 Student
Performance Standards of the Florida System of School Improvement and
Accountability as appropriate to the individual student and to the content and
processes of the subject matter. Students with disabilities shall:
CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards
with assistance as appropriate for the individual student.

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

This course is primarily designed for students functioning at participatory levels,
who are generally capable of participating in major life activities and require
extensive support systems. The potential for mastery of the course requirements will
vary according to the student's capabilities. Three levels of functioning, independent,
supported, and participatory, have been designated to provide a way to differentiate
benchmarks and course requirements for students with diverse abilities. Individual
students may function at one level across all areas, or at several different levels,
depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the
population of students with disabilities. The particular benchmark for a course
requirement should be selected for individual students based on their levels of
Course Number: 7962010 - Cognitive and Linguistic Skills

functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The phrase "consistent with own capabilities" used in requirements indicates that mastery should be determined with consideration of the individual physical and mental limitations of the student.

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

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

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

This course may be used with students who require the assistance of communication systems including signing, communication boards, or other adaptive equipment. Course requirements should be modified as appropriate.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.
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C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Respond to environmental stimuli through observable behavior, consistent with own capabilities.

   CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   **physical prompt**  **verbal prompt**  **visual prompt**
   **assistive technology**  **supervision**  **other:**

   Indicate assistance necessary for mastery at participatory level:
   **physical assistance**  **full**  **partial**  **assistive technology**  **full**  **partial**

1.1. Change body tone or produce body movement(s) in response to one or more stimuli. (CL.B.1.Pa.1)

   Specify:  **turn head**  **move toward stimuli**
   **move eyes**  **change facial expression**
   **change vocalization**  **other:**

   Specify type of stimuli:
   **voice**  **touch**  **object or picture**
   **smell**  **taste**  **sound**
   **light**  **other:**

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

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

1.4. Respond to own name by one or more observable behaviors. (CL.B.1.Pa.1)

   Specify:  **turn head**  **move toward voice**
   **move eyes**  **change facial expression**
   **change vocalization tone**  **vocalize response**
   **make gesture**  **other:**
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2. **Respond in a consistent manner to environmental stimuli, consistent with own capabilities.**

   CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

   IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance  □ full  □ partial
- assistive technology □ full  □ partial

2.1. **Change body tone or produce body movement(s) consistently in response to specific stimuli.** (CL.B.1.Pa.1)

   Specify:
   - □ turn head
   - □ move toward stimuli
   - □ move eyes
   - □ change facial expression
   - □ change vocalization tone
   - □ other: _______________________

   Specify type of stimuli:
   - □ voice
   - □ touch
   - □ object or picture
   - □ smell
   - □ taste
   - □ sound
   - □ light
   - □ other: _______________________

2.2. **Respond consistently to own name by using one or more observable behaviors.** (CL.B.1.Pa.1)

   Specify:
   - □ turn head
   - □ move toward voice
   - □ move eyes
   - □ change facial expression
   - □ change vocalization tone
   - □ make gesture or sign
   - □ other: _______________________

2.3. **Use a consistent response to stimuli that are part of a daily routine (e.g., participates in getting ready to leave when the bell rings).** (CL.B.1.Pa.1)

   Specify stimuli:

   Specify expected response:

2.4. **Consistently respond to stimuli in a way that is not disruptive or does not interfere with or prohibit participation in activities or tasks.** (IF.B.2.Pa.2)

2.5. **Accept assistance with and consistently respond to unexpected events in an appropriate manner.** (IF.B.2.Pa.2)
3. **Imitate verbal and nonverbal behaviors, consistent with own capabilities.**
   
   CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   
   - physical prompt
   - verbal prompt
   - visual prompt
   - assistive technology
   - supervision
   - other: ______________________

   Indicate assistance necessary for mastery at participatory level:

   - physical assistance  □ full  □ partial
   - assistive technology □ full  □ partial

3.1. **Imitate an adult or peer model engaged in a functional behavior (e.g., holding up arm to assist with dressing).** (CL.B.1.Pa.1)

3.2. **Imitate speech sounds or words to indicate recognition (e.g., saying good-bye, repeating what kind of food is desired).** (CL.B.1.Pa.1)

3.3. **Imitate or approximate speech sounds.** (Language A 3: I)

3.4. **Imitate or approximate words.** (Language A 4: II)

4. **Communicate wants and needs through communication mode(s), consistent with own capabilities.**
   
   CL.B.2.Pa.1 participate in expressing information in daily routines—with assistance.
   
   IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

   Indicate guidance and support necessary for mastery at supported level:

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

   Indicate assistance necessary for mastery at participatory level:

   - physical assistance  □ full  □ partial
   - assistive technology □ full  □ partial

4.1. **Accept assistance with and participate in communicating wants and needs.** (CL.B.2.Pa.1, IF.B.1.Pa.1)

4.2. **Indicate preference for desired person, object, or action.** (CL.B.2.Pa.1)

   Specify method:

   - □ touch referent object
   - □ use assistive or augmentative device
   - □ verbalize or sign
   - □ point to actual object
   - □ vocalize or gesture
   - □ other: ______________________
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4.3. Select desired item, object, or activity when given choices (e.g., snack, shirt, television viewing). (CL.B.2.In.1, CL.B.2.Su.1, CL.B.2.Pa.1)
   Specify method:  
   - touch referent object
   - verbalize or sign
   - vocalize or gesture
   - use assistive or augmentative device
   - point to actual object
   - other: _______________________

4.4. Notify person of physical wants and needs (e.g., need for drink of water, bathroom). (CL.B.2.In.1, CL.B.2.Su.1, CL.B.2.Pa.1)
   Specify method:  
   - touch referent object
   - verbalize or sign
   - vocalize or gesture
   - use assistive or augmentative device
   - point to actual object
   - other: _______________________

4.5. Request desired person, object, or action (e.g., asks for favorite blouse or book). (CL.B.2.In.1, CL.B.2.Su.1, CL.B.2.Pa.1)
   Specify method:  
   - touch referent object
   - verbalize or sign
   - vocalize or gesture
   - use assistive or augmentative device
   - point to actual object
   - other: _______________________

4.6. Alert peers to desire for interaction. (IF.B.1.Pa.1)
   Specify method:  
   - touch referent object
   - verbalize or sign
   - vocalize or gesture
   - use assistive or augmentative device
   - point to actual object
   - other: _______________________

4.7. Request item from service person or other community worker (e.g., fast food server, clerk in store). (CL.B.2.In.1, CL.B.2.Su.2, CL.B.2.Pa.1)
   Specify method:  
   - look at item
   - verbalize or sign
   - vocalize or gesture
   - use assistive or augmentative device
   - say name of item
   - other: _______________________

4.8. Confirm that desired activity has been selected by participating (e.g., takes offered drink). (IF.B.1.Pa.1)

4.9. Protest non-preferred activities or objects (e.g., frowns when presented with unwanted food for lunch). (CL.B.2.Pa.1)
   Specify method:  
   - verbalize or sign
   - vocalize or gesture
   - use assistive or augmentative device
   - look away or move away
   - push object away
   - other: _______________________

4.10. Indicate physical discomfort appropriately through observable behaviors (e.g., facial expressions, vocalization, movement). (IF.B.2.Pa.1)
    Specify method:  
    - move away
    - vocalize or gesture
    - point to actual object
    - other: _______________________

    Specify method:  
    - look at person
    - verbalize or sign
    - vocalize or gesture
    - use assistive or augmentative device
    - point to actual object
    - other: _______________________

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4.12. Request termination of activities (e.g., asks to stop swinging on swing). (CL.B.2.In.1, CL.B.2.Su.2, CL.B.2.Pa.1)
   Specify method: □ vocalize or gesture □ use assistive or augmentative device
   □ verbalize or sign □ other: __________________________

4.13. Convey desires, feelings, and physical needs effectively to familiar persons (e.g., asks for a drink of water when thirsty). (CL.B.2.Pa.1)
   Specify method: □ look at person □ use assistive or augmentative device
   □ verbalize or sign □ vocalize or gesture
   □ other: __________________________

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

5. Use systems of communication to interact with others in various situations, consistent with own capabilities.
   CO.A.1.Pa.1 participate in effective communication with others—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   □ physical prompt □ verbal prompt □ visual prompt
   □ assistive technology □ supervision □ other: __________________________

   Indicate assistance necessary for mastery at participatory level:
   □ physical assistance □ full □ partial □ assistive technology □ full □ partial

5.1. Accept assistance with and participate in using an appropriate system of communication to interact with others. (CO.A.1.Pa.1)
   Specify method: □ vocalize or gesture □ use assistive or augmentative device
   □ verbalize or sign □ other: __________________________

5.2. Use appropriate system of communication to express feelings. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify method: □ vocalize or gesture □ use assistive or augmentative device
   □ verbalize or sign □ other: __________________________

5.3. Use appropriate system of communication to respond effectively to others.
   (CO.A.1.In.1, CO.A.1.Su.1)
   Specify method: □ vocalize or gesture □ use assistive or augmentative device
   □ verbalize or sign □ other: __________________________

5.4. Use appropriate system of communication to interact with others. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ home—parents, siblings, extended family members, visitors
   □ school—teachers, school staff, classmates
   □ community—workers, neighbors, strangers
   □ workplace—supervisor, co-workers, customers
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5.5. Repeat or modify communication when needed (e.g., tries repeatedly to gain someone’s attention, changes method of communication if necessary). (CO.A.1.In.1, CO.A.1.Su.1)

5.6. Accept assistance with and participate in the sequence of tasks or activities involved in the use of a personal augmentative or assistive communication mode. (CO.A.1.Pa.1)

5.7. Participate in the care and maintenance of a personal augmentative or assistive communication mode. (CO.A.1.Pa.1)

5.8. Produce intelligible communication using a personal augmentative or assistive communication mode. (CO.A.1.Su.1, CO.A.1.Pa.1)

5.9. Initiate communication using a personal augmentative or assistive communication system in various situations. (CO.A.1.Su.1, CO.A.1.Pa.1)
   Specify location: _____ ☐ home     _____ ☐ school     _____ ☐ community/workplace

5.10. Respond to communication using a personal augmentative or assistive communication system in various situations. (CO.A.1.Su.1, CO.A.1.Pa.1)
   Specify location: _____ ☐ home     _____ ☐ school     _____ ☐ community/workplace

5.11. Use repair strategies when a communication breakdown occurs with an augmentative or assistive system (point to sign again, restate if output isn’t clear, point to picture more slowly). (CO.A.1.Su.1, CO.A.1.Pa.1)
   Specify location: _____ ☐ home     _____ ☐ school     _____ ☐ community/workplace

6. Interact with a range of persons including peers, family members, authority figures, and other adults as appropriate, consistent with own capabilities.
   SE.A.2.Pa.1   engage in routine patterns of interaction with others when participating in daily activities—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   _____ ☐ physical prompt     _____ ☐ verbal prompt     _____ ☐ visual prompt
   _____ ☐ assistive technology  _____ ☐ supervision     _____ ☐ other: ____________________

   Indicate assistance necessary for mastery at participatory level:
   _____ ☐ physical assistance  ☐ full ☐ partial     _____ ☐ assistive technology  ☐ full ☐ partial

6.1. Accept assistance with and participate in a sequence of tasks or activities in which others are involved at home. (SE.A.2.Pa.1)
   Specify persons: _____ ☐ family     _____ ☐ caregivers     _____ ☐ peers
   _____ ☐ authority figures     _____ ☐ community workers
   _____ ☐ other: ____________________
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6.2. Accept assistance with and participate in a sequence of tasks or activities in which familiar persons are involved at school. (SE.A.2.Pa.1)
Specify persons: □ family □ caregivers □ peers □ authority figures □ community workers □ other: ____________________________

6.3. Accept assistance with and participate in a sequence of tasks or activities in which unfamiliar persons are involved at school. (SE.A.2.Pa.1)
Specify persons: □ caregivers □ peers □ authority figures □ community workers □ other: ____________________________

6.4. Accept assistance with and participate in a sequence of tasks or activities in which familiar persons are involved in the community. (SE.A.2.Pa.1)
Specify persons: □ family □ caregivers □ peers □ authority figures □ community workers □ other: ____________________________

6.5. Accept assistance with and participate in a sequence of tasks or activities in which unfamiliar persons are involved in the community. (SE.A.2.Pa.1)
Specify persons: □ caregivers □ peers □ authority figures □ community workers □ other: ____________________________

7. **Initiate and respond to interactions with familiar persons, consistent with own capabilities.**
SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ____________________________

Indicate assistance necessary for mastery at participatory level:
□ physical assistance □ full □ partial □ assistive technology □ full □ partial

7.1. Accept assistance with and participate in interacting with familiar persons in the home. (SE.A.2.Pa.1)
Specify persons: □ family □ caregivers □ peers □ authority figures □ community workers □ other: ____________________________
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7.2. Accept assistance with and participate in interacting with familiar persons in the school. (SE.A.2.Pa.1)
Specify persons: ☐ family ☐ caregivers ☐ peers ☐ authority figures ☐ community workers ☐ other: ________________

7.3. Accept assistance with and participate in interacting with familiar persons in the community. (SE.A.2.Pa.1)
Specify persons: ☐ family ☐ caregivers ☐ peers ☐ authority figures ☐ community workers ☐ other: ________________

7.4. Express greetings to familiar persons appropriately (e.g., pushes button for "good morning" on communication board, smiles when classroom aide comes to room). (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify method: ☐ look at person ☐ use assistive or augmentative device ☐ verbalize or sign ☐ point to object ☐ vocalize or gesture ☐ other: ________________

7.5. Respond appropriately to greetings from familiar persons (e.g., waves, vocalizes). (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify method: ☐ look at person ☐ use assistive or augmentative device ☐ verbalize or sign ☐ point to object ☐ vocalize or gesture ☐ other: ________________

7.6. Follow social cues to initiate interaction (e.g., greets someone when entering a room). (IF.B.2.In.2, IF.B.2.Su.2, IF.B.2.Pa.1)

7.7. Initiate interactions with familiar persons as situations necessitate (e.g., to gain attention, to ask for help). (IF.B.2.In.2, IF.B.2.Su.2, IF.B.2.Pa.1)
Specify method: ☐ look at person ☐ use assistive or augmentative device ☐ verbalize or sign ☐ point to object ☐ vocalize or gesture ☐ other: ________________

7.8. Respond appropriately to routine directions and requests from familiar persons (e.g., request to turn over, stop now). (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.Pa.1)
Specify method: ☐ look at person ☐ use assistive or augmentative device ☐ verbalize or sign ☐ point to object ☐ vocalize or gesture ☐ other: ________________

7.9. Respond to nonroutine directions, instructions, requests, and questions from familiar persons (e.g., look at object when asked to do so). (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.Pa.1)
Specify method: ☐ look at person ☐ use assistive or augmentative device ☐ verbalize or sign ☐ point to object ☐ vocalize or gesture ☐ other: ________________
8. Participate in efforts to solve problems encountered in routine activities at levels consistent with own capabilities (e.g., tolerate relocation, alert others, have others start game).

CL.B.3.Pa.1 participate in activities involving the use of mathematical concepts in daily routines—with assistance.


Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance
- full
- partial
- assistive technology
- full
- partial

8.1. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)

Specify activities:

Specify location: home school community/workplace

8.2. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.1)

Specify location: home school community/workplace

8.3. Relate event or activity to time of day (e.g., eating breakfast in morning, going to bed at night). (CL.B.3.Su.1, CL.B.3.Pa.1)

Specify:

- begin activity
- use augmentative or assistive device
- look at referent object
- other:

8.4. Indicate desired quantity or amount of material (e.g., how much milk, how many pillows). (CL.B.3.Su.1, CL.B.3.Pa.1)

Specify:

- vocalize indicating enough or more
- gesture indicating enough or more
- point to "stop" or "more" on communication board
- other:

8.5. Indicate completion of an activity (e.g., finishes range of motion exercises, hands out all flyers). (CL.B.2.Su.1, CL.B.2.Pa.1)

Specify method:

- stop activity
- look away
- put materials down
- other:

8.6. Accept assistance with and participate in identifying problem (e.g., indicates water glass is empty). (CL.B.4.Pa.1)

Specify method:

- vocalize or gesture
- look at referent object
- verbalize or sign
- use assistive or augmentative device
- other:
8.7. Alert others to start or stop equipment (e.g., asks peers to turn on radio, asks caregiver to turn off air conditioner). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: □ point  □ look at referent object
□ vocalize  □ verbalize or sign
□ other:__________________________

8.8. Maintain search for desired object until found (e.g., searches for and finds signaling button, searches for and locates familiar person in a group). (CL.B.4.In.1, CL.B.4.Su.1)

Specify type of search: □ visual  □ manual  □ other:__________________________

8.9. Go around barriers to change locations or obtain objects (e.g., avoids chairs and desks to get to work area). (CL.B.4.In.2, CL.B.Su.2)

8.10. Participate in identifying an object in a familiar place (e.g., spoon beside plate, light switch by bed). (CL.B.4.Pa.1)

Specify method: □ point  □ look at referent object
□ vocalize  □ reach or grasp
□ verbalize or sign  □ other:__________________________
Subject Area: Participatory Levels: 9-12  
Course Number: 7962020  
Course Title: Life Sustaining and Environmental Interaction Skills  
Credit: Multiple

A. Major Concepts/Content. The purpose of this course is to enable students with disabilities to function at their highest levels and as fully as possible within the home, school, and community settings.

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

- personal hygiene routines
- grooming routines
- dressing routines
- eating routines
- fitness routines
- functional mobility
- domestic activities
- travel

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

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

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

This course is primarily designed for students functioning at participatory levels, who are generally capable of participating in major life activities and require extensive support systems. The potential for mastery of the course requirements will vary according to the student's capabilities. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual
students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

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

The phrase "consistent with own capabilities" used in requirements indicates that mastery should be determined with consideration of the individual physical and mental limitations of the student.

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

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

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

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

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

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

  Assistive technology—an alarm, an electronic tool

  Supervision—from occasional inspection to continuous observation

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

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

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

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

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require
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that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.

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

After successfully completing this course, the student will:

1. Tolerate and respond to manipulative stimulation, consistent with own capabilities.

   IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.

   IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

   Indicate guidance and support necessary for mastery at supported level:

   physical prompt □ verbal prompt □ visual prompt □ assistive technology □ supervision □ other: __________________________

   Indicate assistance necessary for mastery at participatory level:

   physical assistance □ full □ partial assistive technology □ full □ partial

1.1. Cooperate when being assisted physically to engage in daily personal care routines (e.g., holds up arm for dressing). (IF.B.2.Pa.1)

   Specify routine: □ eating

   □ grooming

   □ dressing

   □ other: __________________________

1.2. Cooperate when being assisted physically to engage in daily health and safety routines (e.g., opens mouth to accept medication). (IF.B.2.Pa.1)

   Specify routine: □ hygiene

   □ fitness

   □ health care

   □ other: __________________________
1.3. Accept manipulation and stimulation during daily personal care routines (e.g., does not become defensive when spoon touches mouth). (IF.B.2.Pa.1)
Specify routine: □ eating □ grooming □ dressing □ other:

1.4. Accept manipulation and stimulation during daily health and safety routines (e.g., allows therapist to exercise legs). (IF.B.2.Pa.1)
Specify routine: □ hygiene □ fitness □ health care □ other:

1.5. Cooperate when being assisted in participating in leisure activities (e.g., presses switch to activate music when switch is presented). (IF.B.2.Pa.1)
Specify activities: □ indoor spectator □ outdoor spectator □ indoor active □ outdoor active □ other:

1.6. Accept assistance with and participate in responding to unexpected events and potentially harmful situations (e.g., does not protest when evacuating during a fire drill). (IF.B.2.Pa.2)

1.7. Maintain self-control during unexpected events and potentially harmful situations (e.g., waits until told to leave, keeps quiet while being told what to do). (IF.B.2.Su.2)

2. Use adaptive equipment, devices, and assistance from others to overcome deficits in fine and gross motor development, consistent with own capabilities.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other:

Indicate assistance necessary for mastery at participatory level:
□ physical assistance □ full □ partial □ assistive technology □ full □ partial

2.1. Accept physical assistance during daily activities (e.g., allows hand-over-hand assistance during eating). (IF.A.1.Pa.1)
Specify activity: __________________________
Specify type of physical assistance: __________________________
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2.2. Accept the use of adaptive equipment or assistive devices to assist in daily activities (e.g., uses wheelchair for mobility). (IF.A.1.Pa.1)
Specify activity: ________________________________
Specify type of equipment or device: ________________________________

2.3. Use adaptive equipment or assistive devices with physical assistance to participate in daily activities. (IF.A.1.Pa.1)
Specify activity: ________________________________
Specify type of equipment or device: ________________________________

2.4. Use adaptive equipment or assistive devices with physical or verbal prompting to participate in daily activities. (IF.A.1.Su.1)
Specify activity: ________________________________
Specify type of equipment or device: ________________________________

2.5. Use adaptive equipment or assistive devices independently to participate in daily activities. (IF.A.1.In.1)
Specify activity: ________________________________
Specify type of equipment or device: ________________________________

3. Maintain skill level through daily functional practice, consistent with own capabilities.
IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.
IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt    ___ verbal prompt    ___ visual prompt
___ assistive technology    ___ supervision    ___ other: ________________________________

Indicate assistance necessary for mastery at participatory level:
___ physical assistance    □ full    □ partial    ___ assistive technology    □ full    □ partial

3.1. Participate in opportunities for daily practice of functional skills used in personal care routines in a variety of settings. (IF.A.1.Pa.2)
Specify routine:    □ eating    ________________________________
                   □ grooming    ________________________________
                   □ dressing    ________________________________
                   □ other: ________________________________
Specify setting:    □ home    □ school    □ community/workplace
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3.2. Participate in opportunities for daily practice of functional skills used in health and safety routines in a variety of settings. (IF.A.1.Pa.2)

Specify routine:
- ☐ hygiene
- ☐ fitness
- ☐ health care
- ☐ other:

Specify setting:
- ☐ home
- ☐ school
- ☐ community/workplace

3.3. Participate in opportunities for daily practice of functional skills used in productive activities in a variety of settings. (IF.A.1.Pa.1)

Specify routine:
- ☐ indoor cleaning
- ☐ outdoor cleaning
- ☐ using services and stores
- ☐ other:

Specify setting:
- ☐ home
- ☐ school
- ☐ community/workplace

3.4. Participate in opportunities for daily practice of functional skills used in leisure activities in a variety of settings. (IF.A.1.Pa.1)

Specify activities:
- ☐ indoor spectator
- ☐ outdoor spectator
- ☐ indoor active
- ☐ outdoor active
- ☐ other:

Specify setting:
- ☐ home
- ☐ school
- ☐ community/workplace

4. Participate in personal care and hygiene routines, consistent with own capabilities.

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
- ☐ physical prompt
- ☐ verbal prompt
- ☐ visual prompt
- ☐ assistive technology
- ☐ supervision
- ☐ other:

Indicate assistance necessary for mastery at participatory level:
- ☐ physical assistance
- ☐ full
- ☐ partial
- ☐ assistive technology
- ☐ full
- ☐ partial

Personal Care and Hygiene

4.1. Accept assistance with and participate in the sequence of tasks or activities of daily personal care and hygiene routines at home. (IF.A.1.Pa.2)

Specify routine:
- ☐ morning
- ☐ after school
- ☐ before bed

4.2. Accept assistance with and participate in the sequence of tasks or activities of daily personal care and hygiene routines at school or work. (IF.A.1.Pa.2)

Specify routine:
- ☐ upon arrival
- ☐ during activities
- ☐ before departure
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4.3. Accept assistance with and participate in the sequence of tasks or activities of personal care and hygiene routines in the community. (IF.A.1.Pa.2)
Specify routine: _____ □ regular activities _____ □ special events _____ □ in transit

4.4. Complete personal care and hygiene activities effectively. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ □ wash in a sink _____ □ bathe or shower
_____ □ wash and dry hair _____ □ brush teeth
_____ □ use deodorant _____ □ use toilet
_____ □ menstrual care _____ □ other: ____________________________

4.5. Use fixtures, facilities, equipment, and supplies effectively and safely when completing personal care and hygiene activities (e.g., controls temperature of water, turns on shower, uses appropriate amounts of shampoo or toothpaste). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ □ faucets _____ □ bath tub or shower
_____ □ toilet _____ □ sink
_____ □ hair dryer _____ □ drain stopper
_____ □ tooth brush _____ □ tooth paste, mouthwash
_____ □ soap, shampoo _____ □ menstrual care products
_____ □ other: ____________________________
Specify setting: _____ □ school _____ □ home _____ □ community/workplace

4.6. Initiate desired personal care or hygiene activity when needed. (IF.A.1.In.2, IF.A.1.Su.2)
Specify activity: ____________________________

4.7. Request desired personal care or hygiene. (IF.A.1.In.2, IF.A.1.Su.2)
Specify method: _____ □ touch referent object _____ □ point to actual object
_____ □ verbalize or sign _____ □ use assistive or augmentative device
_____ □ vocalize or gesture _____ □ other: ____________________________

4.8. Accept assistance with and participate in cleaning up after personal care or hygiene activities. (IF.A.1.Pa.2)
Specify setting: _____ □ home _____ □ school _____ □ community/workplace

4.9. Clean up after personal care or hygiene activities (e.g., throws away waste paper, wipes off the sink, flushes toilet, unplugs hair dryer). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ □ home _____ □ school _____ □ community/workplace

4.10. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in personal care or hygiene activities or tasks. (IF.B.2.Pa.1)

Physical Fitness

4.11. Accept assistance with and participate in the sequence of tasks or activities to promote physical fitness at home. (IF.A.1.Pa.2)
Specify routine: _____ □ morning _____ □ after school _____ □ before bed
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4.12. Accept assistance with and participate in the sequence of tasks or activities to promote physical fitness at school. (IF.A.1.Pa.2)
Specify routine: ☐ upon arrival ☐ during activities ☐ before departure

4.13. Accept assistance with and participate in the sequence of tasks or activities to promote physical fitness in the community or at work. (IF.A.1.Pa.2)
Specify routine: ☐ regular activities ☐ special events ☐ in transit

Specify: ☐ ☐ perform specific exercises
☐ ☐ maintain participation in exercise programs
☐ ☐ request assistance when necessary
☐ ☐ other: ☐

4.15. Use facilities and equipment effectively and safely when completing physical fitness activities (e.g., baseball bats, weights, bikes). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ☐
Specify setting: ☐ home ☐ school ☐ community/workplace

4.16. Select desired physical fitness activity from choices appropriate to weather, location, and time. (IF.A.1.In.2, IF.A.1.Su.2)


4.18. Request desired physical fitness activity. (IF.A.1.In.2, IF.A.1.Su.2)
Specify method: ☐ ☐ touch referent object ☐ ☐ point to actual object
☐ ☐ verbalize or sign ☐ ☐ use assistive or augmentative device
☐ ☐ vocalize or gesture ☐ ☐ other: ☐

4.19. Accept assistance with and participate in cleaning up after physical fitness activities. (IF.A.1.Pa.1)
Specify setting: ☐ home ☐ school ☐ community/workplace

4.20. Clean up after physical fitness activities (e.g., puts away equipment, washes or takes a shower). (IF.A.1.In.1, IF.A.1.Su.1)
Specify setting: ☐ home ☐ school ☐ community/workplace

Personal Safety

Specify method: ☐ ☐ touch referent object ☐ ☐ point to actual object
☐ ☐ verbalize or sign ☐ ☐ use assistive or augmentative device
☐ ☐ vocalize or gesture ☐ ☐ other: ☐
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4.22. Accept assistance with and participate in following procedures to promote personal safety. (IF.B.2.Pa.2)
   Specify:  □ fire drill     □ adverse weather     □ other threatening situations
   Specify setting:  □ home     □ school     □ community/workplace

4.23. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in personal safety activities or tasks. (IF.B.2.Pa.1)

5. Participate in grooming and dressing routines for daily activities, consistent with own capabilities.
   IF.A.1.Pa.2    participate in personal care, health, and safety routines—with assistance.
   Indicate guidance and support necessary for mastery at supported level:
   □ physical prompt     □ verbal prompt     □ visual prompt
   □ assistive technology     □ supervision     □ other: ________________________________
   Indicate assistance necessary for mastery at participatory level:
   □ physical assistance     □ full     □ partial     □ assistive technology     □ full     □ partial

Grooming

5.1. Accept assistance with and participate in the sequence of tasks or activities of daily grooming routines at home. (IF.A.1.Pa.2)
   Specify routine:  □ morning     □ after school     □ before bed

5.2. Accept assistance with and participate in the sequence of tasks or activities of daily grooming routines at school or work. (IF.A.1.Pa.2)
   Specify routine:  □ upon arrival     □ during activities     □ before departure

5.3. Accept assistance with and participate in the sequence of tasks or activities of grooming routines in the community. (IF.A.1.Pa.2)
   Specify routine:  □ regular activities     □ special events     □ in transit

5.4. Groom self effectively. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify:  □ brush and comb hair     □ keep clothes neat while wearing them
   □ shave     □ other: ________________________________

5.5. Request desired grooming activity. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify method:  □ touch referent object     □ point to actual object
   □ verbalize or sign     □ use assistive or augmentative device
   □ vocalize or gesture     □ other: ________________________________

5.6. Accept assistance with and participate in cleaning up after grooming activities. (IF.A.1.Pa.2)
   Specify setting:  □ home     □ school     □ community/workplace
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5.7. Clean up after grooming activities (e.g., puts away comb, cleans out sink after shaving). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ □ home       _____ □ school       _____ □ community/workplace

5.8. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in grooming activities or tasks. (IF.B.2.Pa.1)

Dressing

5.9. Accept assistance with and participate in the sequence of tasks or activities of daily dressing routines at home. (IF.A.1.Pa.2)
Specify routine: _____ □ morning       _____ □ after school       _____ □ before bed

5.10. Accept assistance with and participate in the sequence of tasks or activities of daily dressing routines at school. (IF.A.1.Pa.2)
Specify routine: _____ □ upon arrival       _____ □ activity change       _____ □ before departure

5.11. Accept assistance with and participate in the sequence of tasks or activities of dressing routines in the community or at work. (IF.A.1.Pa.2)
Specify routine: _____ □ regular activities       _____ □ special events       _____ □ in transit

5.12. Put on and take off own clothing or accessories. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ □ socks and shoes       _____ □ shirt and blouse       _____ □ pants and skirt
       _____ □ outerwear       _____ □ apron       _____ □ belts, accessories
       _____ □ hat or cap       _____ □ gloves       _____ □ protective items
       _____ □ other:

5.13. Manipulate clothing fasteners effectively when putting on or taking off clothing. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ □ Velcro       _____ □ buttons       _____ □ zippers
       _____ □ snaps       _____ □ ties       _____ □ buckles
       _____ □ other:

Specify method: _____ □ touch referent object       _____ □ point to actual object
       _____ □ verbalize or sign       _____ □ use assistive or augmentative device
       _____ □ vocalize or gesture       _____ □ other:

5.15. Select desired clothing from choices appropriate to age, style, activity, weather, and occasion. (IF.A.1.In.2, IF.A.1.Su.2)

5.16. Accept assistance with and participate in cleaning up after dressing activities. (IF.A.1.Pa.2)
Specify setting: _____ □ home       _____ □ school       _____ □ community/workplace

5.17. Clean up after dressing activities (e.g., hangs up coat, hangs up clothes, folds clothes, puts dirty clothes in hamper). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ □ home       _____ □ school       _____ □ community/workplace

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5.18. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in dressing activities or tasks. (IF.B.2.Pa.1)

6. **Participate in eating and drinking routines, consistent with own capabilities.**
   IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   - physical prompt
   - verbal prompt
   - visual prompt
   - assistive technology
   - supervision
   - other: ________________

   Indicate assistance necessary for mastery at participatory level:
   - physical assistance
   - full
   - partial
   - assistive technology
   - full
   - partial

6.1. Accept assistance with and participate in the sequence of tasks or activities of daily eating routines at home. (IF.A.1.Pa.2)
   Specify routine:
   - breakfast
   - lunch
   - dinner
   - snacks

6.2. Accept assistance with and participate in the sequence of tasks or activities of daily eating routines away from home. (IF.A.1.Pa.2)
   Specify setting:
   - school
   - community/workplace

6.3. Follow typical table routines when eating (e.g., passes food, serves food, asks to be excused). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify setting:
   - home
   - school
   - community/workplace

6.4. Use utensils and containers effectively when eating. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify:
   - glass
   - cup or mug
   - plate
   - bowl
   - spoon
   - fork
   - knife
   - other: ________________

6.5. Pass, pour, and serve food effectively when requested. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify:
   - pass:
   - pour:
   - serve:

6.6. Open prepared packaged foods for eating. (IF.A.1.In.2, IF.A.1.Su.2)

6.7. Request desired food, drink, container, or utensil. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify method:
   - touch referent object
   - point to actual object
   - verbalize or sign
   - use assistive or augmentative device
   - vocalize or gesture
   - other: ________________

6.8. Select desired food or drink from choices appropriate to meal, diet, and activity. (IF.A.1.In.2, IF.A.1.Su.2)
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6.9. Select and order desired food or drink from choices appropriate to meal and diet when in a fast-food restaurant, cafeteria, or full-service restaurant. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ fast-food restaurant □ cafeteria □ full-service restaurant

6.10. Accept assistance with and participate in cleaning up after eating activities.
(IF.A.1.Pa.2)
Specify setting: □ home □ school □ community/workplace

6.11. Clean up after eating activities (e.g., throws away waste, takes dishes to the sink, puts away unused food). (IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: □ home □ school □ community/workplace

6.12. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in eating activities or tasks. (IF.B.2.Pa.1)

7. Indicate needs for personal care, health, and safety, consistent with own capabilities.
IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ________________________

Indicate assistance necessary for mastery at participatory level:

□ physical assistance □ full □ partial □ assistive technology □ full □ partial

7.1. Demonstrate awareness of need for assistance with personal care, health, or safety.
Specify method: □ touch referent object □ point to actual object
□ verbalize or sign □ use assistive or augmentative device
□ vocalize or gesture □ other: ________________________

Specify method: □ touch referent object □ point to actual object
□ verbalize or sign □ use assistive or augmentative device
□ vocalize or gesture □ other: ________________________

Specify method: □ touch referent object □ point to actual object
□ verbalize or sign □ use assistive or augmentative device
□ vocalize or gesture □ other: ________________________
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8. Demonstrate functional skills of orientation, mobility, and optimal use of home, school, and community resources, consistent with own capabilities.

IF.A.2.Pa.1 participate in activities involving the use of community resources and services—
with assistance.

IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—
with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance ☐ full ☐ partial
- assistive technology ☐ full ☐ partial

Orientation and Mobility

8.1. Accept assistance with and participate in the sequence of tasks or activities to maneuver around or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)

8.2. Move or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.In.2, IF.A.2.Su.2)

8.3. Accept assistance with and participate in the sequence of tasks or activities to locate exits and entrances in familiar rooms and buildings. (IF.A.2.Pa.2)


8.5. Accept assistance with and participate in the sequence of tasks or activities to locate specified areas in familiar rooms and buildings. (IF.A.2.Pa.2)


8.7. Accept assistance with and participate in the sequence of tasks or activities to perform ancillary mobility tasks (e.g., closes door, opens window in car). (IF.A.2.Pa.2)

8.8. Perform needed ancillary mobility tasks (e.g., turns doorknobs, pulls out chairs). (IF.A.2.In.2, IF.A.2.Su.2)

Using Community Resources

8.9. Demonstrate awareness of community activities (e.g., goes to a movie or restaurant, shopping, attends a religious service, walks in the park). (IF.A.2.Pa.1)

Specify method: ☐ touch referent object ☐ point to actual object

☐ verbalize or sign ☐ use assistive or augmentative device

☐ vocalize or gesture ☐ other: __________________________
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8.10. Accept assistance with and participate in the sequence of tasks or activities of preparing for community shopping and service routines. (IF.A.1.Pa.2)
Specify routine:  □ shopping  □ personal care  □ health care  □ leisure and recreation  □ other: ________________________________

8.11. Accept assistance with and participate in the sequence of tasks or activities of completing community shopping and service routines. (IF.A.1.Pa.2)
Specify routine:  □ shopping  □ personal care  □ health care  □ leisure and recreation  □ other: ________________________________

Specify method:  □ touch referent object  □ point to actual object  □ verbalize or sign  □ use assistive or augmentative device  □ other: ________________________________

8.13. Select desired community shopping and service routines from choices appropriate to time, location, resources, transportation, and needs. (IF.A.1.In.2, IF.A.1.Su.2)

8.14. Use needed community services appropriately and effectively (e.g., barber, doctor). (IF.A.2.In.1 IF.A.2.Su.1)
Specify routine:  □ shopping  □ personal care  □ health care  □ leisure and recreation  □ other: ________________________________

8.15. Use community services for individuals with disabilities appropriately and effectively (e.g., special transportation for the disabled, readers for the blind). (IF.A.2.In.1 IF.A.2.Su.1, IF.A.2.Pa.1)
Specify service: ________________________________

8.16. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in using community shopping and service routines. (IF.B.2.Pa.1)

9. Move about safely and purposefully, consistent with own capabilities.
IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—
with assistance.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt  □ verbal prompt  □ visual prompt
□ assistive technology  □ supervision  □ other: ________________________________

Indicate assistance necessary for mastery at participatory level:
□ physical assistance  □ full  □ partial  □ assistive technology  □ full  □ partial
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9.1. Accept assistance with and participate in the sequence of tasks or activities of moving about the home. (IF.A.1.Pa.2)
Specify routine: ____ ☐ within a room ☐ between rooms ☐ using stairs ☐ other:

9.2. Accept assistance with and participate in the sequence of tasks or activities of moving about outdoors. (IF.A.1.Pa.2)
Specify routine: ____ ☐ within a structured space ☐ between structured areas
____ ☐ on a walkway ☐ within an unstructured area
____ ☐ other:
Specify setting: ____ ☐ home ☐ school ☐ community/workplace

9.3. Accept assistance with and participate in the sequence of tasks or activities of moving within the school or other buildings in the community. (IF.A.1.Pa.2)
Specify routine: ____ ☐ within a structured space ☐ between structured areas
____ ☐ on a walkway ☐ within an unstructured area
____ ☐ other:
Specify setting: ____ ☐ school ☐ community/workplace

9.4. Assist with transfer of self from one location to another. (IF.A.2.Pa.2)
Specify type: ____ ☐ to toilet ☐ to bed ☐ to desk
____ ☐ other:

Specify method:

Specify method:

Specify method:

9.8. Move about familiar outdoor environments purposefully (e.g., backyard, park).
(IF.A.2.In.2, IF.A.2.Su.2)
Specify method:

9.9. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in moving about the environment. (IF.B.2.Pa.1)
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10. **Participate in domestic activities, consistent with own capabilities.**
    IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance □ full □ partial
- assistive technology □ full □ partial

10.1. Accept assistance with and participate in the sequence of tasks or activities of domestic routines. (IF.A.1.Pa.2)
    Specify routine:
    □ cleaning □ food preparation □ home maintenance
    □ other: ____________________________

10.2. Accept assistance with and participate in the sequence of tasks or activities of domestic routines away from home. (IF.A.1.Pa.2)
    Specify setting:
    □ school □ community/workplace

10.3. Actively contribute to tasks needed to complete domestic routines (e.g., preparation for the task, clean-up, preparation for leaving the location, using equipment). (IF.A.1.In.2, IF.A.1.Su.2)
    Specify setting:
    □ home □ school □ community/workplace

10.4. Use skills to engage in a variety of domestic activities. (IF.A.1.In.1, IF.A.1.Su.1)
    Specify:
    □ domestic: indoor—vacuuming, throwing away waste, making a bed
    □ domestic: outdoor—raking, bagging leaves, sweeping the walk
    □ other: ____________________________
    Specify setting:
    □ home □ school □ community/workplace

10.5. Use equipment and materials effectively and safely when participating in a variety of domestic activities. (IF.A.1.In.1, IF.A.1.Su.1)
    Specify:
    □ domestic: indoor—using a broom, vacuum, dust cloth
    □ domestic: outdoor—using a rake, lawnmower, shovel
    □ other: ____________________________
    Specify setting:
    □ home □ school □ community/workplace

10.6. Select desired domestic activity from choices that are appropriate to location, time, and need. (IF.A.1.In.2, IF.A.1.Su.2)
    Specify setting:
    □ home □ school □ community/workplace

    Specify setting:
    □ home □ school □ community/workplace
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10.8. Follow directions to complete domestic activities correctly and efficiently.
(IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community/workplace

10.9. Accept assistance with and participate in cleaning up after domestic activities.
(IF.A.1.Pa.2)
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community/workplace

10.10. Clean up after domestic activities (e.g., throwing away waste, putting away unused supplies).
(IF.A.1.In.2, IF.A.1.Su.2)
Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community/workplace

10.11. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in domestic activities or tasks. (IF.B.2.Pa.1)
COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Participatory Levels: 9-12
Course Number: 7962030
Course Title: Leisure/Recreation Skills for Improvement of Quality of Life
Credit: Multiple

A. Major Concepts/Content. The purpose of this course is to enable students with disabilities to function at their highest levels and participate in appropriate leisure and recreational activities based upon individual capabilities and acceptability.

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

- use of recreational equipment
- use of leisure time
- interpersonal relationships

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

CL.A.1.Pa.1 participate in activities of peers addressing Sunshine State Standards with assistance as appropriate for the individual student.

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

This course is primarily designed for students functioning at participatory levels, who are generally capable of participating in major life activities and require extensive support systems. The potential for mastery of the course requirements will vary according to the student's capabilities. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.
The phrase "consistent with own capabilities" used in requirements indicates that mastery should be determined with consideration of the individual physical and mental limitations of the student.

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

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  
  Physical prompt—a touch, pointing, or other type of gesture as a reminder
  Verbal prompt—a sound, word, phrase, or sentence as a reminder
  Visual prompt—color coding, icons, symbols, or pictures as a reminder
  Assistive technology—an alarm, an electronic tool
  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

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

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may require various opportunities for use of leisure skills throughout all environments (e.g., Special Olympics, movie theaters, malls, parks, campgrounds). Activities may also require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.
Course Number: 7962030 - Leisure/Recreation Skills for Improvement of Quality of Life

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

After successfully completing this course, the student will:

1. Relate appropriately to objects and events, consistent with own capabilities (e.g., reaching; grasping; using switches, levers, and on/off buttons).

   CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt ___ verbal prompt ___ visual prompt
   ___ assistive technology ___ supervision ___ other: ________________

   Indicate assistance necessary for mastery at participatory level:
   ___ physical assistance Q full ___ partial ___ assistive technology Q full ___ partial

1.1. Accept assistance with and participate in recognizing and locating objects to perform leisure activities (e.g., turns toward television, grasps ball). (CL.B.1.Pa.1)

1.2. Locate objects in familiar places during leisure activities (e.g., book on shelf).
   (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.Pa.1)
   Specify method: ___ Q point ___ Q look at ___ Q reach or grasp
   ___ Q other: ________________
   Specify setting: ___ Q home ___ Q school ___ Q community/workplace

1.3. Maintain search for desired object or person until found (e.g., searches for and finds signaling button, searches for and locates familiar person in a group). (CL.B.4.In.1, CL.B.4.Su.1)
   Specify type of search: ___ Q visual ___ Q manual ___ Q other: ________________

1.4. Request desired items (e.g., asks for favorite blouse or book). (CL.B.2.In.1, CL.B.2.Su.1)
   Specify method: ___ Q touch referent object ___ Q assistive or augmentative device
   ___ Q verbalize or sign ___ Q point to actual object
   ___ Q vocalize or gesture ___ Q other: ________________

1.5. Use adaptive or assistive devices during leisure and recreational activities (e.g., switch to turn television on, large button to activate game). (IF.A.1.Su.1, IF.A.Pa.1)
Course Number: 7962030 - Leisure/Recreation Skills for Improvement of Quality of Life

2. **Demonstrate appropriate interpersonal relationships during leisure time and recreational activities, consistent with own capabilities.**

   SE.A.1.Pa.1 participate effectively in group situations—with assistance.
   SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   
   ___ physical prompt  ___ verbal prompt  ___ visual prompt  ___ assistive technology  ___ supervision  ___ other: 

   Indicate assistance necessary for mastery at participatory level:

   ___ physical assistance  □ full  □ partial  ___ assistive technology  □ full  □ partial

2.1. **Accept assistance with and participate in activities with familiar persons in informal group situations (e.g., holds bowl to serve guests, hits the gong during a game).** (SE.A.1.Pa.1)

   Specify setting: ___ □ home  ___ □ school  ___ □ community

2.2. **Accept assistance with and wait for turn in a familiar group situation.** (SE.A.1.Pa.1)

   Specify setting: ___ □ home  ___ □ school  ___ □ community

2.3. **Interact acceptably with peers during leisure activities (e.g., greets others, responds to name and questions, stays quiet when others are talking).** (SE.A.2.In.1, SE.A.2.Su.1, SE.A.2.Pa.1)

   Specify setting: ___ □ home  ___ □ school  ___ □ community

2.4. **Offer objects to share with others (e.g., give TV remote control to sibling).** (SE.A.2.In.1, SE.A.2.Su.2, SE.A.2.Pa.1)

   Specify setting: ___ □ home  ___ □ school  ___ □ community

3. **Communicate interest in participating in leisure and recreational activities, consistent with own capabilities.**

   CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.

   Indicate guidance and support necessary for mastery at supported level:

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

   Indicate assistance necessary for mastery at participatory level:

   ___ physical assistance  □ full  □ partial  ___ assistive technology  □ full  □ partial
Course Number: 7962030 - Leisure/Recreation Skills for Improvement of Quality of Life

3.1. Indicate awareness of leisure and recreational activities (e.g., turns toward TV set, shows interest in swimming). (IF.A.1.Pa.1, IF.A.2.Pa.1, CL.C.1.Pa.1)
Specify method: □ touch referent object □ use assistive or augmentative device
□ verbalize or sign □ point to actual object
□ vocalize or gesture □ other: ______________

3.2. Indicate desired leisure and recreational activities. (IF.A.1.Pa.1, CL.C.1.Pa.1)
Specify method: □ touch referent object □ use assistive or augmentative device
□ verbalize or sign □ point to actual object
□ vocalize or gesture □ other: ______________
Specify setting: □ home □ school □ community

3.3. Communicate interest in participating in leisure and recreation activities (e.g., smiles when asked about going to a movie). (IF.A.1.Pa.1, CL.C.1.Pa.1)
Specify method: □ touch referent object □ use assistive or augmentative device
□ verbalize or sign □ point to actual object
□ vocalize or gesture □ other: ______________
Specify setting: □ home □ school □ community

3.4. Initiate desired leisure activity as appropriate. (IF.A.1.Su.1, IF.A.1.Pa.1)

4. Participate in efforts to select appropriate leisure and recreational activities in a structured environment at levels consistent with own capabilities.
IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.
IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt □ assistive technology □ supervision □ other: ______________

Indicate assistance necessary for mastery at participatory level:
□ physical assistance □ full □ partial □ assistive technology □ full □ partial

4.1. Advocate for own involvement in leisure activities (e.g., smiles when ballgame is mentioned, points to referent object for music). (IF.B.1.Pa.1)
Specify method: □ touch referent object □ use assistive or augmentative device
□ verbalize or sign □ point to actual object
□ vocalize or gesture □ other: ______________
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4.2. Select desired leisure activity from two or more options (e.g., chooses to go to concert or park). (IF.A.1.In.1, IF.A.Su.1)

Specify method: □ touch referent object □ use assistive or augmentative device
□ verbalize or sign □ point to actual object
□ vocalize or gesture □ other: ______________________

4.3. Indicate non-preferred activity in a variety of settings (e.g., indicates that bowling is a non-preferred activity). (IF.B.1.Su.1, IF.B.1.Pa.1)

Specify method: □ touch referent object □ use assistive or augmentative device
□ verbalize or sign □ point to actual object
□ vocalize or gesture □ other: ______________________

Specify setting: □ home □ school □ community

5. Participate in efforts to solve problems encountered in routine leisure and recreational activities at levels consistent with own capabilities (e.g., tolerate relocation, alert others, have others start game). (CL.B.4.Pa.1)

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ______________________

Indicate assistance necessary for mastery at participatory level:
□ physical assistance □ full □ partial □ assistive technology □ full □ partial

5.1. Accept assistance with and participate in identifying problem in a leisure activity (e.g., indicates TV is not on). (CL.B.4.Pa.1)

Specify method: □ touch referent object □ use assistive or augmentative device
□ verbalize or sign □ point to actual object
□ vocalize or gesture □ other: ______________________

5.2. Alert others to start or stop equipment when problems arise (e.g., asks peers to turn on radio). (CL.B.4.Pa.1)

Specify: □ point □ look at □ vocalize
□ other: ______________________

5.3. Maintain search for desired object until found (e.g., searches for and finds signal button, searches for and locates preferred TV show). (CL.B.4.In.1, CL.B.4.Su.1, CL.B.4.Pa.1)

Specify type of search: □ visual □ manual □ other: ______________________

5.4. Avoid barriers when changing locations or obtaining objects (e.g., avoids chairs and desks to get to entertainment area). (CL.B.4.In.1, CL.B.4.Su.1, CL.B.4.Pa.1)
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6. **Participate in a range of appropriate leisure and recreational activities in a variety of settings within the school, the home, and the community in a manner consistent with own interests and capabilities.**

   - **CL.C.2.Pa.1** participate in work or community activities—with assistance.
   - **IF.A.1.Pa.1** participate in routines of productive and leisure activities used in the home and community—with assistance.
   - **IF.A.2.Pa.1** participate in activities involving the use of community resources and services—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   - physical prompt
   - verbal prompt
   - visual prompt
   - assistive technology
   - supervision
   - other: __________________________

   Indicate assistance necessary for mastery at participatory level:
   - physical assistance
   - full
   - partial
   - assistive technology
   - full
   - partial
   __________________________________________________________________________

   **6.1. Accept assistance with and participate in a sequence of tasks or activities of leisure and recreation at home. (IF.A.1.Pa.1)**

   Specify routine:
   - active
   - inactive
   - entertainment
   - other: __________________________

   **6.2. Accept assistance with and participate in a sequence of tasks or activities of leisure and recreation at school or in the community. (IF.A.1.Pa.1, CL.C.2.Pa.1)**

   Specify routine:
   - active
   - inactive
   - entertainment
   - other: __________________________

   **6.3. Use skills to engage in a variety of leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)**

   Specify:
   - active—swimming, running, swinging, playing catch
   - inactive—board games, cards, video games
   - hobbies—collections, crafts
   - entertainment—using a VCR, listening to music, waiting in line for a movie
   - other: __________________________

   Specify setting:
   - home
   - school
   - community

   **6.4. Use equipment and materials effectively and safely when participating in a variety of leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)**

   Specify activity:
   - active—swimming pool, ball, glove
   - inactive—board games, video games
   - hobbies—collections, crafts
   - entertainment—VCR, CD player
   - other: __________________________

   Specify setting:
   - home
   - school
   - community
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6.5. Participate in a range of appropriate leisure activities as often as do nondisabled peers (e.g., attends concerts, participates in group activities at community center). (IF.A.1.Pa.1, CL.C.2.Pa.1, IF.A.2.Pa.1)
Specify setting: □ home □ school □ community

6.6. Attend sporting events in the community (e.g., high school football game, bowling tournament). (IF.A.2.In.1, IF.A.2.Su.1, IF.A.2.Pa.1)
Specify location and type of activity: ____________________________

6.7. Attend cultural events in the community (e.g., concerts in the park, community art show). (IF.A.2.In.1, IF.A.2.Su.1, IF.A.1.Pa.1)
Specify location and type of activity: ____________________________

6.8. Conduct self in a way that is not disruptive or does not interfere with or prohibit participation in leisure activities or tasks. (IF.B.2.Pa.1)

7. Interact with a typical range of persons when participating in leisure activities, consistent with own capabilities.
(SE.A.2.Pa.1) engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ____________________________

Indicate assistance necessary for mastery at participatory level:
□ physical assistance □ full □ partial □ assistive technology □ full □ partial
__________________________

7.1. Accept assistance with and participate in interacting with a typical range of persons for leisure activities. (SE.A.1.Pa.1)
Specify persons: □ family □ caregivers □ peers
□ event employees □ other: ____________________________

7.2. Interact with a typical range of persons for leisure activities. (SE.A.2.In.2, SE.A.2.Su.2)
Specify persons: □ family □ caregivers □ peers
□ event employees □ other: ____________________________

7.3. Initiate interactions with familiar persons during leisure activities (e.g., gains attention, asks for help). (SE.A.2.In.2, SE.A.2.Su.2)
Specify method: □ touch referent object □ use assistive or augmentative device
□ verbalize or sign □ point to actual object
□ vocalize or gesture □ other: ____________________________
Course Number: 7962030 - Leisure/Recreation Skills for Improvement of Quality of Life

8. Manage own behavior in unstructured settings at levels consistent with own capabilities.

IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.

IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:
- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other:

Indicate assistance necessary for mastery at participatory level:
- physical assistance
- full
- partial
- assistive technology
- full
- partial

8.1. Conduct self in a way that is appropriate for the relationship with an individual during a leisure activity (e.g., responds to event employee, interacts informally with peer). (IF.B.2.In.1, IF.B.2.Su.1)

Specify persons:
- family
- caregivers
- peers
- event employees
- other:

8.2. Accept assistance with and participate in managing own behavior in unstructured settings for leisure activities. (IF.B.2.Pa.1)

8.3. Respond to unexpected events or potentially harmful situations appropriately during leisure activities (e.g., avoids bumping other couples when dancing). (IF.B.2.In.3, IF.B.2.Su.3)

8.4 Accept assistance with and participate in responding to unexpected events or potentially harmful situations appropriately during leisure activities (e.g., moves away to avoid getting hit by a ball). (IF.B.2.Pa.2)

8.5. Communicate in ways that are appropriate for recreation and leisure activities (e.g., vocalizes softly during board game activities, cheers during sporting events). (IF.B.2.In.1, IF.B.2.Su.1)
Meet social and functional expectations for appearance and behavior during participation in leisure and recreational activities at levels consistent with own capabilities.

Indicate guidance and support necessary for mastery at supported level:
- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ____________________________

Indicate assistance necessary for mastery at participatory level:
- physical assistance □ full □ partial
- assistive technology □ full □ partial

9.1. Accept assistance with and participate in meeting social and functional expectations for behavior when participating in leisure activities (e.g., dresses appropriately, uses appropriate greetings). (IF.B.2.Pa.1)

9.2. Meet social and functional expectations for behavior when participating in leisure activities (e.g., uses appropriate table manners when dining out). (IF.B.2.Pa.1)

9.3. Participate in waiting for turn in a group situation. (SE.A.1.Pa.1)

9.4. Cooperate when being assisted in leisure activities (e.g., presses switch to activate music when switch is presented). (IF.B.2.Pa.1)

9.5. Participate in selection of appropriate clothing and grooming for leisure and recreation activities (e.g., points to shirt with team colors for football game, assists with shower before going into pool). (IF.B.2.Pa.1)
Subject Area: Participatory Levels: 9-12
Course Number: 7962040
Course Title: Developmental-Functional Motor and Sensory Skills
Credit: Multiple

A. **Major Concepts/Content.** The purpose of this course is to enable students with disabilities to function at their highest levels and improve motor and sensory skills through interaction with environmental stimuli.

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

- functional behaviors
- recognition of objects
- use of objects
- spatial relationships

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

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

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

This course is primarily designed for students functioning at participatory levels, who are generally capable of participating in major life activities and require extensive support systems. The potential for mastery of the course requirements will vary according to the student's capabilities. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.
Course Number: 7962040 - Developmental-Functional Motor and Sensory Skills

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

The phrase "consistent with own capabilities" used in requirements indicates that mastery should be determined with consideration of the individual physical and mental limitations of the student.

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

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

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

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

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in the home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.
Course Number: 7962040 - Developmental-Functional Motor and Sensory Skills

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

After successfully completing this course, the student will:

1. **Demonstrate functional behaviors at levels consistent with own capabilities.**
   - IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.
   - IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   - physical prompt
   - verbal prompt
   - visual prompt
   - assistive technology
   - supervision
   - other: ____________________________

   Indicate assistance necessary for mastery at participatory level:
   - physical assistance  □ full  □ partial
   - assistive technology  □ full  □ partial

1.1. Direct attention to objects, persons, and events purposefully. (IF.A.1.Pa.1, IF.A.1.Pa.2)
   - Specify ______ □ look at ______ □ make eye contact ______ □ turn towards ______ □ other: ____________________________

1.2. Reach and grasp objects purposefully. (IF.A.1.Pa.1, IF.A.1.Pa.2)
   - Specify setting: ______ □ home ______ □ school ______ □ community/workplace

1.3. Hold and carry objects purposefully. (IF.A.1.Pa.1, IF.A.1.Pa.2)
   - Specify setting: ______ □ home ______ □ school ______ □ community/workplace

   - Specify setting: ______ □ home ______ □ school ______ □ community/workplace

1.5. Respond appropriately to routine communications (e.g., responds to request to turn over, stops now). (CL.B.1.Pa.1)
   - Specify setting: ______ □ home ______ □ school ______ □ community/workplace
1.6. Assist with transfer of self from one location to another. (IF.A.1.Pa.1, IF.A.1.Pa.2)
Specify type: ☐ to toilet ☐ to desk ☐ to table
☐ to bed ☐ other: ________________________________

1.7. Move about familiar indoor environments purposefully. (IF.A.2.Pa.2)
Specify method: __________________________________________
Specify setting: ☐ home ☐ school ☐ community/workplace

1.8. Move about familiar outdoor environments purposefully (e.g., rolls around backyard in
wheelchair, travels through park to destination). (IF.A.2.Pa.2)
Specify method: __________________________________________
Specify setting: ☐ home ☐ school ☐ community/workplace

2. Recognize and relate to familiar objects in ways consistent with own
capabilities.
CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities
with assistance.
Indicate guidance and support necessary for mastery at supported level:
☐ physical prompt ☐ verbal prompt ☐ visual prompt
☐ assistive technology ☐ supervision ☐ other: ________________________________
Indicate assistance necessary for mastery at participatory level:
☐ physical assistance ☐ full ☐ partial ☐ assistive technology ☐ full ☐ partial

2.1. Accept assistance with and participate in recognizing and relating to familiar objects
(e.g., turns toward own bed, reaches for own jacket when leaving). (CL.B.1.Pa.1)

2.2. Select desired item, object, or activity when given choices (e.g., snack, shirt, television
viewing). (CL.B.1.In.1, CL.B.1.Su.1)
Specify method: ☐ point ☐ look at ☐ reach or grasp
☐ other: ________________________________

2.3. Locate object in a familiar place (e.g., spoon beside plate, light switch by bed). (CL.B.1.In.1,
CL.B.1.Su.1, CL.B.1.Pa.1)
Specify method: ☐ point ☐ look at ☐ reach or grasp
☐ other: ________________________________

2.4. Maintain search for desired object or person until found (e.g., searches for and finds
signaling button, searches for and locates familiar person in a group). (CL.B.4.In.1, CL.B.4.Su.1)
Specify type of search: ☐ visual ☐ manual ☐ other: ________________________________

2.5. Accept assistance with and participate in recognizing and using adaptive or assistive
devices during daily activities (e.g., switch to turn television on, large button to activate
3. **Use objects to produce a desired effect consistent with own capabilities.**
   
   CL.B.2.Pa.1 participate in expressing information in daily routines—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   - physical prompt
   - verbal prompt
   - visual prompt
   - assistive technology
   - supervision
   - other: __________________________

   Indicate assistance necessary for mastery at participatory level:
   - physical assistance □ full □ partial
   - assistive technology □ full □ partial

3.1. Accept assistance with and participate in requesting objects to produce desired effects during daily activities (e.g., switch to turn television on, large button to activate game, device to communicate). (CL.B.2.Pa.1)

3.2. Request desired objects (e.g., asks for favorite blouse or book). (CL.B.2.In.1, CL.B.2.Su.1)

   Specify method:
   - □ touch referent object
   - □ use assistive or augmentative device
   - □ verbalize or sign
   - □ point to actual object
   - □ vocalize or gesture
   - □ other: __________________________

3.3. Demonstrate awareness of cause/effect relationship during functional activities (e.g., if I press this switch, the TV will come on). (CL.B.4.Pa.1)

   Specify setting:
   - □ home
   - □ school
   - □ community/workplace

3.4. Demonstrate awareness of object permanence during functional activities (e.g., looks at place where favorite object usually is placed, even if object is not there). (CL.B.4.Pa.1)

   Specify method:
   - □ touch referent object
   - □ use assistive or augmentative device
   - □ verbalize or sign
   - □ point to actual object
   - □ vocalize or gesture
   - □ other: __________________________

   Specify setting:
   - □ home
   - □ school
   - □ community/workplace

3.5. Demonstrate awareness of one-to-one correspondence during functional tasks (e.g., one sock on each foot). (CL.B.3.Pa.1)

   Specify setting:
   - □ home
   - □ school
   - □ community/workplace

3.6. Use objects to produce desired effect during daily living activities. (IF.A.1.Pa.1)

   Specify task:
   - □ eating
   - □ dressing
   - □ hygiene
   - □ other: __________________________

   Specify setting:
   - □ home
   - □ school
   - □ community/workplace

3.7. Use objects to produce desired effect during productive activities (e.g., uses pressure pad to open door). (IF.A.1.Pa.1)

   Specify activity:
   __________________________

   Specify setting:
   - □ home
   - □ school
   - □ community/workplace
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3.8. Use objects to produce desired effect during health or safety activities (e.g., uses signaling device to request assistance). (IF.A.2.Pa.1)
   Specify activity: ________________________________
   Specify setting: _____ □ home   _____ □ school   _____ □ community/workplace

3.9. Use objects to produce desired effect during leisure activities (e.g., rolls ball when bowling). (IF.A.2.Pa.1)
   Specify activity: ________________________________
   Specify setting: _____ □ home   _____ □ school   _____ □ community/workplace

4. Use objects to perform functional tasks at levels consistent with own capabilities.
   CL.C.2.Pa.1 participate in work or community activities—with assistance.
   IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.
   IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt    ___ verbal prompt    ___ visual prompt
   ___ assistive technology    ___ supervision    ___ other: ______________________________

   Indicate assistance necessary for mastery at participatory level:
   ___ physical assistance □ full □ partial    ___ assistive technology □ full □ partial

4.1. Accept assistance with and participate in using objects to perform functional tasks (e.g., drinks from cup held by another person). (CL.C.2.Pa.1, IF.A.1.Pa.1, IF.A.1.Pa.2)
   Specify task: ______________________________

4.2. Locate objects in a familiar place during daily living activities (e.g., spoon beside plate, light switch by bed). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify method: _____ □ point    _____ □ look at    _____ □ reach or grasp
   _____ □ other: ______________________________
   Specify setting: _____ □ home   _____ □ school   _____ □ community/workplace

4.3. Locate objects in a familiar place during productive and leisure activities (e.g., finds the television, locates the place to put dirty clothes). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify method: _____ □ point    _____ □ look at    _____ □ reach or grasp
   _____ □ other: ______________________________
   Specify setting: _____ □ home   _____ □ school   _____ □ community/workplace

4.4. Locate objects in a familiar place during work or volunteer activities (e.g., finds the tool, locates the equipment). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify method: _____ □ point    _____ □ look at    _____ □ reach or grasp
   _____ □ other: ______________________________
   Specify setting: _____ □ school   _____ □ community   _____ □ workplace
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4.5. Use objects to perform functional tasks during daily living activities (e.g., uses a spoon to eat). (IF.A.1.In.1, IF.A.1.Su.1, IF.A.1.Pa.1)
   Specify task: ______ □ eating ______ □ dressing ______ □ hygiene
   ______ □ other: ____________________________
   Specify setting: _____ □ home _____ □ school _____ □ community/workplace

4.6. Use objects to perform functional tasks during recreation and leisure activities (e.g., uses switch to activate game). (IF.A.1.In.1, IF.A.1.Su.1, IF.A.1.Pa.1)
   Specify task: ____________________________
   Specify setting: _____ □ home _____ □ school _____ □ community/workplace

4.7. Use objects to perform functional tasks during productive activities (e.g., uses pressure pad to open door, pushes switch to activate TV). (IF.A.1.In.1, IF.A.1.Su.1, IF.A.1.Pa.1)
   Specify task: ____________________________
   Specify setting: _____ □ home _____ □ school _____ □ community/workplace

4.8. Use objects to perform functional tasks during health or safety activities (e.g., rubs face with washcloth). (IF.A.1.In.2, IF.A.2.Su.2, IF.A.1.Pa.2)
   Specify task: ____________________________
   Specify setting: _____ □ home _____ □ school _____ □ community/workplace

4.9. Use objects to perform functional tasks during work or volunteer activities (e.g., activates switch with foot). (CL.C.2.In.1, CL.C.2.Su.1, CL.C.2.Pa.1)
   Specify setting: _____ □ school _____ □ community/workplace

5. Participate in problem-solving efforts involving functional tasks in ways consistent with own capabilities.

   Indicate guidance and support necessary for mastery at supported level:
   ______ □ physical prompt ______ □ verbal prompt ______ □ visual prompt
   ______ □ assistive technology ______ □ supervision ______ □ other: ____________________________

   Indicate assistance necessary for mastery at participatory level:
   ______ □ physical assistance □ full □ partial ______ □ assistive technology □ full □ partial
   ____________________________

5.1. Participate in identifying problems involving functional tasks (e.g., indicates water glass is empty). (CL.B.4.Pa.1)
   Specify method: ______ □ vocalize or gesture ______ □ verbalize or sign
   ______ □ touch ______ □ use assistive or augmentative device
   ______ □ other: ____________________________
   Specify setting: _____ □ home _____ □ school _____ □ community/workplace
5.2. Alert others to start or stop equipment used in functional tasks (e.g., asks peers to turn on radio, asks caregiver to turn off air conditioner). (CL.B.4.In.1, CL.B.4.Su.1, CL.B.4.Pa.1)
Specify method: ______ q vocalize or gesture ______ q verbalize or sign
______ q touch ______ q use assistive or augmentative device
______ q other: ____________________________
Specify setting: ______ q home ______ q school ______ q community/workplace

5.3. Maintain search for desired object until found (e.g., searches for and finds signaling button, searches for and locates familiar game on shelf). (CL.B.4.In.1, CL.B.4.Su.1)
Specify type of search: ______ q visual ______ q manual
______ q other: ____________________________
Specify setting: ______ q home ______ q school ______ q community/workplace

5.4. Go around barriers to change locations or obtain objects (e.g., avoids chairs and desks to get to work area). (CL.B.4.In.2, CL.B.4.Su.2)
Specify setting: ______ q home ______ q school ______ q community/workplace

6. Demonstrate knowledge of spatial relationships involved in the functional use of objects, consistent with own capabilities (e.g., returning object to correct storage area, placing an object in correct position for use).
CL.B.3.Pa.1 participate in activities involving the use of mathematical concepts in daily routines, with assistance.
CL.B.4.Pa.1 participate in problem solving efforts in daily routines, with assistance.

Indicate guidance and support necessary for mastery at supported level:
______ physical prompt ______ verbal prompt ______ visual prompt
______ assistive technology ______ supervision ______ other: ____________________________

Indicate assistance necessary for mastery at participatory level:
______ physical assistance q full q partial ______ assistive technology q full q partial

6.1. Participate in indicating awareness of distance (e.g., recognizes when destination has been reached). (CL.B.3.Pa.1)
Specify method: ______ q vocalize or gesture ______ q verbalize or sign
______ q touch ______ q use assistive or augmentative device
______ q other: ____________________________
Specify setting: ______ q home ______ q school ______ q community/workplace
Course Number: 7962040 - Developmental-Functional Motor and Sensory Skills

6.2. Participate in indicating awareness of location (e.g., smiles when enters own room). (CL.B.3.Pa.1)
Specify method: □ vocalize or gesture □ verbalize or sign
□ touch □ use assistive or augmentative device
□ other: ___________________________
Specify setting: □ home □ school □ community/workplace

6.3. Participate in returning objects to proper location (e.g., puts game on shelf, stacks plate in dishwasher). (CL.B.3.Pa.1)
Specify setting: □ home □ school □ community/workplace

6.4. Participate in positioning objects for use (e.g., puts spoon on plate, turns switch toward hand). (CL.B.4.Pa.1)
Specify setting: □ home □ school □ community/workplace
Special Skills Courses

Grades 9-12, Adult Education
Florida Department of Education

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

Subject Area: Special Skills Courses
Course Number: 7963010
Course Title: Preparation for Postschool Adult Living
Previous Course Title: Skills for Independent Living
Credit: Multiple

A. Major Concepts/Content. The purpose of this course is to enable students with disabilities to acquire the knowledge and skills needed to prepare for post-school adult living.

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

- personal planning
- personal care
- living arrangements
- household maintenance
- interpersonal relationships
- community involvement and participation
- use of leisure time
- communication

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

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

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

CL.A.1.Pa.1 participate in activities of peers’ addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.
Course Number: 7963010 - Preparation for Postschool Adult Living

Students with disabilities who are pursuing a standard diploma may take this course for elective credit. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

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

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

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

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  
  Physical prompt—a touch, pointing, or other type of gesture as a reminder
  Verbal prompt—a sound, word, phrase, or sentence as a reminder
  Visual prompt—color coding, icons, symbols, or pictures as a reminder
  Assistive technology—an alarm, an electronic tool
  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  
  Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.
Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

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

After successfully completing this course, the student will:

1. Use a planning process to establish and revise personal goals related to post-school adult living, including career planning.

   CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
   CL.C.1.In.3 make general preparations for entering the work force.
   CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
   CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.
   CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.
   IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
   IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
   IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
   IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.
   IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

   __ physical prompt    __ verbal prompt    __ visual prompt
   __ assistive technology __ supervision __ other: __________________________

Indicate assistance necessary for mastery at participatory level:

   __ physical assistance  O full  O partial      __ assistive technology  O full  O partial

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Planning Process for Personal Goals

1.1. Identify personal situations that call for a plan (e.g., moving to a new apartment, buying a car, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

1.2. Identify the benefits of using a planning process to set personal goals (e.g., helps in staying on track, is useful in monitoring progress, can be motivating). (IF.B.1.In.1, IF.B.1.Su.1)

1.3. Identify criteria to be used to determine when a plan is needed (e.g., availability of options, time and resources available for planning, long-term impact of decision). (IF.B.1.In.1, IF.B.1.Su.1)

1.4. Describe steps to be followed when making a plan. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify:
   - Identify goal or outcome
   - Identify needed resources
   - Determine major tasks
   - Schedule tasks
   - Other:

1.5. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify:
   - Individuals—family members, supervisors, teachers
   - Agencies—government agencies, religious organizations, schools
   - Other:

Using Self-appraisal for Personal Goals

1.6. Use self-appraisal to indicate personal strengths or needs (e.g., physical appearance, relating to others, personality, perception by others, performance in school, performance outside of school, performance on the job, performance outside the job, interests, preferences for activities). (IF.B.1.In.1, IF.B.1.Su.1)

1.7. Evaluate the results of self-appraisal to determine personal goals (e.g., determine personal strengths and needs, identify practices that maximize strengths and minimize needs). (IF.B.1.In.1, IF.B.1.Su.1)

1.8. Identify personal strengths and weaknesses. (Social and Personal G 59: VI)

1.9. Identify how positive view of self can affect personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)

Determining Options and Risks for Personal Goals

1.10. Identify alternatives and choices available to reach personal goals (e.g., weight loss—start exercise program, consult a physician, follow the Food Guide Pyramid). (IF.B.1.In.1, IF.B.1.Su.1)
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1.11. Identify the risks and benefits associated with each alternative choice (e.g., dieting risks—insufficient vitamins, anorexia, bulimia; dieting benefits—lower cholesterol, lower risk of heart attack, feeling of well-being). (IF.B.1.In.1, IF.B.1.Su.1)

1.12. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer or heart attacks, causes breath to smell, affects the health of others; sending flowers to a friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

1.13. Identify previous personal experiences related to making personal goals (e.g., visiting a homeless shelter and then volunteering for a community program, talking to a trusted friend and then making improvements in personal relationships). (IF.B.1.In.1, IF.B.1.Su.1)

Setting Personal Goals

   Specify: _____ ☐ short-term goals
   _____ ☐ long-term goals
   _____ ☐ other: __________________________

1.15. Determine if personal goals related to task completion are reasonable (e.g., taking on only what you can handle; not planning too many tasks per day, week, or month). (IF.B.1.In.1, IF.B.1.Su.1)

1.16. Identify the need for responsible planning of personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)

1.17. Set personal goals related to personal living arrangements (e.g., safe neighborhood, feasible price, accessibility for disability). (IF.B.1.In.1, IF.B.1.Su.1)

1.18. Set personal goals related to leisure activities (e.g., join a recreational sports team, read books or watch movies). (IF.B.1.In.1, IF.B.1.Su.1)

1.19. Set personal goals related to participation in community activities (e.g., attend religious services; volunteer at a community organization; attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)

1.20. Accept assistance with and participate in expressing personal preferences and desires related to personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)
   Specify: _____ ☐ home _____ ☐ school _____ ☐ community/workplace

Making Plans to Implement Personal Goals

1.21. Make a plan to implement personal goals (e.g., identify steps; record the steps; have someone review steps). (IF.B.1.In.1, IF.B.1.Su.1)
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1.22. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need hour or so depending on extent of repairs, a wrench, a screwdriver, oil; scoring a certain score on a test—allow several weeks for study time, obtain a study guide, obtain copies of tests for practice). (IF.B.1.In.1, IF.B.1.Su.1)

1.23. Allocate, prioritize, and schedule the time, space, and materials needed to accomplish personal goals. (IF.B.1.In.1, IF.B.1.Su.1)

Carrying Out Personal Plans

1.24. Commit to carry out plans related to personal goals (e.g., start project at decided time, complete task according to plan, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)

1.25. Undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., adapt schedule, seek assistance when problems arise, learn how to use new equipment). (IF.B.1.In.2, IF.B.1.Su.2)

1.26. Use evaluations to improve own performance when carrying out plans related to personal goals (e.g., use positive outcomes as benchmarks, determine causes for poor evaluations and use as examples of what not to do, develop a plan to improve evaluations). (IF.B.1.In.2, IF.B.1.Su.2)

Adjusting Personal Plans

1.27. Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

1.28. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)

1.29. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

1.30. Accept assistance and participate in expressing personal preferences and desires related to carrying out and making adjustments in personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)
   Specify: _____ □ home   _____ □ school   _____ □ community/workplace

Knowledge of the Workplace

1.31. Identify the differences between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)

1.32. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)
Identify specific jobs associated with each career cluster (e.g., health care/medicine—pharmacist, nurse, lab assistant, nurse's aide; construction—carpenter, plumber, drywall installer; marketing—cashier, salesperson; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

Identify advantages and disadvantages of an occupation in a specified cluster (e.g., yard care—outdoors, varied tasks; construction—outdoors, labor-intensive, dangerous). (CL.C.1.In.1, CL.C.1.Su.1)

Identify career advancement opportunities within specific occupations and career clusters. (CL.C.1.In.1, CL.C.1.Su.1)

Identify licenses and certification requirements for specific occupations within career clusters (e.g., aerobic instructor—American Council on Exercise Certification; hairdresser—cosmetology license; lifeguard—certification in first aid, water safety instruction, cardiopulmonary resuscitation (CPR), medical records technician—Accredited Records Technician certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)

Identify educational and training requirements for specific occupations within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency, technical school training; millwright—apprenticeship; cashier—high school education, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)

Identify entry-level skills needed to fulfill performance requirements for specific jobs within a career cluster (e.g., secretary—reading, writing, keyboarding; seamstress—sewing, taking measurements, using fractions; truck driver—reading maps, writing in travel logs, passing licensing exams; dishwasher—manual dexterity, stamina). (CL.C.1.In.1, CL.C.1.Su.1)

Identify trends in the local job market for different career clusters and occupations (e.g., use of computer skills; environmental issues; use of technology; hiring of populations who are elderly, minorities, or disabled; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)

Evaluate present and future local job market of a specific occupation or career cluster. (CL.C.1.In.1, CL.C.1.Su.1)

Identify different types of work hours and schedules associated with employment. (CL.C.1.In.1, CL.C.1.Su.1)

Specify: □ day shift    □ night shift    □ part-time    □ full-time    □ overtime    □ other: ____________

Identify differences between being paid by the hour and by salary (e.g., hourly wage—overtime, paid for time worked; salary—benefits, sick and vacation pay, contract). (CL.C.1.In.1, CL.C.1.Su.1)

Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pension, Social Security benefits, investment plans, overtime, maternity leave, contracts, unemployment benefits, minimum wage, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)
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Preparing to Enter the Workforce

1.44. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find a job opening, do a resume, fill out application, contact employer, set up interview, prepare for interview). (CL.C.1.In.3, CL.C.1.Su.3)

1.45. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)

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

1.47. Identify items that are generally included in a resume and a portfolio (e.g., resume—name, address, phone number, work experience, education, job training, awards; portfolio—sample of drawings, photographs, or artwork; positive work evaluations; video of task performance). (CL.C.1.In.3, CL.C.1.Su.3)

1.48. Identify ways to make resume or portfolio effective (e.g., use correct format, use appropriate language, use clear organization, edit, print on professional style paper). (CL.C.1.In.3, CL.C.1.Su.3)

1.49. Identify people or agencies who can assist a person in writing a resume and preparing a portfolio (e.g., parents, teachers, friends, employment agencies). (CL.C.1.In.3, CL.C.1.Su.3)

1.50. Identify the importance of a job interview (e.g., create positive first impression, identify job requirements, build rapport, learn about an organization). (CL.C.1.In.3, CL.C.1.Su.3)

1.51. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)

Specify: □ work history □ related experiences
□ training □ career goals
□ personal strengths and interests □ other: __________________________

1.52. Identify types of information that may remain confidential during an interview (e.g., marital status, religious creed, national origin, disability, political affiliation, race). (CL.C.1.In.3, CL.C.1.Su.3)

1.53. Identify inappropriate grooming and attire for job interview (e.g., low-cut shirts, dirty clothes, excessive perfume or cologne, uncombed hair). (CL.C.1.In.3, CL.C.1.Su.3)

1.54. Identify the steps in preparing for a job interview (e.g., identify sources for learning about the company, identify commonly asked interview questions, prepare answers, practice by role playing). (CL.C.1.In.3, CL.C.1.Su.3)

1.55. Identify purposes of job application forms (e.g., provide personal information and background, serve as a basis for matching individual to job opening, describe special needs of job). (CL.C.1.In.3, CL.C.1.Su.3)
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1.56. Identify types of information requested on job application forms (e.g., personal history, job interests and skills, references and education, employment records). (CL.C.1.In.3, CL.C.1.Su.3)

1.57. Identify common tests necessary for employment in certain types of occupations (e.g., drug test, eye examination, physical examination, Armed Services Vocational Aptitude Battery [ASVAB], driving test). (CL.C.1.In.3, CL.C.1.Su.3)

1.58. Identify the purpose of testing potential employees (e.g., screen applicants, verify skills and capabilities of workers). (CL.C.1.In.3, CL.C.1.Su.3)

1.59. Identify and demonstrate ways to prepare for employment examinations (e.g., study materials, obtain study guides, contact others who have taken the exam, choose a testing date). (CL.C.1.In.3, CL.C.1.Su.3)

1.60. Identify special services and accommodations available to individuals with disabilities when taking tests related to employment (e.g., separate setting, extra time). (CL.C.1.In.3, CL.C.1.Su.3)

1.61. Identify sources of assistance in obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., private agencies, public agencies, equal opportunity offices, counselors). (CL.C.1.In.3, CL.C.1.Su.3)

1.62. Identify purposes of obtaining references when looking for a job (e.g., employer can talk to former employer; employer can gain insight into responsibility, work ethic, and personality traits of applicant). (CL.C.1.In.3, CL.C.1.Su.3)

1.63. Identify types of information provided by references (e.g., name, address, business title, telephone number, relationship with individual, opinions about individual’s work ethic and performance abilities, letters of recommendation). (CL.C.1.In.3, CL.C.1.Su.3)

1.64. Identify characteristics of individuals who make good references (e.g., know you well, know your work and capabilities, have a high opinion of you). (CL.C.1.In.3, CL.C.1.Su.3)

1.65. Identify kinds of information that the person requesting the reference should provide (e.g., a description of job that you are seeking, why you want the job, personal information). (CL.C.1.In.3, CL.C.1.Su.3)

1.66. Identify types of follow-up procedures to use when seeking a job (e.g., thank you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)

1.67. Identify common legal documents necessary for employment (e.g., identification card, driver’s license, birth certificate, Social Security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)

1.68. Identify purposes of common legal documents necessary for employment (e.g., provide legal protection, provide information for filing income taxes, verify personal information). (CL.C.1.In.3, CL.C.1.Su.3)
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1.69. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or workplace activities. (CL.C.1.Pa.1)
Specify: _______ ☐ home _______ ☐ school _______ ☐ community/workplace

Planning Process for Careers

1.70. Identify the benefits of using a planning process to set career goals (e.g., increases motivation and organization, helps you to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)

1.71. Identify criteria to determine when a career plan is needed (e.g., long-term impact of decisions, availability of options). (IF.B.1.In.1, IF.B.1.Su.1)

1.72. Identify steps in a planning process to set career goals (e.g., determine strengths and needs, identify interests and abilities, match to opportunities, identify desired situation). (IF.B.1.In.1, IF.B.1.Su.1)

1.73. Describe the steps to be used for making a career plan (e.g., identify goal or outcome, identify needed resources, determine major tasks, schedule tasks). (IF.B.1.In.1, IF.B.1.Su.1)

1.74. Identify sources of assistance for career planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _______ ☐ individuals—family members, supervisors, teachers
________ ☐ agencies—government agencies, religious organizations, schools
________ ☐ other: ____________________________

1.75. Identify sources of information about setting career goals (e.g., parents, teachers, relatives, possible employers, school counselor, career counselor). (IF.B.1.In.1, IF.B.1.Su.1)

Using Self-appraisal

1.76. Conduct an initial personal appraisal to determine current status related to career planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _______ ☐ self-concept and values clarification
________ ☐ personality characteristics and personal style
________ ☐ motivational patterns and personal preferences
________ ☐ occupational interests
________ ☐ personal and educational background
________ ☐ work history and experience
________ ☐ key accomplishments and successes
________ ☐ satisfying and dissatisfying experiences
________ ☐ physical stamina
________ ☐ other: ____________________________
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1.77. Complete a personal appraisal to determine career goals and desires. (IF.B.1.In.1, IF.B.1.Su.1)
    Specify: □ analysis of current job—behavioral demands
             □ significance of various job elements, likes, and dislikes
             □ values, skills, and abilities—professional/technical, managerial, personal
             □ personal insight of capabilities
             □ ideal job description
             □ preferred working environment
             □ ideal life-style
             □ career goals
             □ other: ________________________________

1.78. Identify personal strengths which affect job choices (e.g., desire to please, problem-solving, communicating, self-management, following directions, cheerfulness, cooperation, acceptance of criticism, manual dexterity, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)

1.79. Identify personal limitations that may negatively affecting career choices (e.g., habitual tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)

1.80. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., certificates received, motivation, test scores, previous experience, physical strength). (IF.B.1.In.1, IF.B.1.Su.1)

1.81. Identify characteristics of a good employee. (Social and Personal C 23: IV)

1.82. Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)

1.83. Evaluate the results of self-appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)

Determining Options and Risks for Career Goals

1.84. Identify options available associated with desired occupation or career (e.g., local job market, hiring practices, availability of support and training on the job, availability of entry-level positions). (IF.B.1.In.1, IF.B.1.Su.1)

1.85. Identify the risks associated with desired occupation or career (e.g., dangerous working conditions, exposure to the illnesses of others, exposure to the elements, work with or around hazardous materials). (IF.B.1.In.1, IF.B.1.Su.1)
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1.86. Conduct an environmental assessment of the desired occupation to determine degree of match for employment. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: □ accessibility
□ job requirements and selection standards
□ available career paths or options
□ amount and type of employee training/orientation
□ workplace culture or support
□ other: ___________________________________________

Setting Career Goals

1.87. Select and plan preferred occupational or career choices (e.g., identify personal strengths and needs, evaluate experiences and education, identify jobs that relate to personal preferences). (IF.B.1.In.1, IF.B.1.Su.1)

1.88. Identify preferred goals relating to own plan for high school and post-secondary training (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving an advanced certificate). (IF.B.1.In.1, IF.B.1.Su.1)

1.89. Identify goals related to immediate employment for self (e.g., type of job, hours, wages, advancement opportunities, location). (IF.B.1.In.1, IF.B.1.Su.1)

1.90. Identify various methods of achieving career goals when employed (e.g., choosing jobs with high probability of promotion, working hard, living up to expectations). (IF.B.1.In.1, IF.B.1.Su.1)

1.91. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or workplace activities. (CL.C.1.Pa.1)
Specify: □ home □ school □ community/workplace

Making Career Plans

1.92. Use a goal-directed strategy to prepare plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: □ reconcile self-assessment with environmental assessment of job
□ identify long-range alternatives
□ specify short-range goals
□ set priorities and prepare an action plan
□ develop a contingency plan
□ other: ___________________________________________

1.93. Identify the time, training, and resources needed to accomplish career goals (e.g., allowing several weeks to locate potential jobs, preparing a resume and application, obtaining Social Security card, knowing how to use specific types of equipment). (IF.B.1.In.1, IF.B.1.Su.1)
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1.94. Identify the time, training, and resources needed to gain promotions within a specific job (e.g., completing training at a technical institution, passing a qualifying exam, getting excellent evaluations). (IF.B.1.In.1, IF.B.1.Su.1)

1.95. Allocate, prioritize, and schedule the time, training, and resources needed to accomplish career goals. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: □ make a list of tasks
□ arrange list chronologically or in order of importance
□ estimate time requirements for each task
□ identify resources and assistance needed
□ other: ____________________________

Carrying Out Career Plans

1.96. Commit to complete the necessary training activities when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)

1.97. Commit to make necessary contacts and inquiries in a job search when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)

1.98. Commit to undertake new tasks and adapt to changes when carrying out plans related to career goals (e.g., if you don’t score high enough on exam to obtain a job—get help to prepare for exam; retake exam; alter career goal, if needed). (IF.B.1.In.2, IF.B.1.Su.2)

1.99. Use evaluations to improve own performance in carrying out plans related to personal goals (e.g., use positive outcomes as benchmarks, determine causes for poor evaluations and use as examples of what not to do, develop plan to improve performance). (IF.B.1.In.2, IF.B.1.Su.2)

Monitoring Progress and Adjusting Career Plans

1.100. Periodically monitor progress in a specific activity when carrying out plans related to career goals (e.g., determine current status, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

1.101. Evaluate actions taken to determine what has been gained, lost, or achieved in carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)

1.102. Adapt plan and career goals in response to changing situations and requirements (e.g., if you don’t get a job after applying, apply for other jobs that are similar; adjust plan to obtain another job). (IF.B.1.In.2, IF.B.1.Su.2)

1.103. Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments in volunteer and workplace activities. (IF.B.1.Pa.1)
Specify: □ home □ school □ community/workplace
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2. Demonstrate the knowledge and skills needed to apply skills of self-advocacy and self-determination as appropriate for post-school adult living.

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance
- full
- partial
- assistive technology
- full
- partial

Independent Behaviors

2.1. Identify the purposes and protections of the Americans with Disabilities Act (e.g., protects civil rights, provides workplace accommodations, provides accessibility to businesses, increases public awareness of individual's rights, encourages self-advocacy, provides legal services). (CL.C.1.In.2, CL.C.1.Su.2)

2.2. Identify ways citizens and employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney). (CL.C.1.In.2, CL.C.1.Su.2)

2.3. Use actions that show acceptance of responsibility for own actions, attitudes, and decisions on the job (e.g., admitting when wrong, accepting criticism, voicing opinions properly, keeping appointments, meeting deadlines, fulfilling contract obligations). (CL.C.1.In.2, CL.C.1.Su.2)

2.4. Identify behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify:

- self-initiation—begins tasks on own, asks for additional tasks upon completion
- self-management—self-monitoring, self-instruction, and self-reinforcement
- self-control—manages unstructured time, controls responses to events
- self-advocacy—requests needed resources, questions practices that appear unfair
- self-esteem—sets challenging goals, says no to peer pressure
- other: _______________________

2.5. Identify behaviors that inhibit one from functioning independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify:

- self-initiation—waits until the last minute to start, avoids starting at all
- self-management—waits for others to check progress
- self-control—gets upset when unexpected events occur
- self-advocacy—lets others take all needed supplies
- self-esteem—won't try new tasks, makes negative comments about self
- other: _______________________

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2.6. Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)

2.7. Identify behaviors which indicate the acceptance of responsibility of one's own actions, attitudes, and decisions. (Social and Personal G 56: V)

2.8. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1, IF.B.2.Su.1)

2.9. Identify factors that inhibit one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)

2.10. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
   Specify behavior:  
   - self-initiation
   - self-management
   - self-control
   - self-advocacy
   - self-esteem
   - other: ____________________________

   Specify setting:  
   - home
   - school
   - community
   - workplace

2.11. Stay on task until its completion. (Social and Personal C 20: III)

2.12. Seek help and accept assistance. (Social and Personal C 21: III)

2.13. Stay on task to completion within a given time frame. (Social and Personal C 22: IV)

2.14. Monitor one's own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.1, IF.B.2.Su.1)
   Specify:  
   - home
   - school
   - community
   - workplace

2.15. Describe laws that protect citizens and employees (e.g., anti-discrimination, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)

3. Use problem-solving skills in a variety of situations related to post-school adult living.
   - CL.B.4.In.1 identify problems and examine alternative solutions.
   - CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
   - CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
   - CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
Identifying Problems

3.1. Identify that a problem exists in personal life, a discrepancy between what is and what should or could be (e.g., gaining weight, not completing chores, not being allowed to see friends). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: ☐ home ☐ school ☐ community ☐ workplace

3.2. Identify possible reasons for existing problems in personal life (e.g., not practicing good nutrition, lack of communication with family members). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: ☐ home ☐ school ☐ community ☐ workplace

3.3. Identify problems that lead to the breakdown of major goals in personal lives (e.g., tobacco, alcohol, and other drug abuse; inappropriate friends; lack of dedication to good nutrition and exercise). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: ☐ home ☐ school ☐ community ☐ workplace

3.4. Analyze possible outcomes associated with specific problems in personal life (e.g., feeling of isolation, feeling that others don’t like to be with you). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: ☐ home ☐ school ☐ community ☐ workplace

3.5. Accept assistance with and participate in identifying problems in a personal care or productive activity (e.g., indicate water glass is empty). (CL.B.4.Pa.1)
Specify: ☐ home ☐ school ☐ community/workplace

3.6. Accept assistance with and participate in identifying problems in a leisure activity (e.g., indicate TV is not on). (CL.B.4.Pa.1)
Specify: ☐ home ☐ school ☐ community/workplace

Applying Problem-solving Strategies

3.7. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: ☐ home ☐ school ☐ community ☐ workplace

3.8. Identify various ways to respond to and solve problems (e.g., frequent tardiness—wake up earlier, leave house earlier, walk faster; car breakdown—take the bus, walk, take car to mechanic). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: ☐ home ☐ school ☐ community ☐ workplace
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3.9. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)

3.10. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)
Specify:
- brainstorming—identifying all solutions that come to mind
- identifying steps—when a complicated task is involved
- estimating—when numbers are involved
- matching consequences to actions—for cause and effect
- troubleshooting—finding problems within a work process
- creative thinking—when multiple solutions are acceptable
- modeling—basing actions on those of a good example
- other:

3.11. Select and use effective problem-solving strategies based on the requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
Specify:
- home
- school
- community
- workplace

3.12. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

3.13. Identify the separate steps of a process when solving a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; planning a surprise party—decide on location, plan entertainment, send invitations, order or make refreshments). (CL.B.4.In.1, CL.B.4.Su.1)

3.14. Construct rough estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time; estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many people are attending). (CL.B.4.In.1, CL.B.4.Su.1)

3.15. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted; take in a stray cat—feed it every day, gain a companion, take it to the vet). (CL.B.4.In.1, CL.B.4.Su.1)

3.16. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)

3.17. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation for greater productivity; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.1, CL.B.4.Su.1)
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3.18. Use models to solve problems if a good example exists (e.g., school—identify behaviors that lead to desired performance; work—identify techniques used by most productive employee and use these techniques to improve own performance; personal life—identify crowd that does not use drugs, identify their tactics for refusing drugs, use same tactics when offered drugs). (CL.B.4.In.1, CL.B.4.Su.1)

Choosing Alternative Solutions

3.19. Identify alternative courses of action for solving a particular problem in personal life (e.g., weight gain—start exercise program, talk to a physician, eat more nutritious foods). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

3.20. Analyze consequences of each alternative course of action for solving a particular problem in personal life (e.g., bugs in garden—use of commercial insecticide may poison vegetables, picking bugs off by hand is time-consuming, leaving bugs on will damage flowers and vegetables). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

3.21. Demonstrate awareness of cause and effect relationships during functional activities (e.g., presses switch to turn on the TV). (CL.B.4.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community/workplace

3.22. Demonstrate awareness of object permanence during functional activities (e.g., looks at place where favorite object usually is placed, even if object is not there). (CL.B.4.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community/workplace

Implementing Solutions

3.23. Complete tasks to solve problems in personal life (e.g., flat tire—identify jack, lug wrench, and spare tire; jack car up; loosen and take off lug nuts; remove flat; put on spare; put lug nuts back on; jack car down; tighten lug nuts; put parts in trunk). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

3.24. Use appropriate techniques or tools to solve problems in personal life (e.g., use calculator to determine annual income from monthly salary). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

3.25. Seek assistance when needed to solve problems in personal life (e.g., consult with family member, talk with a teacher or counselor). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

3.26. Participate in positioning objects for use (e.g., puts spoon on plate, turns switch toward hand). (CL.B.4.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community/workplace
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3.27. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)
Specify:  □ home    □ school    □ community/workplace

3.28. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.2)
Specify:  □ home    □ school    □ community/workplace

Evaluating Effectiveness of Solution

3.29. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)
Specify:  □ home    □ school    □ community    □ workplace

3.30. Determine impact of decisions and activities related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problem). (CL.B.4.In.2, CL.B.4.Su.2)
Specify:  □ home    □ school    □ community    □ workplace

4. Use personal care skills to meet demands of a variety of situations.
IF.A.1.In.2  complete personal care, health, and fitness activities.
IF.A.1.Su.2  complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.2  participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt   □ verbal prompt   □ visual prompt
□ assistive technology   □ supervision   □ other: __________________________

Indicate assistance necessary for mastery at participatory level:
□ physical assistance  □ full  □ partial  □ assistive technology  □ full  □ partial

Eating

4.1. Identify persons, objects, tasks, and areas associated with activities involved in eating. (IF.A.1.In.2, IF.A.1.Su.2)
Specify:  □ selecting and using dishes, glasses, and utensils properly
         □ using table manners, including cleaning up
         □ other: __________________________

4.2. Use specific knowledge and skills when eating (e.g., selecting the appropriate utensil or dish, cutting food correctly, using a napkin, initiating eating when appropriate, knowing which foods are finger foods). (IF.A.1.In.2, IF.A.1.Su.2)
Specify:  □ home    □ school    □ community    □ workplace
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4.3. **Feed self with spoon independently.** (Social and Personal B 8: II)

4.4. **Feed self independently with utensils.** (Social and Personal B 9: III)

4.5. **Use appropriate table manners (e.g., passing food, sharing condiments).** (Social and Personal B 12: IV)

4.6. **Follow correct lunch procedures.** (Social and Personal B 13: IV)

4.7. Accept assistance with and participate in activities and tasks associated with daily eating routines. (IF.A.1.Pa.2)

Specify home routines: ______ □ morning ______ □ after school ______ □ evening
Specify school routines: ______ □ breakfast ______ □ lunch ______ □ snack
Specify community routines: ______ □ eating out ______ □ workplace or volunteer activities

**Dressing**

4.8. Identify persons, objects, tasks, and areas associated with activities involved in dressing. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ______ □ selecting clothing for weather, occasion, and activity
______ □ putting on clothing, closing fasteners
______ □ taking off clothing, opening fasteners
______ □ other: __________________________________________

4.9. Identify when activities involved in dressing are needed (e.g., when you wake up and dress for the day; when clothes need to be changed to fit an occasion—dressy event, exercise, casual dinner; when clothes are soiled and need to be changed—at the end of the day to get ready for bed). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

4.10. Use specific knowledge and skills when completing dressing activities (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, dressing appropriately to fit occasion, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

4.11. **Take off clothing which does not require fasteners.** (Social and Personal A 1: II)

4.12. **Take off clothing with fasteners.** (Social and Personal A 3: III)

4.13. **Put on clothing which does not require fasteners.** (Social and Personal A 4: III)

4.14. **Identify appropriate dress for occasion and weather.** (Social and Personal A 5: IV)

4.15. **Distinguish between appropriate dress for school, work, and leisure activities.** (Social and Personal A 7: V)
Use strategies to complete dressing activities effectively and efficiently and on a regular basis (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes; ask someone to show you correct method—how to tie a tie; use alternative approaches—clip-on tie, Velcro shoe straps; hang matching clothes together; ask a roommate or peer attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ home       _____ ☐ school       _____ ☐ community       _____ ☐ workplace

Accept assistance with and participate in activities and tasks associated with daily dressing routines. (IF.A.1.Pa.2)

Specify home routines: _____ ☐ morning       _____ ☐ after school       _____ ☐ evening
Specify school routines: _____ ☐ arrival       _____ ☐ during day       _____ ☐ departure
Specify community routines: _____ ☐ workplace or volunteer activities       _____ ☐ special events

Grooming

Identify persons, objects, tasks, and areas associated with grooming activities. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ hair—shampooing, drying, combing, styling, cutting
______ ☐ nails—cutting, polishing, cleaning, filing
_____ ☐ cosmetics—applying, removing
_____ ☐ shaving
_____ ☐ other: ____________________________________________

Identify when grooming activities are needed (e.g., hair—wash when taking a shower, style before going out, brush when messy or tangled, cut when too long; nails—cut when too long, file when uneven, clean when dirty; cosmetics—apply when dressing up or when desired, remove before bedtime). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ home       _____ ☐ school       _____ ☐ community       _____ ☐ workplace

Use specific knowledge and skills when completing grooming activities (e.g., hair—part hair evenly, style hair, know the difference between shampoo and conditioner; nails—do not cut too short, file evenly, know how to clean and file; cosmetics—correctly apply makeup, use the right amount, know where each type of cosmetic is applied, know how to remove; shaving—know about different types of razors, skin conditions). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ home       _____ ☐ school       _____ ☐ community       _____ ☐ workplace

Use strategies when completing grooming activities effectively and efficiently and on a regular basis (e.g., look at pictures in magazines to choose hair style; mark recurring events on calendar—haircut every six weeks, permanent every six months; mark scheduled appointments on calendar; ask friend, relative, or doctor about appropriate choice of cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ home       _____ ☐ school       _____ ☐ community       _____ ☐ workplace

Accept assistance with and participate in activities and tasks associated with daily grooming routines. (IF.A.1.Pa.2)

Specify home routines: _____ ☐ morning       _____ ☐ after school       _____ ☐ evening
Specify school routines: _____ ☐ arrival       _____ ☐ during day       _____ ☐ departure
Specify community routines: _____ ☐ workplace or volunteer activities       _____ ☐ special events
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Hygiene

4.23. Identify persons, objects, tasks, and areas associated with hygiene activities. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: [ ] washing and bathing
[ ] dental care
[ ] using the toilet
[ ] menstrual care
[ ] other: ________________________________

4.24. Identify when hygiene activities are needed (e.g., hand washing—when hands are dirty, before meals, after using the bathroom; bathing—at least once a day [morning or evening], after a sporting event, after playing outdoors; using the toilet—before getting in the car for a long trip, before bed, after meals; dental hygiene—after meals, when you wake up, before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: [ ] home [ ] school [ ] community [ ] workplace

4.25. Use specific knowledge and skills when completing hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, cleaning up afterwards, knowing how to make the water the correct temperature for bathing or hand washing, knowing how to flush toilet, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: [ ] home [ ] school [ ] community [ ] workplace

4.26. Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)

4.27. Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)

4.28. Use strategies to complete hygiene activities effectively and efficiently and on a regular basis (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning, personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: [ ] home [ ] school [ ] community [ ] workplace

4.29. Accept assistance with and participate in activities and tasks associated with daily hygiene routines. (IF.A.1.Pa.2)
Specify home routines: [ ] morning [ ] after school [ ] evening
Specify school routines: [ ] arrival [ ] during day [ ] departure
Specify community routines: [ ] workplace or volunteer activities [ ] special events
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Motor Control

Specify: □ strength, stamina, endurance, and muscular flexibility
□ postural alignment for sitting, standing, lifting, and movement
□ proximity to objects
□ other: __________________________

4.31. Identify when activities are needed for motor control (e.g., weight training or physical therapy to build muscles to complete daily tasks; cardiovascular exercise to increase endurance; use of assistive devices for correct posture). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ home □ school □ community □ workplace

4.32. Use specific knowledge and skills when completing activities needed for motor control (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ home □ school □ community □ workplace

4.33. Use strategies related to motor control to complete personal care activities effectively and efficiently and on a regular basis (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ home □ school □ community □ workplace

4.34. Accept assistance with and participate in activities and tasks associated with motor control routines. (IF.A.1.Pa.2)
Specify home routines: □ morning □ after school □ evening
Specify school routines: □ arrival □ during day □ departure
Specify community routines: □ workplace or volunteer activities □ special events

5. Use knowledge and skills to promote and maintain personal health and safety.
IF.A.1.In.2 complete personal care, health, and fitness activities.
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: __________________________

Indicate assistance necessary for mastery at participatory level:
□ physical assistance □ full □ partial □ assistive technology □ full □ partial
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Nutrition

5.1. Identify persons, objects, tasks, and areas associated with common health care activities involving nutrition. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ selecting food that provides optimum nutritional value
□ maintaining, losing, or gaining weight
□ following the Food Guide Pyramid, a diet that provides complete nutrition
□ using dietary supplements — vitamins, energy bars
□ other: ____________________________

5.2. Identify when health care activities are needed for nutrition (e.g., when decreasing food intake, when increasing food intake, when maintaining weight, when planning meals for a week, when making a grocery list). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ home □ school □ community □ workplace

5.3. Use specific knowledge and skills when completing health care activities involving nutrition (e.g., using knowledge of the Food Guide Pyramid when planning meals, selecting nutritious snacks or meals, interpreting nutritional information on packages, limiting the amount of intake, identifying benefits and risks of taking dietary supplements). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ home □ school □ community □ workplace

5.4. Discriminate food items from nonfood items. (Social and Personal B 10: III)

5.5. Use strategies related to nutrition when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals; keep a list of nutrient-dense and nutrient-poor foods to eat; pre-measure servings — make and freeze hamburger patties ahead of time; use measuring devices to serve food — 1/2 cup of mashed potatoes; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ home □ school □ community □ workplace

5.6. Accept assistance with and participate in activities and tasks associated with daily nutrition routines. (IF.A.1.Pa.2)
Specify home routines: □ morning □ after school □ evening
Specify school routines: □ breakfast □ lunch □ snack
Specify community routines: □ eating out □ workplace or volunteer activities

Diseases

5.7. Identify persons, objects, tasks, and areas associated with health care issues involving diseases. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ identifying communicable diseases and their symptoms
□ knowing how diseases are transmitted and the incubation periods
□ knowing preventative measures, including ways to avoid contact
□ knowing possible treatments for communicable diseases
□ knowing about causes and symptoms of cancer, heart attack, and other major illnesses
□ knowing how to get treatment for diseases and illnesses
□ other: ____________________________
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5.8. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don’t feel well enough to continue an activity, when you are in pain). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ___ ☐ home  ___ ☐ school  ___ ☐ community  ___ ☐ workplace

5.9. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ___ ☐ home  ___ ☐ school  ___ ☐ community  ___ ☐ workplace

5.10. Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)

5.11. Identify body parts and gender. (Social and Personal E 39: III)

5.12. Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal E 38: III)

5.13. Recognize those illnesses and injuries which require a doctor’s or dentist’s attention. (Social and Personal E 40: IV)

5.14. Identify appropriate storage and use of medications. (Social and Personal E 41: V)

5.15. Use strategies related to disease control effectively and efficiently and on a regular basis (e.g., ask a friend or relative, put daily medicines in compartmentalized container, store nonprescription medicines in a convenient place). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ___ ☐ home  ___ ☐ school  ___ ☐ community  ___ ☐ workplace

5.16. Accept assistance with and participate in activities and tasks associated with disease prevention and treatment. (IF.A.1.Pa.2)
Specify: ___ ☐ home  ___ ☐ school  ___ ☐ community/workplace

First Aid

5.17. Identify persons, objects, tasks, and areas associated with health care activities involving first aid. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ___ ☐ stopping bleeding and applying bandages  ___ ☐ taking care of burns, poisons, and wounds  ___ ☐ getting help when needed  ___ ☐ other: ________________________________

5.18. Identify when first aid is needed (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when somebody is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ___ ☐ home  ___ ☐ school  ___ ☐ community  ___ ☐ workplace
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5.19. Use specific knowledge and skills when completing first aid activities (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, knowing methods to stop bleeding, knowing how to properly clean and apply medicines to wounds and burns, knowing when not to move an injured person, knowing when medical assistance is needed, knowing how to contact medical assistance, knowing how to administer cardiopulmonary resuscitation [CPR]). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ home □ school □ community □ workplace

5.20. **Demonstrate or indicate knowledge of basic first aid principles.**
(Social and Personal E 43: VI)

5.21. Use strategies related to first aid effectively and efficiently and on a regular basis (e.g., keep first aid supplies and book stored together; take a first aid course; ask someone to show you how to properly administer first aid; keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ home □ school □ community □ workplace

5.22. Accept assistance with and participate in activities and tasks associated with first aid treatment. (IF.A.1.Pa.2)
Specify: □ home □ school □ community/workplace

Wellness

5.23. Identify persons, objects, tasks, and areas associated with health care activities involved in maintaining wellness. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ routine medical care, periodic check-ups
□ regular rest and exercise
□ nutritious diet
□ a positive mental attitude
□ regularly scheduled social activities
□ other:

5.24. Identify when health care activities are needed for wellness (e.g., developing a wellness plan; seeing the general practitioner, gynecologist, and ophthalmologist annually or as needed; seeing the dentist every six months for a cleaning; taking time for yourself). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ home □ school □ community □ workplace

5.25. Use specific knowledge and skills when completing activities involving wellness (e.g., identifying eating habits, maintaining a regular exercise program, using nonprescription medicines for minor aches and pains, identifying sources of stress, balancing activities). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ home □ school □ community □ workplace

5.26. Use strategies related to wellness to complete health care activities effectively and efficiently and on a regular basis (e.g., develop a wellness routine and follow it; participate in wellness activities with a friend; keep nonprescription drugs stored together; check expiration dates on nonprescription drugs every six months; ask doctor and dentist to send out reminders for annual physicals or six-month checkups; ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ home □ school □ community □ workplace

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5.27. Accept assistance with and participate in activities and tasks associated with wellness. (IF.A.1.Pa.2)
Specify: _____ ☐ home       ☐ school       ☐ ☐ community/workplace

Tobacco, Alcohol, and Other Drug Abuse

5.28. Identify persons, objects, tasks, and areas associated with common health care issues involved in tobacco, alcohol, and other drug abuse. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ identifying the appropriate use of prescription and nonprescription drugs
         _____ ☐ identifying physical dangers of tobacco, alcohol, and other drug abuse
         _____ ☐ identifying mental and social dangers of tobacco, alcohol, and other drug abuse
         _____ ☐ identifying legal control of tobacco, alcohol, and other drug use
         _____ ☐ identifying the role of peer pressure
         _____ ☐ other: __________________________________________________________

5.29. Identify when health care activities are needed to control tobacco, alcohol, and other drug abuse (e.g., using alcohol and tobacco habitually, taking drugs when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ home       _____ ☐ school       _____ ☐ community       _____ ☐ workplace

5.30. Use specific knowledge and skills related to controlling tobacco, alcohol, and other drug abuse when completing health care activities (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by the legal restrictions; knowing the characteristics of addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to tobacco, alcohol, and other drug abuse). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ home       _____ ☐ school       _____ ☐ community       _____ ☐ workplace

5.31. Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)

5.32. Use strategies related to controlling tobacco, alcohol, and other drug abuse when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of names and dosages of all prescription medications in wallet or purse; list dates to renew prescriptions; keep a list of recommendations or warnings with the prescriptions you take regularly—take with food, do not drink alcohol; join a support group for tobacco, alcohol, or other drug abusers, if needed; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ home       _____ ☐ school       _____ ☐ community       _____ ☐ workplace

5.33. Accept assistance with and participate in activities and tasks associated with prevention and treatment for tobacco, alcohol, and other drug abuse. (IF.A.1.Pa.2)
Specify: _____ ☐ home       _____ ☐ school       _____ ☐ community/workplace
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Disability Awareness and Management

5.34. Identify common health care activities involved in disability awareness and management. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ☐ managing daily medical needs
☐ requesting assistance with disability needs when necessary
☐ other: ________________________________

5.35. Use specific knowledge and skills when completing health care activities involving disability awareness and management (e.g., appropriately administering self-medication; appropriately finding assistance with disability needs; knowing causal factors related to disability and the implications; knowing treatment for disability and any associated problems; knowing limitations due to disability). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ☐ home ☐ school ☐ community ☐ workplace

5.36. Use strategies related to disability awareness and management effectively and efficiently and on a regular basis (e.g., keep all papers related to eligibility for various services in a safe place; join an advocacy group; get on a mailing list of disability advocacy groups; ask friends with similar disabilities; keep a list of agencies to call for assistance or to answer questions—hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ☐ home ☐ school ☐ community ☐ workplace

5.37. Accept assistance with and participate in activities and tasks associated with disability awareness and management. (IF.A.1.Pa.2)
Specify: ☐ home ☐ school ☐ community/ workstation

Exercise

5.38. Identify persons, objects, tasks, and areas associated with exercise programs. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ☐ selecting appropriate exercise activities for fitness
☐ performing specific exercises
☐ maintaining participation in an exercise program
☐ identifying potential problems resulting from exercise program
☐ evaluating the benefits of an exercise program
☐ requesting assistance with disability needs, when necessary
☐ other: ________________________________

5.39. Identify when exercise programs are needed (e.g., to control weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ☐ home ☐ school ☐ community ☐ workplace

5.40. Use specific knowledge and skills when completing an exercise program (e.g., refining motor skills to complete exercises appropriate to ability level—using weights, swimming, running; increasing coordination for aerobics, yoga, karate, jumping rope; identifying ways to motivate yourself to continue; identifying symptoms of over-exertion—sore muscles, cramps, incontinence; monitoring own progress). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ☐ home ☐ school ☐ community ☐ workplace
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5.41. Use strategies related to exercise programs effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ home □ school □ community □ workplace

5.42. Accept assistance with and participate in activities and tasks associated with exercise programs. (IF.A.1.Pa.2)
Specify: □ home □ school □ community/workplace

Mental Health

5.43. Identify persons, objects, tasks, and areas associated with activities for maintaining mental health. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ identifying emotional needs and related social behaviors
□ identifying maladaptive behaviors and habits
□ identifying sources of stress or anxiety
□ determining own ability to deal with perceived causes of problems
□ determining potential impact or results of mental health problems
□ choosing to engage in alternate behaviors or activities to relieve problems
□ requesting assistance with mental health needs when necessary
□ other: _______________________________________________________

5.44. Identify when activities for maintaining mental health are needed (e.g., after major changes in your life, when you experience constant failure, when events in your life seem overwhelming, when you are "burned out"). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ home □ school □ community □ workplace

5.45. Use specific knowledge and skills when completing activities to maintain mental health (e.g., identifying types of mental health problems; identifying sources of assistance in the family or community; analyzing the potential impact of maladaptive behavior; examining own habits and behaviors). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ home □ school □ community □ workplace

5.46. Use strategies related to maintaining mental health effectively and efficiently and on a regular basis (e.g., regularly schedule time for yourself, keep long-term goals in sight, set up a network of relatives and friends you can turn to). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ home □ school □ community □ workplace

5.47. Accept assistance with and participate in activities and tasks associated with mental health. (IF.A.1.Pa.2)
Specify: □ home □ school □ community/workplace

Identifying Potentially Dangerous Situations

5.48. Identify situations which are potentially dangerous (e.g., an intruder at the door or window, attempting to enter the home; flood; fire; hurricane; tornado). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: □ home □ school □ community □ workplace
5.49. Identify hazards associated with adverse weather conditions (e.g., rain storms—thunder, lightning, strong winds, poor visibility, dangerous driving conditions; hurricanes and tornadoes—dangerously high winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)

5.50. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

5.51. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

5.52. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2 PA.2)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community/workplace

Following Safety Procedures

5.53. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

5.54. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)

5.55. Ask appropriate persons or agencies for assistance in various situations and emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

5.56. Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)

5.57. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber’s commands, later report to police). (IF.B.2.In.3, IF.B.2.Su.3)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

5.58. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

5.59. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

5.60. Use safety equipment and procedures when necessary. (Social and Personal D 32: VI)
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5.61. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, look for smoke under doors, do not touch door knobs, walk far away from building, do not use elevator).
   (IF.B.2.In.3, IF.B.2.Su.3)
   Specify: □ home □ school □ community □ workplace

5.62. Behave in ways that comply with fire drill and emergency procedures. (IF.B.2.In.3, IF.B.2.Su.3)
   Specify: □ home □ school □ community □ workplace

5.63. Identify safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go into bathroom or inner hallway).
   (IF.B.2.In.3, IF.B.2.Su.3)
   Specify: □ home □ school □ community □ workplace

5.64. Behave in ways that comply with safety procedures used during adverse weather conditions. (IF.B.2.In.3, IF.B.2.Su.3)
   Specify: □ home □ school □ community □ workplace

5.65. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 PA.2)
   Specify: □ home □ school □ community/workplace

6. Use budgeting and consumer skills to manage personal funds effectively.
   IF.A.1.In.1 complete productive and leisure activities used in the home and community.
   IF.A.1.Su.1 complete productive and leisure activities used in the home and community— with guidance and support.
   IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   □ physical prompt □ verbal prompt □ visual prompt
   □ assistive technology □ supervision □ other: ________________________

   Indicate assistance necessary for mastery at participatory level:
   □ physical assistance □ full □ partial □ assistive technology □ full □ partial
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6.1. Identify persons, objects, tasks, and areas involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: □ preparing weekly and monthly budgets
□ managing and protecting personal cash
□ using checking and savings accounts
□ paying bills
□ contributing to charities
□ using comparative shopping
□ using a credit, debit, or ATM card
□ paying income and other taxes
□ saving and investing money
□ other: ___________________________

6.2. Identify when specific productive activities are needed for managing money and personal finances (e.g., depositing pay checks into a checking or savings account, withdrawing money from a checking or savings account, paying bills by due date, establishing a savings and checking account, preparing budgets for monthly food and bills, preparing budgets for trips and leisure activities, saving money for emergencies, filing taxes on time, determining sales tax on a purchase). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

6.3. Use specific knowledge and skills when completing productive activities involving managing money and personal finances (e.g., donating money to charities, filing taxes, counting money or check amount to deposit, opening a savings and checking account, reviewing and paying monthly bills and statements, paying bills by the due date, using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

6.4. Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)

6.5. Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)

6.6. Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)

6.7. Complete forms associated with a savings account. (Mathematics E 45: VI)

6.8. Solve applied problems involving comparison shopping. (Mathematics E 46: VII)

6.9. Use strategies related to managing money and personal finances to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, use a log to track monthly bill payments, pay bills at regularly scheduled times—1st and 15th of month). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: □ home □ school □ community □ workplace
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6.10. Accept assistance with and participate in activities and tasks related to managing money and personal finances. (IF.A.1.Pa.1)
Specify: □ home  □ school  □ community/workplace

7. Demonstrate understanding of requirements and responsibilities associated with adult living arrangements (e.g., rent, contracts, insurance, furniture, personal goods).

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

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt  □ verbal prompt  □ visual prompt
□ assistive technology  □ supervision  □ other: ______________________

Indicate assistance necessary for mastery at participatory level:
□ physical assistance  □ full  □ partial  □ assistive technology  □ full  □ partial

Selecting Adult Living Environments

7.1. Identify persons, objects, tasks, and areas involved in selecting adult living environments. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: □ select identifying residential alternatives
□ select selecting and planning where to live
□ select selecting and obtaining utilities and services—telephone, electric, cable, waste removal
□ select identifying information contained in a mortgage or lease
□ select selecting and obtaining tenant or homeowner insurance
□ select identifying obligations and responsibilities associated with living independently
□ select identifying costs associated with obtaining and maintaining a house
□ select other: ______________________

7.2. Identify when specific activities are needed for selecting adult living environments (e.g., when moving, when looking for a roommate, when budgeting for home expenses). (IF.A.1.In.1, IF.A.1.Su.1)

7.3. Use specific knowledge and skills when completing activities involving selecting adult living environments (e.g., verifying accuracy of mortgage statement or lease agreement; determining if cable, phone, and utilities are included in rental costs; identifying costs associated with buying a house—insurance needs, taxes, mortgage, deposits, repairs, utilities, maintenance; evaluating residential alternatives—owning or renting, group homes, living alone, living with a roommate, living at home with parents; identify and abide by rules of lease agreement—no pets, no smoking, late fees for rent, dates of move in and move out, fees for damages, repairs, inspections, parking spaces). (IF.A.1.In.1, IF.A.1.Su.1)
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7.4. Use strategies related to selecting adult living environments when completing related activities (e.g., keep track of listings in classified ads, make a list of desired features—location, number of bedrooms, parking, washer and dryer hookups; make a list of questions to ask potential landlord; check with others who have lived there before). (IF.A.1.In.1, IF.A.1.Su.1)

7.5. Accept assistance with and participate in activities and tasks related to selecting an adult living environment. (IF.A.1.Pa.1)

Specify: _____________________________________________

Selecting and Caring for Furniture, Appliances, and Other Personal Goods

7.6. Identify persons, objects, tasks, and areas involved in selecting and caring for furniture, appliances, and other personal goods. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ______  select needed furniture, appliances, and personal goods
______  obtaining furniture, appliances, and personal goods by purchasing or borrowing
______  observing warning precautions on appliances and furniture
______  storing all manuals and warranties
______  caring for needed furniture, appliances, and personal goods
______  replacing furniture, appliances, and personal goods when needed
______  other: _____________________________________

7.7. Identify when specific activities are needed for selecting and caring for furniture, appliances, and other personal goods (e.g., when selecting furniture items for need, comfort, quality, economy, usefulness; when identifying sources for purchasing furnishings and appliances; when comparing prices before purchasing or leasing furniture or appliances; when observing warning precautions and care instructions before cleaning stains off furniture). (IF.A.1.In.1, IF.A.1.Su.1)

7.8. Use specific knowledge and skills when selecting and caring for furniture, appliances, and other personal goods (e.g., comparing prices of furniture and appliances at different stores, storing all manuals and warranties in a safe location, using appropriate cleaning supplies on furniture, reading care and use information, knowing where you have stored personal possessions). (IF.A.1.In.1, IF.A.1.Su.1)

7.9. Use strategies related to selecting and caring for furniture, appliances, and other personal goods effectively and efficiently and on a regular basis (e.g., put all cleaning materials in a plastic bin, keep a list of items to purchase, check need for cleaning after each use, clean dryer lint trap after drying clothes, wipe off stove after each use). (IF.A.1.In.1, IF.A.1.Su.1)

7.10. Accept assistance with and participate in activities and tasks related to selecting and caring for furniture, appliances, and other personal goods. (IF.A.1.Pa.1)

Specify: ___________________________________________
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General Food Preparation, Serving, and Storage

7.11. Identify persons, objects, tasks, and areas involved in food preparation, serving, and storage in the home. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ ☐ selecting and planning what to eat—balanced meal, healthy snack
___ ☐ serving already prepared food
___ ☐ preparing simple cold foods—salad, sandwich
___ ☐ preparing simple hot foods—soup, hot beverages
___ ☐ using safe procedures in food preparation
___ ☐ preparing more complicated foods—cookies, stews, roasts
___ ☐ using small appliances in preparing food—blender, mixer, toaster
___ ☐ using large appliances in preparing food—stove, oven, refrigerator
___ ☐ following a recipe—measuring, cutting, mixing, cooking, cooling
___ ☐ setting table and serving food
___ ☐ cleaning up table, dishes, and kitchen
___ ☐ storing food—opened food packages, leftovers
___ ☐ determining food conditions—spoiled, raw, cooked, frozen, defrosted
___ ☐ using adaptive devices in preparing food
___ ☐ other: _____________________________

7.12. Identify when specific activities are needed for food preparation and storage (e.g., when preparing a balanced breakfast, lunch, and dinner; when clearing food from a dining table; when preparing coffee and snacks for a group of friends; when disposing of food waste left after preparation or meal—placing food in garbage disposal, placing leftovers in refrigerator). (IF.A.1.In.1, IF.A.1.Su.1)

7.13. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink to obtain water for making iced tea, setting the oven temperature according to recipe directions, setting the timer on a stove or microwave for cooking purposes, turning off burner when cooking is completed, placing food in garbage disposal, selecting the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)


7.15. Serve self from food containers. (Social and Personal B 14: IV)

7.16. Follow a simple recipe. (Social and Personal B 15: V)

7.17. Select and operate kitchen appliances for food preparation. (Social and Personal B 16: V)

7.18. Identify proper storage areas for food. (Social and Personal B 17: V)

7.19. Plan and prepare a meal. (Social and Personal B 18: VI)
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7.20. Use strategies related to food preparation and storage to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., color code measuring tools, use a recipe with pictures of steps to follow, create a menu for the week with pictures of each food or meal, write date on packages when stored in freezer, indicate with words or icons which containers should be used for wet or dry storage, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

7.21. Accept assistance with and participate in activities and tasks related to food preparation, serving, and storage routines. (IF.A.1.Pa.1)

Selecting and Caring for Clothing

7.22. Identify persons, objects, tasks, and areas involved in selecting and caring for personal clothing. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: __________

- selecting and planning what to wear based on occasion, weather, and activity
- purchasing clothing based on value (cost and quality) and appropriateness
- washing and drying clothes, hanging or folding clothes, ironing clothes
- using a washing machine and clothes dryer
- determining which clothes require dry cleaning
- mending clothes
- organizing and maintaining clothing in closets or drawers
- recognizing when clothing should no longer be worn
- other: ____________________________

7.23. Identify when specific activities are needed in selecting and caring for clothing (e.g., identifying when clothing needs to be cleaned; determining which clothes to hang to dry and which clothes can be put in the dryer; identifying when clothes should no longer be worn—wrong size, stained). (IF.A.1.In.1, IF.A.1.Su.1)

7.24. Use specific knowledge and skills when completing activities involving selecting and caring for clothing (e.g., locating the appropriate size and style clothing in a store; setting an iron to the appropriate heat level for various fabrics; performing simple mending—hemming, replacing buttons, patching tears; sorting clothes by color and type before washing; pre-setting temperature dial of a washing machine; donating clothes that no longer fit to local charities; throwing clothes away that can’t be worn; organizing clothing—place all shorts in one drawer, match socks before putting away). (IF.A.1.In.1, IF.A.1.Su.1)

7.25. Perform laundry tasks. (Social and Personal F 49: V)

7.26. Use strategies related to selecting and caring for clothing to complete activities effectively and efficiently and on a regular basis (e.g., do laundry every weekend, put dirty clothes into separate baskets according to color, lay out clothes to wear the night before, hang matching outfits together, hang clothes together by seasonal use, make a chart with words and pictures of what type cleansing agent and washer or dryer temperature to use for which types of clothing, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)
7.27. Accept assistance with and participate in activities and tasks related to selecting and caring for clothing routines. (IF.A.1.Pa.1)
Specify: ________________________________

8. Demonstrate the use of appropriate household maintenance skills.
   IF.A.1.In.1 complete productive and leisure activities used in the home and community.
   IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
   IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

Indicate guidance and support necessary for mastery at supported level:
   1 ___ physical prompt  1 ___ verbal prompt  1 ___ visual prompt
   1 ___ assistive technology 1 ___ supervision 1 ___ other: ________________________________

Indicate assistance necessary for mastery at participatory level:
   1 ___ physical assistance 1 full 1 partial 1 ___ assistive technology 1 full 1 partial

Household Cleaning and Maintenance of Interior Areas

8.1. Identify persons, objects, tasks, and areas involved in household cleaning, safety, and maintenance of interior areas. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: 1 ___ identifying areas and objects that need to be cleaned or maintained
   1 ___ selecting appropriate products, tools, and equipment for housekeeping
   1 ___ using products, tools, and equipment for household cleaning
   1 ___ scheduling tasks that are done daily, weekly, monthly
   1 ___ recycling items
   1 ___ using products, tools, and equipment for home maintenance tasks
   1 ___ securing the home with locks on doors and windows
   1 ___ maintaining a comfortable temperature in the house
   1 ___ getting assistance with tasks, if needed
   1 ___ other: ________________________________

8.2. Identify when specific activities are needed for cleaning, safety, and maintenance of interior areas in the home or apartment (e.g., changing light bulbs when they burn out; adjusting thermostat when the weather outside changes; unclogging drains; painting a room; changing air filters; replacing items—broken ladders, soiled carpet; storing home cleaning supplies safely; cleaning bathroom; keeping windows and doors locked; using a fire extinguisher when there is a fire; reporting to authority if there is a power outage; selecting a broom, dust rag, or vacuum to dust; setting the speed of an electric fan when cooling is needed). (IF.A.1.In.1, IF.A.1.Su.1)
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8.3. Use specific knowledge and skills when completing activities involving household cleaning, safety, and maintenance of interior areas in the home or apartment (e.g., separating cans and paper items for recycling, washing walls, securing home by locking windows and doors, using a screwdriver for simple home maintenance, selecting correct supplies to clean bathroom, vacuuming floor, adjusting thermostat, changing light bulbs, unclogging drains, painting, knowing if home repairs should be made by professionals or self). (IF.A.1.In.1, IF.A.1.Su.1)

8.4. Return items after use to a proper place. (Social and Personal F 46: III)

8.5. Pick up trash and dispose properly. (Social and Personal F 47: III)

8.6. Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)

8.7. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)

8.8. Use proper care and maintenance of tools and materials. (Social and Personal C 29: IV)

8.9. Use strategies related to household cleaning, safety, and maintenance of interior areas in the home or apartment effectively and efficiently and on a regular basis (e.g., mark major cleaning activities on the calendar; place a picture of object to be cleaned on cleaning agent; associate maintenance activities with each other or another event—check the battery in the smoke detector each month; keep a reasonable number of maintenance supplies on hand). (IF.A.1.In.1, IF.A.1.Su.1)

8.10. Accept assistance with and participate in activities and tasks related to household cleaning, safety, and maintenance of interior areas. (IF.A.1.Pa.1)

Specify: ________________________________________________________________

Maintenance of Exterior Areas

8.11. Identify persons, objects, tasks, and areas involved in maintenance of exterior areas in the home. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ______ [ ] identifying exterior areas and objects that need to be cleaned
________ [ ] using products, tools, and supplies to perform yard care skills
________ [ ] mowing lawns, weeding, raking leaves
________ [ ] scheduling tasks that are done daily, weekly, monthly
________ [ ] keeping sidewalk or driveway clean
________ [ ] maintaining exterior, including outdoor light fixtures
________ [ ] other: ____________________________

8.12. Identify when specific productive activities are needed for maintenance of exterior areas in the home (e.g., mowing grass when it gets too long, repainting house when the paint chips, raking leaves, trimming bushes, sweeping driveway or sidewalk, replacing lights around front door, replacing mailbox if damaged or knocked down). (IF.A.1.In.1, IF.A.1.Su.1)

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8.13. Use specific knowledge and skills when completing activities involving maintenance of exterior areas in the home (e.g., raking leaves, painting house, mowing grass, edging sidewalk, trimming bushes, sweeping driveway or sidewalk, laying sod or planting flowers, cleaning front door mat, replacing mailbox). (IF.A.1.In.1, IF.A.1.Su.1)

8.14. Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal 50: V)

8.15. Use strategies related to maintenance of exterior areas in the home effectively and efficiently and on a regular basis (e.g., mark regular events on calendar; ask landlord about regularly scheduled maintenance completed by owners; associate activities with seasons or times of year—spring cleaning, summer grass cutting, fall leaf raking). (IF.A.1.In.1, IF.A.1.Su.1)

8.16. Accept assistance with and participate in activities and tasks related to maintenance of exterior areas in the home. (IF.A.1.Pa.1)

Specify:

9. Demonstrate ability to move about the community, including using public and private transportation as appropriate.

IF.A.2.In.2 demonstrate safe travel within and beyond the community.

IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:

_____ physical prompt _____ verbal prompt _____ visual prompt

_____ assistive technology _____ supervision _____ other: ______________________

Indicate assistance necessary for mastery at participatory level:

_____ physical assistance □ full □ partial

_____ assistive technology □ full □ partial

Knowledge of Transportation

9.1. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)

Specify: ______ □ cost ______ □ accessibility for persons who are disabled

_____ □ routes ______ □ hours of operation

_____ □ convenience ______ □ other: ______________________

9.2. Identify the dangers, responsibilities, and behavior appropriate to independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keeping hands to self, not talking loudly, being polite, asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)
9.3. Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)

9.4. Select appropriate transportation (e.g., is financially feasible, has appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)

Mobility in an Enclosed Space or Room

9.5. Identify and find specific locations in home or apartments when completing functional tasks (e.g., living areas, eating areas, kitchen, bath, recreation areas, laundry areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

9.6. Identify and find specific locations in stores and restaurants when completing functional tasks (e.g., grocery stores—produce, deli, bakery, frozen foods, canned foods, paper products, cashier, restrooms; department stores—dressing rooms, men's clothing, women's clothing, shoes, linens, cashier, restrooms; video store—new releases, science fiction videos, horror videos, snacks, cashier; restaurants—non-smoking and smoking sections, hostess stand, cashier, restrooms, customer dining area, telephones). (IF.A.2.In.2, IF.A.2.Su.2)

9.7. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)

9.8. Enter and exit buildings through appropriate doorways (e.g., attend to “In,” “Out,” “Enter,” and “Exit” designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)

   Specify steps: □ press call button
   □ step inside
   □ press button for desired floor
   □ exit

9.10. Safely use an escalator when moving about a building. (IF.A.2.In.2, IF.A.2.Su.2)
   Specify steps: □ step on
   □ face forward
   □ stay on one step
   □ step off carefully

9.11. Accept assistance with and participate in the sequence of tasks or activities to travel within or between buildings in the local community. (IF.A.2.Pa.2)
   Specify: ____________________________________________

Traveling in the Community

9.12. Find a desired location in the community (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)
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9.13. Use available modes of transportation to reach desired locations in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)

9.14. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

9.15. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)

9.16. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)

Specify: __________________________

Using Public Transportation

9.17. Locate the bus stop for a desired bus (e.g., obtain schedule, identify bus stops, identify closest stop). (IF.A.2.In.2, IF.A.2.Su.2)


9.19. Identify ways to use maps when traveling on a bus and other mass transit vehicles (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system goes to destination). (IF.A.2.In.2, IF.A.2.Su.2)

9.20. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train, or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)

9.21. Accept assistance with and participate in the sequence of tasks or activities to travel on public transportation (e.g., bus, airplane). (IF.A.2.Pa.2)

Specify: __________________________

10. Demonstrate understanding of appropriate activities for recreation and leisure.

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

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

IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.
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Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: ________________________

Indicate assistance necessary for mastery at participatory level:
___ physical assistance   ___ full   ___ partial
___ assistive technology   ___ full   ___ partial

General Leisure Skills

10.1. Identify the benefits of leisure and recreational activities (e.g., helps you to meet new people, relieves stress, keeps mind off worries, helps you to learn new things, keeps you active, occupies leisure time). (IF.A.1.In.1, IF.A.1.Su.1)

10.2. Identify various kinds of leisure and recreational activities (e.g., indoor games, team sports, outdoor activities, water sports, hobbies and crafts, entertainment). (IF.A.1.In.1, IF.A.1.Su.1)

10.3. Distinguish between work and leisure time activities. (Social and Personal G 53: IV)

10.4. Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)

Games for Teams and Pairs

10.5. Identify persons, objects, tasks, and areas associated with leisure activities involved in playing games with others. (IF.A.1.In.1, IF.A.1.Su.1)

   Specify: ___ ___ indoor card and board games—bingo, checkers, rummy
   ___ ___ outdoor team or pairs sports—softball, horseshoes, soccer, golf
   ___ ___ other: ________________________

10.6. Identify appropriate times and occasions for leisure activities involved in playing games with others (e.g., sporting events, field days, after work, weekends). (IF.A.1.In.1, IF.A.1.Su.1)

10.7. Use specific knowledge and skills when playing games with others (e.g., taking turns, following the rules, counting points, keeping track of scores, identifying scoring opportunities). (IF.A.1.In.1, IF.A.1.Su.1)

10.8. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

10.9. Use strategies related to playing games with others effectively and efficiently and on a regular basis (e.g., keep rules of various games together in one place, identify certain games or activities with certain times of the year—during Christmas holidays, the family enjoys putting together a jigsaw puzzle). (IF.A.1.In.1, IF.A.1.Su.1)

10.10. Accept assistance with and participate in activities and tasks related to playing games with others. (IF.A.1.Pa.1)
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Cultural Activities and Sporting Events

10.11. Identify persons, objects, tasks, and areas associated with leisure activities involving attending cultural activities and sporting events. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: □ musical performances—concerts, dance performances
   □ theatres and plays
   □ celebrations—holidays, parades, festivals, exhibits
   □ school, community, or professional sporting events
   □ other: _______________________________________

10.12. Identify appropriate times and occasions for attending cultural activities and sporting events (e.g., on holidays, when a performer is on tour, when transportation is available). (IF.A.1.In.1, IF.A.1.Su.1)

10.13. Use specific knowledge and skills when attending cultural activities and sporting events (e.g., locating the event on a schedule, obtaining tickets for a performance, following the rules of behavior for the attendees). (IF.A.1.In.1, IF.A.1.Su.1)

10.14. Use strategies related to attending cultural activities and sporting events to plan activities effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for types of events of interest, watch billboards or marquees at civic or performing arts center, write dates of upcoming events on personal calendar, pick up and keep free local team schedules, ask friends to alert you to events). (IF.A.1.In.1, IF.A.1.Su.1)

10.15. Accept assistance with and participate in activities and tasks related to attending or participating in cultural activities or sporting events. (IF.A.1.Pa.1)
   Specify: _______________________________________

Hobbies, Crafts, and Collections

10.16. Identify persons, objects, tasks, and areas associated with hobbies used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: □ arts and crafts
             □ collections
             □ watching movies, reading, playing video games, listening to music
             □ other: _______________________________________

10.17. Identify appropriate times and occasions for leisure activities involving hobbies (e.g., when objects that you collect are available, when you are by yourself). (IF.A.1.In.1, IF.A.1.Su.1)

10.18. Use specific knowledge and skills in engaging in hobbies (e.g., creating the product involved in a craft; knowing where to obtain books to read; knowing how to operate a TV, VCR, or CD player; organizing a collection by category or date). (IF.A.1.In.1, IF.A.1.Su.1)
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10.19. Use strategies related to hobbies to complete leisure activities effectively and efficiently and on a regular basis (e.g., get on mailing lists of hobby groups, get on mailing list of hobby or crafts stores that carry items of interest, watch the community calendar on local TV station, watch for flyers from community recreation centers, write dates of upcoming events on personal calendar, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

10.20. Accept assistance with and participate in activities and tasks associated with hobbies and collections. (IF.A.1.Pa.1)

Caring for Pets

10.21. Identify persons, objects, tasks, and areas associated with pet care activities used for leisure. (IF.A.1.In.1, IF.A.1.Su.1)

Specify:

- □ selecting the pet
- □ caring for the pet—walking, feeding, training, grooming
- □ selecting veterinarian
- □ other: ________________________________

10.22. Identify the appropriate time for activities involving pet care (e.g., taking your pet to the vet when your pet is sick, feeding your pet twice a day, taking your pet for a walk every day, playing with your pet during any free time). (IF.A.1.In.1, IF.A.1.Su.1)

10.23. Use specific knowledge and skills when completing pet care activities (e.g., measuring the right amount of food, training the pet to come when called). (IF.A.1.In.1, IF.A.1.Su.1)

10.24. Use strategies related to caring for pets effectively and efficiently and on a regular basis (e.g., mark regularly scheduled activities on calendar—annual shots, dog shows; keep records related to pet in a special place; keep backup supplies—food, toys; mark a dipper for correct amount of food). (IF.A.1.In.1, IF.A.1.Su.1)

10.25. Accept assistance with and participate in activities and tasks associated with caring for pets. (IF.A.1.Pa.1)

Gardening and Plants

10.26. Identify persons, objects, tasks, and areas associated with common leisure activities involving gardening and plants. (IF.A.1.In.1, IF.A.1.Su.1)

Specify:

- □ selecting the plant or type of garden
- □ planting the seeds or plants
- □ caring for the plants—fertilizing, watering, weeding, harvesting
- □ other: ________________________________

10.27. Identify the appropriate time for leisure activities involving gardening (e.g., when the weather is good; when plants need water, fertilizer, or maintenance; when it is time to pick vegetables, herbs, or flowers). (IF.A.1.In.1, IF.A.1.Su.1)
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10.28. Use specific knowledge and skills when completing leisure activities involving gardening (e.g., giving each type of plant the right amount of water, preparing the soil, gathering vegetables when ready, knowing the amount of time needed to grow). (IF.A.1.In.1, IF.A.1.Su.1)

10.29. Use strategies related to gardening effectively and efficiently and on a regular basis (e.g., relate certain activities to certain times of year, note what neighbors are doing, buy pre-measured fertilizers or plant foods—fertilizer spikes). (IF.A.1.In.1, IF.A.1.Su.1)

10.30. Accept assistance with and participate in activities and tasks associated with caring for plants and gardening. (IF.A.1.Pa.1)

Specify:

Outdoor Activities

10.31. Identify persons, objects, tasks, and areas associated with common outdoor leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify:

- ☐ outdoor sports—camping, hiking, biking
- ☐ water sports—swimming, boating, surfboarding, fishing
- ☐ other: ________________________________

10.32. Identify the appropriate time for leisure activities in the outdoors (e.g., camping, hiking, climbing—when the correct equipment is available, during weather appropriate for being outdoors, when you are in the right location). (IF.A.1.In.1, IF.A.1.Su.1)

10.33. Use specific knowledge and skills when completing leisure activities in the outdoors (e.g., hiking and climbing—using ropes and equipment, following safety procedures; camping—pitching a tent, cooking outdoors, building a fire; fishing—baiting a hook, using different lures, using boat safety skills). (IF.A.1.In.1, IF.A.1.Su.1)

10.34. Use strategies related to outdoor activities effectively and efficiently and on a regular basis (e.g., keep equipment and clothing for activity stored in one place; talk to others involved in same activity; join a group interested in same activity). (IF.A.1.In.1, IF.A.1.Su.1)

10.35. Accept assistance with and participate in activities and tasks associated with outdoor activities. (IF.A.1.Pa.1)

Specify:

11. Demonstrate understanding of the nature and importance of community involvement and participation.

IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services—with guidance and support.
IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.
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Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance □ full □ partial
- assistive technology □ full □ partial

Citizenship

11.1. Identify persons, objects, tasks, and areas involved in citizenship. (IF.A.1.In.1, IF.A.1.Su.1)
    Specify:
    □ registering to vote and voting
    □ recognizing community leaders and their views
    □ learning about and obeying local, state, and federal laws
    □ volunteering
    □ other: ______________________

11.2. Identify when specific activities in the community are needed for citizenship
    (e.g., voting during election years, continuing to learn about issues, volunteering during times of
    disaster). (IF.A.1.In.1, IF.A.1.Su.1)

11.3. Use specific knowledge and skills when completing productive activities in the
    community involving citizenship (e.g., abiding by laws, participating in community events,
    voting at an election, working with others on a service project). (IF.A.1.In.1, IF.A.1.Su.1)

11.4. Identify rules of citizenship within the community. (Social and Personal H 64: V)

11.5. Identify reasons for voting. (Social and Personal H 65: VI)

11.6. Demonstrate procedures for voting. (Social and Personal H 66: VI)

11.7. Use strategies related to citizenship effectively and efficiently and on a regular basis
    (e.g., check the newspaper, community bulletin board, or local news for opportunities).
    (IF.A.1.In.1, IF.A.1.Su.1)

11.8. Accept assistance with and participate in activities and tasks related to citizenship.
    (IF.A.1.Pa.1)
    Specify: ______________________

Community Service Organizations

11.9. Identify persons, objects, tasks, and areas associated with activities in the
    community involved in service groups or organizations. (IF.A.1.In.1, IF.A.1.Su.1)
    Specify:
    □ participating in service activities of a religious group
    □ participating in local service organizations
    □ other: ______________________
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11.10. Identify when specific activities in the community are needed for community groups or organizations (e.g., participating in a coastal cleanup, assisting certain groups of people, raising money for charity). (IF.A.1.In.1, IF.A.1.Su.1)

11.11. Use specific knowledge and skills when completing activities in the community involving service groups or organizations (e.g., working with others, following the guidelines of the organization, asking others for assistance). (IF.A.1.In.1, IF.A.1.Su.1)

11.12. Use strategies related to selective service groups or organizations effectively and efficiently and on a regular basis (e.g., look at membership of group to see if they are people who share your interests, ask a member of the organization how they like it, read information or view videotapes about the group, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

11.13. Accept assistance with and participate in activities and tasks related to community service organizations. (IF.A.1.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

Informal Gatherings in the Community

11.14. Identify persons, objects, tasks, and areas associated with common productive activities in the community involved with informal gatherings of community members and neighbors (e.g., voting, neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)

11.15. Identify when activities in the community involve informal gatherings of community members and neighbors (e.g., when neighbors are ill, when participating on a team activity, when you are playing on a city sports team). (IF.A.1.In.1, IF.A.1.Su.1)

11.16. Use specific knowledge and skills when completing activities involving community members and neighbors (e.g., working with others, showing concern for others, organizing a picnic—planning the food, inviting others to attend, preparing the food). (IF.A.1.In.1, IF.A.1.Su.1)

11.17. Use strategies related to informal gatherings of community members and neighbors effectively and efficiently and on a regular basis (e.g., go with a friend, ask neighbors about the gatherings, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

11.18. Accept assistance with and participate in activities and tasks related to informal gatherings in the community. (IF.A.1.Pa.1)
Specify: ____________________________________________

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Identifying and Contacting Community Resources

11.19. Identify community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: □ employment—state employment services, Vocational Rehabilitation
□ housing, home maintenance—real estate agents, rental agencies, pest control companies
□ medical, health, wellness—doctors, dentists, hospitals, clinics, support groups
□ civic—voter registration, tax collector, license bureau
□ utilities—water, electric, gas, sewer, garbage, cable
□ communication—telephone, mail, e-mail
□ transportation—bus, taxi, bicycle
□ personal services—barber, dry cleaner, laundromat
□ retail store, food service—department stores, restaurants
□ financial—banks, credit cards, investments, insurance, social services
□ recreation, leisure, entertainment—movies, libraries, community centers
□ legal, advocacy—lawyers, advocacy and protection groups
□ educational—adult education, trade schools
□ emergency—police, fire, ambulance, Red Cross
□ religious
□ other: ____________________________

11.20. Identify services provided by local community agencies. (Social and Personal E 43: V)

11.21. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with specific needs would need to be contacted (e.g., when you want to buy a new product, when equipment has broken down, when you don’t feel well, when you are looking for a job). (IF.A.2.In.1, IF.A.2.Su.1)

11.22. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with specific needs (e.g., state or county agencies, family, friends, newspaper, phone book, city hall, neighbors). (IF.A.2.In.1, IF.A.2.Su.1)

11.23. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)

11.24. Identify advantages and disadvantages of particular types of community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: □ community service agencies: advantages—usually is free or low-cost; disadvantages—may have a waiting list, may have limited services
□ businesses: advantages—has customer service focus, offers competitive rates; disadvantages—is higher-cost
□ other resources (friends, neighbors, co-workers): advantages—want to help, is lower cost; disadvantages—may have less knowledge than professionals

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11.25. Select the community service agency, business, or other resource that will meet (or is most likely to meet) specific needs for assistance (e.g., immediate service, low cost, quality service, consistent service, dependability, convenient location, availability). (IF.A.2.In.1, IF.A.2.Su.1)

11.26. Locate community service agencies, businesses, or other resources that assist individuals with specific needs (e.g., call to obtain address, look up address in phone book, ask a friend or co-worker for directions). (IF.A.2.In.1, IF.A.2.Su.1)

11.27. Identify ways of contacting community service agencies, businesses, or other resources that assist individuals with specific needs (e.g., telephone, fax, e-mail, personal visit). (IF.A.2.In.1, IF.A.2.Su.1)

11.28. Contact community service agencies, businesses, or other resources that assist individuals with specific needs when necessary (e.g., to ask questions about a bill, to make an appointment, to find out what services are offered, to get a price estimate). (IF.A.2.In.1, IF.A.2.Su.1)

11.29. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)

Using Community Resources

11.30. Use knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying for the service). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: □ hair care □ laundromat □ dry cleaner
□ other: ________________________________

11.31. Use basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: □ library □ parks and recreation □ public safety
□ other: ________________________________

11.32. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques, paying for the service). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: □ department store □ convenience store □ drug store
□ grocery store □ hardware store □ specialty store
□ flea market □ second-hand store □ garage sale
□ other: ________________________________
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11.33. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying for the bill). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: □ restaurants □ cafeterias □ fast food chains
□ refreshment stands □ vending machines
□ other:

11.34. Use coin-operated machines. (Social and Personal H 63: V)

11.35. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: □ movies □ arenas □ skating rinks
□ video arcades □ museums—science, art, historical
□ other:

11.36. Use knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, getting a money order, balancing an account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: □ banks □ credit unions □ savings and loan
□ other:

11.37. Use basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, making an appointment, filling out an application, paying for the service). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: □ clinics
□ hospitals
□ doctors’ offices
□ health department
□ mental health and guidance clinics
□ other:

Mail and Telephone Services

11.38. Identify community service agencies, businesses, or other resources that assist individuals with mail, telephone, and e-mail to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: □ mail—US Post Office
□ telephone—local provider, long distance carrier, cellular phone company
□ e-mail—Internet provider
□ other:
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11.39. Use basic knowledge and skills when using mail services to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ☐ writing a card or letter and addressing an envelope
☐ determining and obtaining correct postage
☐ locating and using mail boxes and pickup and delivery services
☐ registering a change of address
☐ other: __________________________________________

11.40. Demonstrate the specific knowledge and skills required to use a telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ☐ function and use of telephone parts
☐ function of various signals and tones
☐ correct way to dial local numbers
☐ correct way to get assistance with telephone services
☐ use of emergency numbers such as 911 (emergency)
☐ use of basic information numbers such as 411 and weather
☐ use of pay telephones
☐ other: __________________________________________

11.41. Demonstrate specific knowledge and skills required to communicate by telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ☐ what to say when answering the phone
☐ what to say when making a call
☐ what to say when ending a call
☐ how to leave a message
☐ how to take a message
☐ other: __________________________________________

11.42. Identify and use emergency number (0—911) on telephone in an appropriate manner. (Social and Personal H 61: IV)

11.43. Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)

12. Demonstrate understanding of interpersonal relationships as they relate to post-school adult living.

SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.
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Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ____________________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance 0 full 0 partial
- assistive technology CI full 0 partial

Identifying Types of Relationships

12.1. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, religious organization members, community members). (SE.A.2.In.1, SE.A.2.Su.1)

12.2. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)

12.3. Identify qualities of a destructive relationship with a peer or adult (e.g., being vengeful toward each other, talking behind each other’s back, physically hurting each other, using harsh language toward each other, not sharing with others, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)

12.4. Identify interpersonal skills to maintain a close relationship with family, friends, and peers (e.g., visit others, write to others, call others, show continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)

12.5. Identify the effects of negative peer pressure on interpersonal relationships (e.g., persuading a person to do something he or she does not want to do, breaking a rule or law, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)

Interpersonal Communication Skills

12.6. Identify characteristics of communication which promote good relationships with others (e.g., using polite language, saying what you mean). (SE.A.2.In.1, SE.A.2.Su.1)

12.7. Use appropriate language to conduct social interactions including greetings, apologies, and introductions (e.g., shake hands, use polite phrases such as “Thank you.” “You’re welcome.” “Please.” “Excuse me.” “May I?” “I’m sorry.” “Nice to meet you.”). (SE.A.2.In.1, SE.A.2.Su.1)

Specify:

- 0 home
- 0 school
- 0 community
- 0 workplace

12.8. Demonstrate characteristics of communication which promote good relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)

Specify:

- 0 home
- 0 school
- 0 community
- 0 workplace

12.9. Demonstrate steps for introducing oneself to others in various situations (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

Specify:

- 0 home
- 0 school
- 0 community
- 0 workplace
12.10. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)

12.11. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using 'I' messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)

Specify: ____ ☑ home  ____ ☑ school  ____ ☑ community  ____ ☑ workplace

12.12. Identify nonverbal and verbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another, crossing arms over chest, walking away; verbal comments—commenting on their appearance or physique, telling someone they did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.Su.1)

12.13. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)

Specify: ____ ☑ home  ____ ☑ school  ____ ☑ community/workplace

Using Appropriate Behavior

12.14. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)

12.15. Show respect for property of others. (Social and Personal G 52: III)

12.16. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., being vengeful toward others, physically hurting others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)

12.17. Identify attitudes and behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others, giving others credit for contributions). (SE.A.2.In.1, SE.A.2.Su.1)

12.18. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

12.19. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

12.20. Cooperate with peers. (Social and Personal G 51: III)

12.21. Initiate interactions with peers, family, co-workers, and friends (e.g., saying "Hello," introducing yourself, asking another's name, stating what your role is in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)

Specify: ____ ☑ home  ____ ☑ school  ____ ☑ community  ____ ☑ workplace
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12.22. Use appropriate techniques to invite a peer to join a group (e.g., gain attention, ask peer if interested, give time to consider invitation and respond, show appreciation, show understanding if refused). (SE.A.2.In.1, SE.A.2.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

12.23. Display acceptance for persons with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

12.24. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

12.25. Identify personal feelings. (Social and Personal G 54: IV)

12.26. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all others are seated). (SE.A.2.In.1, SE.A.2.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

12.27. Accept assistance with and participate in interacting with others in ways appropriate for the relationship. (SE.A.2.Pa.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

Physical Contact

12.28. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

12.29. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when the person doesn’t want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)

12.30. Identify responses that will protect a person from inappropriate physical contact from others (e.g., asks person to stop, walks away from person, backs away from person, asks for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

12.31. Identify sources of assistance for a person who may experience inappropriate physical contact from others (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)
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12.32. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: ☐ home ☐ school ☐ community ☐ workplace

12.33. Use effective responses to inappropriate physical contact from others that will protect the person (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: ☐ home ☐ school ☐ community ☐ workplace

12.34. Ask for assistance if a person experiences inappropriate physical contacts from others (e.g., call for a neighbor's help, ask a peer for help, ask a family member for help, call for a teacher's assistance, call a police officer for help, ask a pedestrian for assistance). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: ☐ home ☐ school ☐ community ☐ workplace

12.35. Accept assistance with and participate in appropriate physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: ☐ home ☐ school ☐ community/works place

12.36. Accept assistance with and participate in alerting someone about inappropriate physical contact with others. (SE.A.2.Pa.1)
Specify: ☐ home ☐ school ☐ community/works place

Conflict Resolution

12.37. Identify characteristics of the diverse nature of human conflicts (e.g., how some goals may exclude or limit other goals, how conflict can have both positive and negative results; how some conflict is irrational and may be a result of misunderstanding or short-sightedness). (SE.A.2.In.1, SE.A.2.Su.1)

12.38. Use conflict resolution skills when faced with a problem (e.g., identifying the conflict; dealing with feelings; pinpointing the cause of conflict; allowing time for negotiation; choosing a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, collaboration, mediation). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: ☐ home ☐ school ☐ community ☐ workplace

12.39. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)

12.40. Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.Su.1)

12.41. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, practical intelligence, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.Su.1)
Use negotiation skills when faced with a problem (e.g., determine the magnitude of the conflict, identify benefits gained from the resolution, establish acceptable negotiating guidelines, establish ground rules for time, commit to the process, pick a mediator, practice confidentiality, use strategy and tactics for a win-win resolution, reach terms that both sides will accept).

(SE.A.2.In.1, SE.A.2.Su.1)
Specify:  □ home  □ school  □ community  □ workplace

13. Use effective communication skills when interacting with others.

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.
CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

□ physical prompt  □ verbal prompt  □ visual prompt
□ assistive technology  □ supervision  □ other: ____________________

Indicate assistance necessary for mastery at participatory level:

□ physical assistance  □ full  □ partial
□ assistive technology  □ full  □ partial

Understanding the Concept of Communication

13.1. Identify the roles and uses of language (verbal and nonverbal) in communication (e.g., serves interactive, personal, and informative purposes; conveys desires, feelings, ideas, and needs; responds to others). (CO.A.1.In.1, CO.A.1.Su.1)

13.2. Identify the forms of language used in communication (e.g., spoken or written words, phrases, and sentences; sign language; finger spelling; symbols and icons). (CO.A.1.In.1, CO.A.1.Su.1)

13.3. Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

13.4. Identify the meaning of various facial expressions while engaging in conversations (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)

13.5. Identify the difference in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)

13.6. Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)
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13.7. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ □ facial expressions _____ □ sounds
       _____ □ gestures _____ □ body language
       _____ □ hand signals _____ □ other: ________________________

13.8. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ □ home _____ □ school _____ □ community _____ □ workplace

13.9. Use voice and fluency appropriate for the social situation (e.g., eating meals, attending a religious service, cheering at a sports event, walking in the halls). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ □ tone of voice _____ □ pitch
       _____ □ fluency (rate and rhythm) _____ □ loudness
       _____ □ duration _____ □ other: ________________________

13.10. Imitate or approximate speech sounds. (Language A 3: I)

13.11. Imitate or approximate words. (Language A 4: II)

Listening

13.12. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ □ relaxed _____ □ active _____ □ social _____ □ defensive
       _____ □ other: ________________________

13.13. Identify the difference between attentive and inattentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; inattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)

13.14. Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ □ listening for content
       _____ □ paying attention to cues—first, second..., in summary, most important
       _____ □ linking to prior knowledge and experiences
       _____ □ considering emotional meaning
       _____ □ other: ________________________

13.15. Use strategies to improve listening (e.g., empathize with and "read" people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)
13.16. Use appropriate language to express desires effectively (e.g., "May I have more potatoes?" "I want to finish this job." "I don't care for spinach." "I would rather not go to that movie."). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: ☐ requests ☐ refusals ☐ other: ____________________________

13.17. Ask questions to obtain information and expand knowledge. (Language C 27: IV)

13.18. Express personal beliefs or opinions. (Language C 28: V)

13.19. Identify personal feelings. (Social and Personal G 54: IV)

13.20. Participate in conveying desires effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)
   Specify method: ☐ touch referent object ☐ point to actual object
   ☐ vocalize or gesture ☐ use assistive or augmentative device
   ☐ verbalize or sign ☐ other: ____________________________

13.21. Express wants and needs. (Language C 20: II)

13.22. Participate in requesting desired person, object, or action (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)
   Specify method: ☐ touch referent object ☐ point to actual object
   ☐ vocalize or gesture ☐ use assistive or augmentative device
   ☐ verbalize or sign ☐ other: ____________________________

13.23. Use appropriate language to express ideas and feelings clearly (e.g., "I believe this is a valuable thing to do." "This is what really happened." "I like you a lot." "I'm upset with what you did."). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: ☐ opinions ☐ facts ☐ affection ☐ anger
   ☐ happiness ☐ sadness ☐ other: ____________________________

13.24. Use language to indicate displeasure or dislike. (Language C 16: I)

13.25. Use appropriate language to express need for assistance in various situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: ☐ home ☐ school ☐ community ☐ workplace

13.26. Use language to give simple commands. (Language C 18: II)

13.27. Accept assistance with and participate in requesting help or assistance. (CO.A.1.Pa.1)
   Specify method: ☐ touch referent object ☐ point to actual object
   ☐ vocalize or gesture ☐ use assistive or augmentative device
   ☐ verbalize or sign ☐ other: ____________________________
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13.28. Use appropriate language to express the need for assistance in emergency situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

13.29. Use language to indicate danger or give warnings to others. (Language C 22: III)

Responding to Communication

13.30. Respond to a voice or environmental sound. (Language A 1: I)

13.31. Respond to own name by using one or more observable behaviors. (CO.A.1.Pa.1)
Specify: □ intentional body or head movement—move or turn toward speaker
□ facial expressions—look at speaker, smile, blink
□ oral communication—respond verbally
□ other: ____________________________

13.32. Respond to own name. (Language B 5: I)

13.33. Locate a sound source. (Language A 2: II)

13.34. Respond to cued commands (e.g., verbal—saying someone's name; nonverbal signs—come here, stop, one minute). (CO.A.1.Pa.1)
Specify method: □ vocalize or gesture □ body movements
□ facial expressions □ verbalize or sign
□ other: ____________________________

13.35. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., using "I" statements, making apologies, acknowledging discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

13.36. Respond to other's generosity by stating appreciation (e.g., thanking the person, telling the person how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

13.37. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace
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13.38. Respond appropriately to basic questions, directions, and informational statements (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

Using Greetings and Conversations

13.39. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

13.40. Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

13.41. Use appropriate greetings when meeting other persons in various situations (e.g., formal—“Hello”; informal—“Hi!” “How are you?” “Nice to see you.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

13.42. Use language to initiate social greeting. (Language C 23: III)

13.43. Respond appropriately to greetings in various situations (e.g., “Hello.” “Thank you for inviting me.” “It’s nice to see you, too.” “I’m doing well, and you?”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

13.44. Use language to respond to verbal greetings. (Language C 19: II)

13.45. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, finances, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; other familiar persons—about shared interests, common experiences; unfamiliar person—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

13.46. Use language to participate appropriately in conversation. (Language C 29: V)

13.47. Use language to initiate conversation. (Language C 30: VI)

13.48. Use language to relate recent personal experiences. (Language C 26: IV)

13.49. Use appropriate language to end conversations (e.g., “It was nice talking with you.” “Thank you for stopping by.” “It was so good to see you again.” “Let’s keep in touch.” “Talk to you soon.” “Good-bye!”). (CO.A.1.In.1, CO.A.1.Su.1)
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Specify:  □ home  □ school  □ community  □ workplace

13.50. Identify correct verbal responses in telephone interactions (e.g., “May I ask who is calling?” “One moment, please.” “May I take a message?” “May I please speak to ...?” “This is she/he.” “Thank you for calling.”). (CO.A.1.In.1, CO.A.1.Su.1)

13.51. Use verbal and nonverbal communication with appropriate style and tone for the audience and occasion when participating in individual or group presentations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify style and tone: _______________________________________________________________________
Specify audience and occasion: _______________________________________________________________________

13.52. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify:  □ initiating topics
          □ maintaining topics
          □ taking turns
          □ ending a conversation
          □ repairing communication breakdowns
          □ showing sensitivity to cultural differences
          □ other: _______________________________________________________________________

Giving and Receiving Feedback

13.53. Identify situations when feedback is commonly given (e.g., after you have answered a question, after you have finished a project, after you have cleaned your room or house, when you need help with a task, after you have participated in a sport). (CO.A.1.In.1, CO.A.1.Su.1)

13.54. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

13.55. Respond effectively to feedback given in various situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
Specify:  □ home  □ school  □ community  □ workplace

13.56. Use feedback to make changes (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
Specify:  □ home  □ school  □ community  □ workplace

13.57. Give effective feedback to others (e.g., “You are doing great.” “Try to do five more.” “You need to try to throw the ball straight by looking where you are throwing.” “You did well on your test.” “Keep up the good work.” “Study for an extra hour each night.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify:  □ home  □ school  □ community  □ workplace
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Communication Systems

13.58. Identify characteristics of different types of alternative, augmentative, and technological devices for communication (e.g., communication boards, switches, electronic buttons with verbal cues, pictures or objects, letters to point and spell, words to point and make sentences, telephone, talking card reader). (CO.A.1.In.1, CO.A.1.Su.1)

13.59. Use a communication system for acquiring information and communication needs that matches linguistic, physical, and cognitive ability. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ sign language □ total communication □ finger spelling □ augmentative communication □ verbal language □ symbol system □ other: _____________________________

13.60. Identify need for own communication system and request its use in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

14. Use skills to obtain and express information needed in common tasks of daily activities and work.

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.
CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
CL.B.2.In.2 express oral, written, or visual information for specified purposes.
CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.
CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.
CL.B.2.Pa.1 participate in expressing information in daily routines—with assistance.
CL.B.3.In.1 identify mathematical concepts and processes to solve problems.
CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
CL.B.3.Pa.1 participate in activities involving the use of mathematical concepts in daily routines—with assistance.
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Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology

Indicate assistance necessary for mastery at participatory level:

- physical assistance
- full
- partial
- assistive technology
- full
- partial

Persons, Objects, Areas, and Locations

14.1. Identify persons, objects, areas, and locations used in productive activities in the home (e.g., cleaning the house, cooking a meal, washing clothes, maintaining the yard). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
- cleaning—vacuum, glass cleaner, bleach, ammonia, toilet brush
- cooking—measuring cups, measuring spoons, pots, pans
- laundry—washer, dryer, detergent, bleach, stain remover
- yard work—rake, lawn mower, shovel, hose
- home repair—hammer, wrench, drill, plunger
- other:

14.2. Identify persons, objects, areas, and locations used in workplace activities (e.g., answering the phone, copying information, faxing information, changing oil, changing a tire, taking an order at the dry cleaners, setting up work station at a restaurant, fixing drinks for customers, selling clothes). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
- office—fax machine, copy machine, calculator, envelopes, stamps, desk
- food service—trays, drink machine, sugar caddies, refrigerator
- personal equipment—time card, locker, mailbox, files, uniform
- maintenance—broom, waste basket, cleaning supplies
- other:

14.3. Identify persons, objects, areas, and locations used in activities in the community (e.g., productive activities—banking, picking up dry cleaning, grocery shopping, voting; leisure activities—packing for a camping trip, practicing for a concert, playing a team sport, using sports equipment). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:
- banking
- shopping
- personal services
- post office
- library
- eating out
- indoor games
- crafts or hobbies
- outdoor activities
- sport
- entertainment
- other:

14.4. Accept assistance with and participate in recognizing and relating to familiar objects (e.g., turns toward own bed, reaches for own jacket when leaving). (CL.B.1.Pa.1)

Specify:

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Pictures

14.5. Identify household objects, areas, and locations as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ☐ furniture ☐ appliances ☐ interior design
   ☐ supplies ☐ entertainment ☐ other: _______________

14.6. Identify persons, objects, areas, and locations in the community as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ☐ buildings ☐ signs ☐ landmarks
   ☐ other: _______________

14.7. Identify persons, objects, areas, and locations in leisure activities as described and pictured in books and magazines (e.g., camping equipment, board games, craft supplies). (CL.B.1.In.1, CL.B.1.Su.1)

14.8. Identify persons, objects, areas, and locations in the workplace as described and pictured in technical manuals or materials (e.g., equipment, supplies, materials). (CL.B.1.In.1, CL.B.1.Su.1)

14.9. Match and discriminate pictures and shapes. (Reading A 2: III)

14.10. Identify information from a picture. (Reading A 4: IV)

14.11. Describe pictures or objects. (Language C 24: III)

14.12. Identify essential information obtained from a video segment, illustration, or picture of a situation (e.g., news footage, newspaper pictures, photographs from a trip). (CL.B.1.In.2, CL.B.1.Su.2)

Symbols and Icons

14.13. Identify the meaning of symbols and icons on appliances, equipment, or controls used in functional activities in the home (e.g., off, on, temperature control). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ☐ cooking ☐ laundry ☐ cleaning
   ☐ plumbing ☐ yard care ☐ heating and cooling
   ☐ other: _______________

14.14. Identify the meaning of symbols and icons on machinery, equipment, or controls used in leisure activities (e.g., taking rides at an amusement park, using exercise machines, using entertainment equipment, using camping equipment). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ☐ on, off, start ☐ do not use, out of order
   ☐ height requirements ☐ settings—fast, slow
   ☐ directional symbols ☐ other: _______________
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14.15. Identify the meaning of symbols and icons on signs for buildings and public facilities (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: □ up, down □ men, women □ handicapped entrance □ other: ________________________________

14.16. Recognize information communicated by common symbols and signs. (Reading A 1: III)

14.17. Identify and demonstrate understanding of community signs and symbols. (Reading B 6: IV, V)

14.18. Identify the meaning of words on signs in stores, restaurants, and other businesses in the community (e.g., grocery shopping, eating at restaurants or fast food chains, going to the movies). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: □ order here □ cashier □ no food or drink allowed □ no smoking □ cost of admission □ hours of operation □ wait to be seated □ shirt and shoes required □ no talking □ other: ________________________________

14.19. Identify the meaning of road signs when traveling (e.g., stop, one-way, no U-turn, yield). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: □ stop □ one way □ right turn □ no U-turn □ speed limit □ other: ________________________________

14.20. Identify the meaning of symbols and icons on safety and warning signs when completing functional activities (e.g., using electric appliances—hair dryer, mixer, iron; walking near construction sites; pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: □ no smoking, danger, poison □ do not use near water, for outside use only □ shock, uses grounded outlets, 220 volts only □ other: ________________________________

14.21. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)

Letters and Numerals

14.22. Identify letters when completing functional tasks (e.g., locating a name by the first letter, identifying a volume of an encyclopedia, locating a word in the dictionary, locating a book using the Dewey decimal system, throwing away the boxes marked with a "P"). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: a-z ________________________________

14.23. Match and discriminate upper and lower case letters. (Reading A 5: IV)

14.24. Reproduce upper and lower case letters of the alphabet. (Social and Personal A 2: IV)
14.25. Identify numerals when completing functional tasks (e.g., locating a phone number, identifying an account number, identifying the total on a bill, locating a street or route number). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-\text{n}

14.26. Identify the time and temperature on electronic signs on buildings in the community. (CL.B.1.In.1, CL.B.1.Su.1)

14.27. Identify various coins and denominations of bills when completing functional tasks (e.g., counting change, counting money saved in coin jar, purchasing items, using vending machines). (CL.B.1.In.1, CL.B.1.Su.1)
Specify coins: 
- □ penny
- □ nickel
- □ dime
- □ quarter
Specify bills: 
- □ one
- □ five
- □ ten
- □ twenty
- □ fifty

14.28. Identify correct value of stamps to use when mailing items (e.g., sending a birthday card, sending a post card, mailing a letter, mailing a package). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: 
- □ post cards
- □ letters
- □ packages

14.29. Identify the meaning of a date on a product or form when completing functional tasks (e.g., selecting fresh milk, returning a library book on time, knowing when a product in the refrigerator has expired, determining when a letter was sent, identifying when a form was completed). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: 
- □ date due
- □ expiration date
- □ date posted
- □ other:

**Personal Identification**

14.30. Identify own personal information on a card when completing functional tasks (e.g., filling out forms, responding to requests for personal information, signing in at security desk in a building). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: 
- □ name
- □ address
- □ phone number
- □ date of birth
- □ Social Security number
- □ emergency contact
- □ parents or guardian
- □ other:

14.31. Locate personal identification cards when needed from wallet or billfold when completing functional tasks (e.g., cashing a check, gaining entry into a health club, going to a wholesale club, renting a video, going to the library, starting a new job). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: 
- □ Social Security card
- □ driver license
- □ photo ID
- □ check cashing card
- □ store or membership card
- □ other:
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14.32. Respond to own name by one or more observable behaviors. (CL.B.1.Pa.1)
   Specify: 
   - ☐ turn head
   - ☐ move toward voice
   - ☐ move eyes
   - ☐ change facial expression
   - ☐ change sounds
   - ☐ vocalize response
   - ☐ make gesture
   - ☐ other:

14.33. Respond to own name. (Language B 5: I)

14.34. Identify own first name in manuscript. (Reading A 3: III)

14.35. Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)

Frequently Used Words

14.36. Identify the meaning of common written and oral words and expressions. (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: 
   - ☐ frequently used words
   - ☐ opposite concepts
   - ☐ category words
   - ☐ directional concepts
   - ☐ other:

14.37. Demonstrate an understanding of common words and expressions (e.g., stop, drink your milk, bye bye). (Language B 6: I, II)

14.38. Comprehend simple opposite concepts (e.g., hot/cold, wet/dry, hard/soft, long/short). (Language B 8: II, III)

14.39. Demonstrate an understanding of simple category words (e.g., clothing, food, animals). (Language B 11: IV)

14.40. Demonstrate an understanding of directional concepts (e.g., above/below, backward/forward, top/bottom, in front/in back, left/right, around/through). (Language B 12: IV)

14.41. Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)

14.42. Identify the meaning of number words when completing functional tasks (e.g., reading a newsletter, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify range: 0-n

14.43. Identify the meaning of ordinal number words when completing functional tasks (e.g., identifying who is first in line, identifying what place a runner finished in a race, identifying when it is your turn). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify range: first-nth

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14.44. *Identify the meaning of words in context using examples of cues, direct explanation clues, and synonym clues.* (Reading D 15: VI)

14.45. *Read number words, zero to ten.* (Mathematics B 11: V)

14.46. *Read number words from eleven to one hundred.* (Mathematics B 14: VI)

**Personal Care Information**

14.47. Identify the meaning of words related to productive activities in the home (e.g., finding the appropriate cleaning tool, following a recipe, selecting a snack, washing the clothes). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ housekeeping—vacuum, disinfect, ammonia
□ cooking—stove, ingredients, boil, simmer
□ laundry—washer, detergent, dryer, iron
□ other: ______________________

14.48. Identify the meaning of information found on clothing labels when completing functional tasks (e.g., cleaning a garment, determining how much a garment costs, choosing the correct size). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ size □ brand name □ price □ fabric
□ washing and cleaning instructions □ other: ______________________

14.49. Identify the meaning of information found on labels and directions on food products when completing functional tasks (e.g., cooking a meal, storing products, using food products, identifying nutritional information). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ preparation directions □ storage requirements
□ expiration date □ nutrition information
□ serving and portion information □ weight □ volume
□ other: ______________________

14.50. Identify the meaning of words related to personal care activities when completing functional tasks (e.g., getting ready for work or school; managing finances; maintaining cleanliness of home or clothing; purchasing items; paying bills—rent, phone, utility). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ personal hygiene—brush teeth, floss teeth, shower
□ finances—balance checkbook, deposit money, budget
□ maintain clothes—wash, dry clean, mend
□ purchasing items—discount, sale, tax, charge, pounds
□ paying bills—balance, overdue balance, late fee, due date, interest
□ other: ______________________

14.51. Identify the meaning of information found on drug labels when completing functional tasks (e.g., taking medicine, cleaning out a medicine cabinet, storing hazardous materials). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ directions for use □ dosage □ warnings
□ expiration date □ storage □ antidotes
□ prescription and renewal information □ other: ______________________
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14.52. Identify the meaning of information found on product labels when completing functional tasks (e.g., storing food after shopping, opening a package received, using a product). (CL.B.1.In.1, CL.B.1.Su.1)
Specify:
- ☐ directions for use
- ☐ safety precautions—this end up, open other side, fragile
- ☐ storage—store in dry place, keep from freezing
- ☐ warranty information
- ☐ other: _____________________________

14.53. Use information on packaged food products, medicines, and cleaning products appropriately when completing functional tasks (e.g., taking medicine; storing medicine, food, and cleaning agents; cleaning with chemicals; preparing a meal). (CL.B.1.In.2, CL.B.1.Su.2)
Specify:
- ☐ storage
- ☐ warning labels
- ☐ dosage
- ☐ instructions
- ☐ other: _____________________________

Community Information

14.54. Identify the meaning of words related to productive activities in the community (e.g., registering to vote, balancing a checkbook, completing transactions at the bank, verifying a balance over the telephone, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)
Specify:
- ☐ banking—withdrawal, deposit, account number, debit, balance
- ☐ library—library card, check out, due date, late charge
- ☐ voting—election, party, candidate, voter’s registration
- ☐ other: _____________________________

14.55. Identify the meaning of information related to travel activities when completing functional tasks (e.g., going on a road trip, flying on a plane, taking a bus). (CL.B.1.In.1, CL.B.1.Su.1)
Specify:
- ☐ north, south, east, west
- ☐ Interstate highway, road, street, route
- ☐ speed limit, map, exit, traffic signals, railroad crossing
- ☐ airfare, bus ticket, departure gate, arrival time, flight number
- ☐ other: _____________________________

Leisure Information

14.56. Identify the meaning of words related to leisure activities when completing functional tasks (e.g., playing sporting events, attending plays or movies, playing board games, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)
Specify:
- ☐ indoor games
- ☐ outdoor activities
- ☐ sports
- ☐ entertainment
- ☐ hobbies
- ☐ other: _____________________________

14.57. Identify the meaning of written and graphical information provided in instruction booklets and diagrams used for games, sports, and other leisure activities (e.g., directions, rules, operating instructions). (CL.B.1.In.1, CL.B.1.Su.1)
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Abbreviations

14.58. Identify abbreviations when completing functional tasks (e.g., reading days of the week on a calendar, reading the ingredients required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ measurement units □ locations
□ titles □ time
□ other: __________________________

14.59. Identify abbreviations and acronyms for agencies and organizations when completing functional tasks (e.g., sending information overnight or next day mail, reading articles in a newsletter, watching a news broadcast). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ medical organizations—health maintenance organization (HMO)
□ government agencies—Developmental Services (DS), Vocational Rehabilitation (VR)
□ mail services—United Parcel Service (UPS), United States Postal Service (USPS)
□ radio and television—NBC, WFSU
□ web addresses—www.firn.edu
□ other: __________________________

Following Directions

14.60. Use strategies to remember and understand directions when completing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: □ repeat directions □ paraphrase directions
□ follow a pictured diagram □ use a cue card or check list
□ make a list □ other: __________________________

14.61. Use strategies to remember and understand directions involving demonstrations or models. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: □ verbalize key features or steps
□ break into smaller components for practice
□ practice with physical guidance
□ practice with verbal cueing
□ other: __________________________

14.62. Follow a list of events in sequential order (e.g., complete a daily to-do list, complete a to-do list to move, complete a task checklist, complete a guide or plan). (CL.B.1.In.2, CL.B.1.Su.2)

14.63. Identify the meaning of directions or instructions located on purchased items (e.g., installation and assembly directions, packaging directions, cooking instructions, user instructions, warranty information). (CL.B.1.In.1, CL.B.1.Su.1)

14.64. Follow directions to complete productive activities in the home (e.g., follow a recipe, assemble a bicycle, operate a washing machine). (CL.B.1.In.2, CL.B.1.Su.2)
14.65. Follow directions to complete productive activities in the community (e.g., locate and sign out a book at the library; vote; assist in a volunteer service organization or activity; participate in coastal cleanup; participate in a fund-raiser; use the community pool, gym, or park). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: □ number of steps—1, 2, multiple
□ presentation mode—oral, written, pictorial, graphic, demonstration
□ other: 

14.66. Follow directions to complete leisure activities (e.g., craft and hobbies—candle making, collages, pottery, photography, sewing; sport activities—basketball, tennis, soccer, water skiing, hiking; games—card, board, video). (CL.B.1.In.2, CL.B.1.Su.2)

14.67. Follow directions and information given on vending machines (e.g., how to select products, cost of products, how to deposit bills or coins, where change return is located). (CL.B.1.In.2, CL.B.1.Su.2)

14.68. *Follow verbal directions with prompts to complete a one-step task.* (Language B 7: II)

14.69. *Follow verbal directions without prompts to complete a one-step task.* (Language B 10: III)

14.70. *Follow verbal directions to complete a two-step task.* (Language B 13: IV)

14.71. *Follow verbal directions with more than two steps.* (Language B 14: V)

14.72. *Follow written directions with one-step.* (Reading C 11: V)

14.73. *Follow written directions with two-steps.* (Reading C 13: VI)

**Comprehension Strategies**

14.74. Use cues in a document to locate specific information in a text or visual by skimming or scanning when completing functional tasks (e.g., workplace tasks—locating a name on a list; personal care—finding a recipe for dessert; leisure—finding information on a specific location, person, or event). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: □ key words □ dates □ numbers □ charts □ graphs □ pictures □ maps □ other: 

14.75. *Answer factual questions about paragraphs.* (Reading C 9: V)

14.76. Use strategies to determine the essential message of a paragraph, section, or document as a whole when completing functional tasks (e.g., telling someone about articles in magazines or the newspaper). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: □ identify the first sentence or topic □ paraphrase information □ identify information that is repeated □ scan chapter headings □ other: 

14.77. *Determine main idea stated in a paragraph.* (Reading C 8: V)
14.78. Identify the implied main idea in a paragraph. (Reading D 18: VII)

14.79. Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)

14.80. Identify the stated cause or effect of an action or event in a paragraph. (Reading C 12: VI)

14.81. Identify the implied cause or effect in a paragraph. (Reading D 16: VII)

14.82. Determine the order of events in a paragraph. (Reading C 10: V)

14.83. Use self-monitoring strategies to clarify and remember information (e.g., Does what I am reading or doing make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don’t know?). (CL.B.1.In.2, CL.B.1.Su.2)

14.84. Determine a logical conclusion or generalization for a paragraph or passage. (Reading D 17: VII)

14.85. Evaluate accuracy of financial materials to complete functional tasks (e.g., pay the correct amount of money for an object, verify charges and balance on a banking account, charge the correct amount of money to a customer). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: □ bank statements □ bills
□ receipts □ checkbook
□ invoices □ other:

14.86. Distinguish between true and false statements. (Reading E 19: V)

14.87. Use strategies to distinguish between misleading and truthful advertising when completing functional tasks (e.g., read consumer reports on products; ask friends who have bought products; compare advertising for competitive products; evaluate products on cost, reliability, and warranties). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: □ identify exaggerations □ identify false claims
□ evaluate reasonableness □ other:

14.88. Distinguish between fact and opinion in sentences. (Reading E 20: VI)

14.89. Distinguish between facts and opinions in paragraphs. (Reading E 21: VII)

Organizing Information

14.90. Locate and organize information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)

14.91. Alphabetize words by using the first letter. (Reading F 22: V)

14.92. Alphabetize words using the first two letters. (Reading F 25: VI)
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14.93. Locate and organize items and information by category when completing functional tasks (e.g., filing a product warranty, finding a recipe for cookies). (CL.B.1.In.3)

14.94. Organize clothes in dresser or closet by type when completing functional tasks (e.g., organizing closet or drawers by winter and summer wear, putting away clean clothes, putting away clothes that have been worn but are not dirty). (CL.B.1.In.3)

14.95. Sort items by color when completing functional tasks (e.g., sorting clean socks, towels, or dishes; organizing closets, cabinets, or linen closets; sorting laundry by lights and darks). (CL.B.1.In.3)

14.96. Sort items into matching pairs when completing functional tasks (e.g., pairing socks, organizing a jewelry box, putting away shoes). (CL.B.1.In.3)

14.97. Locate and organize items by date when completing functional tasks (e.g., identifying if a check cleared, verifying a specific deposit, verifying a specific withdrawal, verifying that a payment was made on a bill, locating a receipt to return a purchased item). (CL.B.1.In.3)

14.98. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2, CL.B.1.Su.2)

14.99. Locate and organize items and information by topic or subject when completing functional tasks (e.g., planning a wedding, filing bills). (CL.B.1.In.3)

14.100. Sort like objects. (Social and Personal C 19: II)

14.101. Order items numerically (e.g., page numbers, outlines). (CL.B.1.In.3)

14.102. Organize items by size when completing functional tasks (e.g., putting away clean dishes, cleaning out kitchen drawers). (CL.B.1.In.3)

Using Table of Contents, Menus, and Indexes

14.103. Identify the major sections of information in the table of contents when completing functional tasks (e.g., locating information about a topic of interest, finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ book—introduction, chapter titles, index, glossary
___ magazines—titles, page numbers, authors
___ newspaper—sections, page numbers
___ other: __________________________________________

14.104. Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)

14.105. Identify the major sections of information in the menu or homepage of an electronic document on a CD-ROM, website, or electronic database when completing functional tasks (e.g., locating information about a topic of interest, researching information for a work report, finding the correct section of a database). (CL.B.1.In.1, CL.B.1.Su.1)
14.106. Use an index to locate a subtopic by page number when completing functional tasks (e.g., researching for a report, finding information on a topic of personal interest, locating a specific recipe in a cookbook, locating a specific topic in a textbook). (CL.B.1.In.1, CL.B.1.Su.1)

**General Information Resources**

14.107. Locate information provided in a telephone directory when completing functional tasks (e.g., placing a long distance call, changing telephone service, calling a government agency, getting a number not listed in the phone book). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ ☐ person's phone number ☐ business phone number
___ ☐ emergency numbers ☐ dialing assistance
___ ☐ telephone service assistance ☐ community information
___ ☐ area codes ☐ other: __________________________

14.108. Identify an appropriate source to obtain information on current events when completing functional tasks (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ ☐ newspaper ☐ magazine ☐ television
___ ☐ radio ☐ people
___ ☐ Internet resources ☐ other: __________________________

14.109. Identify types of information in reference books or resources when completing functional tasks (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject, finding the correct spelling of a word). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ ☐ almanac—weather-related information, crop information
___ ☐ atlas—road maps, distance charts, state capitals, population
___ ☐ dictionary—definitions, spelling, syllabication
___ ☐ encyclopedia—general information by subject
___ ☐ other: __________________________

14.110. Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)

14.111. Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)

**Consumer Information**

14.112. Identify consumer information in brochures and pamphlets (e.g., energy-saving hints accompanying utility bill, list of bank services accompanying bank statements). (CL.B.1.In.1, CL.B.1.Su.1)

14.113. Locate information about desired goods in a product catalog (e.g., kind of products, prices, ordering procedures, product characteristics, mailing costs, return policy). (CL.B.1.In.1, CL.B.1.Su.1)
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14.114. Identify sources to obtain information about restaurants (e.g., location, type of food, typical cost of a meal, days and hours of operation, reservation policy, method(s) of payment). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ newspapers □ magazines □ Internet
□ Yellow Pages □ friends or family □ other: __________

14.115. Identify the meaning of information related to desired services before obtaining the service (e.g., hotel service—laundry cost, room service prices; automobile service—warranty information on a service, price, length of time warranty is in effect). (CL.B.1.In.1, CL.B.1.Su.1)

14.116. Use information from resources related to community services (e.g., current news, health screening, leisure events and schedules, real estate information). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: □ radio, TV □ newspapers □ posters, flyers
□ other: __________

14.117. Identify information in a mortgage, lease, or contract to verify obligations and to ensure that contracted services or products are received. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: □ length of term □ cost per month □ extra charges
□ limits □ other: __________

Newspapers and Magazines

14.118. Locate information in the newspaper when completing functional tasks (e.g., looking for a job, finding the weather forecast, identifying current events, clipping coupons, locating sale items, identifying scores). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ headlines □ local news □ sports
□ recreational activities □ special features □ comics
□ advertisements □ classified ads
□ other: __________

14.119. Locate advertisements in newspapers, store handouts, and posters to complete productive activities in the home (e.g., purchasing new furniture, remodeling home, purchasing new linens). (CL.B.1.In.1, CL.B.1.Su.1)

14.120. Locate advertisements in newspapers, store handouts, and posters to complete personal care activities (e.g., purchasing medicine, choosing a hairdresser, purchasing new clothes, signing a gym contract). (CL.B.1.In.1, CL.B.1.Su.1)

14.121. Identify the meaning of information found in newspapers and magazines regarding community activities and resources (e.g., community festivals, fairs, library events or speakers, concerts, movies). (CL.B.1.In.2, CL.B.1.Su.2)

14.122. Locate advertisements in newspapers, store handouts, and posters for items needed for leisure activities (e.g., purchasing a baseball glove to play on a community team, purchasing craft materials, purchasing games or books for spare time). (CL.B.1.In.1, CL.B.1.Su.1)
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14.123. Use information found in classified ads and advertisement sections of the newspaper (e.g., clipping coupons to purchase new or used items, selling unwanted items, finding a job). (CL.B.1.In.2, CL.B.1.Su.2)
   Specify: _____ □ read an ad—find a job, place to live, car, furniture, pet
   _____ □ place an ad—sell a house, locate lost pet, advertise a garage sale
   _____ □ other: ________________________________

14.124. Locate personal care information in a magazine, newspaper, or on the Internet when completing functional tasks (e.g., starting a diet, starting a fitness program, finding a desirable hairstyle, locating answers to medical questions). (CL.B.1.In.1, CL.B.1.Su.1)

14.125. Identify information in instructional pamphlets, specialty magazines, computer software, and books on leisure activities (e.g., reading for personal interest, reading about a play before seeing it, learning various types of dance). (CL.B.1.In.1, CL.B.1.Su.1)

Diagrams, Tables, Graphs, Schedules, and Charts

14.126. Identify events using a schedule (e.g., television programs, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.1, CL.B.1.Su.1)

14.127. Identify the meaning of simple graphs and charts when completing functional tasks (e.g., identifying a schedule from a table, identifying the number of work days without injuries on the job from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: _____ □ bar graphs _____ □ pie chart _____ □ tables and charts

14.128. Obtain information from charts, graphs, and schedules. (Reading F 24: VI)

Maps

14.129. Use a key or legend to find information on a map when completing functional tasks (e.g., traveling on a road trip, finding locations within a city or town). (CL.B.1.In.2, CL.B.1.Su.2)
   Specify: _____ □ roads, highways _____ □ cities, towns _____ □ mileage
   _____ □ other: ________________________________

14.130. Identify travel routes between specified locations on a map when completing functional tasks (e.g., planning a trip, calculating distance, estimating time for travel). (CL.B.1.In.2, CL.B.1.Su.2)

14.131. Locate a specific place using maps and floor plans. (Reading F 27: VI)
Expressing Personal Information

14.132. Reproduce required personal information to accomplish functional tasks
(e.g., completing forms, signing documents, addressing a letter). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: ☐ name ☐ address
☐ phone number ☐ date of birth
☐ Social Security number ☐ emergency contact
☐ parents or guardian ☐ other: ____________________________

14.133. Express self-identity by telling first name. (Language C 17: II)


14.135. Reproduce own first and last name. (Writing A 1: IV)

14.136. Write from memory or identification card own name, address, telephone number,
age, and date of birth. (Writing A 3: V)

Completing Forms

14.137. Determine proper documents needed to complete forms (e.g., Social Security card, birth
certificate, driver's license, identification card). (CL.B.2.In.1, CL.B.2.Su.1)

14.138. Write needed information accurately on forms. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: ☐ personal information—name, address, phone, birth date
☐ sex—male/female
☐ race—White/Hispanic/Black/Asian/Native American/Multi-racial
☐ marital status—single/married
☐ employment—employed/self-employed
☐ other: ____________________________

14.139. Accurately complete application forms to accomplish functional tasks (e.g., obtaining
a driver's license, seeking entrance to a school or program, applying for medical benefits, buying
insurance). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: ☐ driver's license ☐ employment
☐ admission to organization or school ☐ public assistance
☐ other: ____________________________

14.140. Complete forms which require personal data (e.g., W-4, medical history, insurance). (Writing D 13: VII)

14.141. Using appropriate sources for information, complete job-related application
forms. (Social and Personal C 31: VI)
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14.142. Accurately complete consumer-related forms to complete functional tasks (e.g., receive a loan, credit card, or insurance). (CL.B.2.In.2, CL.B.2.Su.2)
   Specify: ___ □ credit card   ___ □ loan application   ___ □ bank account
   ___ □ check   ___ □ deposit slip   ___ □ product warranty
   ___ □ other: ________________________________________

14.143. Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)

14.144. Complete forms associated with a savings account. (Mathematics E 45: VI)

14.145. Complete simple order blanks. (Writing D 14: VII)

14.146. Write to-do lists to complete functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)
   Specify: ___ □ daily or weekly—grocery shopping
   ___ □ specific activities—prepare to move, complete work activities
   ___ □ other: ________________________________________

14.147. Give directions to another person to accomplish a task. (CL.B.2.In.2, CL.B.2.Su.2)
   Specify: ___ □ school task—how to look up a reference, how to dress for PE
   ___ □ work task—how to use a cash register, how to fill out a leave form
   ___ □ personal task—how to use a microwave, how to put away groceries
   ___ □ leisure task—how to pack for vacation, how to take care of a pet
   ___ □ other: ________________________________________

14.148. State steps to complete a task. (Language C 31: VI)

14.149. Record activities performed to accomplish functional tasks (e.g., keep an accurate balance of bank account, complete all school or work assignments, keep an accurate journal, keep track of daily accomplishments). (CL.B.2.In.1, CL.B.2.Su.1)
   Specify: ___ □ daily events   ___ □ daily tasks
   ___ □ checks and deposits   ___ □ other: ______________________

14.150. Create documents or written communications that include necessary documentation (e.g., letter about lost mail with list of dates and lost items; application for eligibility for Vocational Rehabilitation with accompanying documentation of disability). (CL.B.2.In.1, CL.B.2.Su.1)
   Specify: ___ □ report   ___ □ summary
   ___ □ letter of complaint   ___ □ letter of application
   ___ □ other: ________________________________________

14.151. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, give a presentation). (CL.B.2.In.1, CL.B.2.Su.1)
   Specify: ___ □ note   ___ □ memo or e-mail   ___ □ business letter
   ___ □ brief description   ___ □ report   ___ □ personal letter
   ___ □ cards and invitations   ___ □ other: ______________________
14.152. Write a message to accurately record information from telephone calls or personal conversations (e.g., transcribing—transfer answering machine or voicemail messages to paper; dictation—write a verbal message from one person to another). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: □ caller’s name □ date □ who person represents □ time □ phone number □ message □ other: ________________________

14.153. List information (who, what, when, and where) of a given message. (Writing D 11: VI)

14.154. Write a letter and address an envelope. (Writing D 12: VI)

14.155. Use a writing process to develop documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ organize ideas □ write first draft □ review by other □ edit □ revise □ write final copy □ other: ________________________

14.156. Proofread to locate and correct spelling errors. (Writing B 5: VI, VII)

14.157. Write simple sentences. (Writing D 10: V)

14.158. Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)

14.159. Use standard conventions of grammar when writing or speaking to complete functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ at home—letter, note, or message to family members; directions □ at school—book reports, science projects, summaries, class assignments □ at work—directions, correspondence, proposal □ other: ________________________

14.160. Capitalize the first letter of own first and last name. (Writing C 6: IV)

14.161. Capitalize and punctuate common titles (e.g., Mr., Mrs., Dr.), proper nouns which name persons, days of the week, months of the year, and names of streets, cities, and countries. (Writing C 8: VI)

14.162. Write a sentence with correct capitalization of the first word and ending punctuation. (Writing C 7: V)

14.163. Use correct punctuation and capitalization when writing a letter and addressing an envelope. (Writing C 9: VI)

14.164. Spell frequently used words from a specified word list (e.g., Dolch, SSAT, survival and consumer words). (Writing B 4: V, VI, VII)
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14.165. Accept assistance with and participate in communicating wants and needs. (CL.B.2.Pa.1)
Specify: ____________________________

General Quantitative Concepts

14.166. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)


14.168. Identify one and one more. (Mathematics A 2: III)

14.169. Demonstrate awareness of one-to-one correspondence when participating in functional tasks (e.g., one sock on each foot). (CL.B.3.Pa.1)

14.170. Demonstrate the use of one-to-one correspondence. (Mathematics B 7: III)

14.171. Accept assistance with and participate in indicating desired quantity or amount of material (e.g., how much milk, how many pillows). (CL.B.3.Pa.1)
Specify: ___________ q vocalize indicating enough or more
___________ q gesture indicating enough or more
___________ q point to "stop" or "more" on communication board
___________ other: ____________________________

Whole Numbers

14.172. Identify whole numbers to accomplish functional tasks (e.g., finding pages in a book, finding a street address, reading speed limit signs, reading temperature gauges, learning how much a house costs, identifying bus numbers, giving account numbers). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: ________ q to 10 __________ q to 100 __________ q to 1,000
___________ q to 10,000 __________ q to 100,000

14.173. Match numerals to corresponding sets of objects, 0 to 10. (Mathematics B 9: IV)

14.174. Reproduce numerals from 0 to 10. (Mathematics B 10: IV)

14.175. Identify numerals which correspond to sets of objects 11 to 100. (Mathematics B 12: V)

14.176. Count from 1 to 5. (Mathematics B 8: III)

14.177. Count by 2's, 5's, and 10's to 100. (Mathematics B 13: V)

14.178. Identify one and one more. (Mathematics A 2: III)

14.179. Identify the first and last member in a group of objects. (Mathematics A 3: III)

14.180. Demonstrate understanding of the concept of middle. (Mathematics A 4: IV)
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14.181. Read number words, zero to ten. (Mathematics B 11: V)

14.182. Read number words from eleven to one hundred. (Mathematics B 14: VI)

Fractions and Decimals

14.183. Identify the meaning of fractional parts of an object, area, or set of items to accomplish functional tasks (e.g., measuring 1/3 cup of milk, cutting a pie into eighths, sawing a piece of wood in half). (CL.B.3.In.1, CL.B.3.Su.1)

14.184. Identify halves and fourths of an area. (Mathematics J 74: V)

14.185. Identify the meaning of numerals with decimals when completing functional tasks (e.g., reading a sale sign, reading a digital clock). (CL.B.1.In.1, CL.B.1.Su.1)

Computation

14.186. Identify situations in daily living when addition, subtraction, multiplication, and division are used (e.g., totaling distances traveled over several days, determining the number of members on both teams, determining how much inventory was sold). (CL.B.3.In.1, CL.B.3.Su.1)

14.187. Add two sets of objects, sums through 12. (Mathematics C 15: IV)

14.188. Add a 1 or 2-digit number to a 2-digit number with no more than one regrouping. (Mathematics C 19: VI)

14.189. Add a 2-digit number to a 2-digit number without regrouping, sums through 99. (Mathematics C 16: V)

14.190. Add two numbers each having no more than two decimal places. (Mathematics J 77: VII)

14.191. Add a 1 or 2-digit number to a 2-digit number with no more than one regrouping. (Mathematics C 19: VI)

14.192. Add one 2 or 3-digit number to a 3-digit number with regrouping. (Mathematics C 21: VII)

14.193. Solve problems involving computation of numbers to accomplish functional tasks (e.g., adding amount of money spent from checkbook in one month, determining a monthly budget, adding number of hours worked in a pay period, determining average weight gained in two months). (CL.B.3.In.2, CL.B.3.Su.2)

Specify number: _______ single digits _______ multiple digits

Specify method: _______ mentally _______ uses a table or chart

Specify method: _______ without regrouping _______ with regrouping

Specify method: _______ uses counters or tallies _______ uses an abacus

Specify method: _______ uses a calculator _______ other: ______________________
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14.194. Apply addition skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics C 17: V)

14.195. Use a calculator to perform complex addition computations. (Mathematics C 18: VI)

14.196. Apply addition skills involving two 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics C 20: VI)

14.197. Use addition skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics C 22: VII)

14.198. Use addition and subtraction to solve applied problems involving simple fractions and percents. (Mathematics J 76: VII)

14.199. Subtract one set of objects from another set no larger than 12. (Mathematics D 23: IV)

14.200. Subtract a 2-digit number from a 2-digit number without regrouping. (Mathematics D 24: V)

14.201. Apply subtraction skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics D 25: V)

14.202. Subtract a 2- or 3-digit number from a 3-digit number with no more than one regrouping. (Mathematics D 27: VI)

14.203. Apply subtraction skills involving 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics D 28: VI)

14.204. Subtract a 3-digit number from a 3-digit number with regrouping. (Mathematics D 29: VII)

14.205. Use subtraction skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics D 30: VII)

14.206. Use a calculator to perform complex subtraction computations. (Mathematics D 26: VI)

14.207. Identify products of multiplication facts through 81. (Mathematics H 67: VI)

14.208. Multiply a 2-digit number by a 1-digit number. (Mathematics H 68: VI)

14.209. Apply multiplication skills to solve one-step applied problems. (Mathematics H 70: VII)


14.211. Identify basic division facts products through 81. (Mathematics I 71: VI)

14.212. Use division to solve one-step applied problems. (Mathematics I 72: VII)
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14.213. Use a calculator to perform complex division computations. (Mathematics I 73: VII)

Ratio, Proportion, and Percent

14.214. Identify situations in daily living when percent is used (e.g., calculating grade percentages, calculating interest, charting growth by percentage increase or decrease). (CL.B.3.In.1, CL.B.3.Su.1)

14.215. Identify simple fraction and percent equivalents (e.g., $\frac{1}{2} = 50\%, \frac{1}{4} = 25\%$). (Mathematics J 75: VI)

14.216. Identify situations in daily living when ratio is used (e.g., calculating amounts of two substances in a mixture). (CL.B.3.In.1, CL.B.3.Su.1)

14.217. Identify situations in daily living when proportion is used (e.g., scale drawings, interior design, diluting a mixture). (CL.B.3.In.1, CL.B.3.Su.1)

Measurement

Specify: _____ □ linear _____ □ volume _____ □ weight
_____ □ time _____ □ temperature _____ □ money

14.219. Accept assistance with and participate in indicating awareness of distance or size (e.g., recognize when destination has been reached). (CL.B.3.Pa.1)
Specify method: _____ □ vocalize _____ □ gesture _____ □ touch
_____ □ use assistive or augmentative device _____ □ other: ____________
Specify setting: _____ □ home _____ □ school _____ □ community/workplace

14.220. Accept assistance with and participate in relating event or activity to time of day (e.g., eating breakfast in morning, going to bed at night). (CL.B.3.Pa.1)
Specify: _____ □ begin activity _____ □ look at referent object
_____ □ use augmentative or assistive device _____ □ other: ____________

14.221. Determine which of three or more objects is smallest, largest, shortest, or tallest. (Mathematics A 5: IV)

14.222. Identify ruler, yardstick, and tape measure. (Mathematics F 47: IV)

14.223. Measure an object to the nearest inch. (Mathematics F 50: V)

14.224. Identify the length, width, or height of an object. (Mathematics F 54: VII)

14.225. Solve applied problems involving measurement using addition or subtraction. (Mathematics F 55: VII)
14.226. Demonstrate an understanding of capacity concepts. (e.g., least, most, empty, full) (Mathematics A 6: IV)

14.227. Identify a cup, quart, and gallon as tools to measure capacity. (Mathematics F 49: V)

14.228. Determine capacity by measuring to the nearest cup, quart, or gallon. (Mathematics F 51: VI)

14.229. Determine weight by measuring to the nearest pound. (Mathematics F 52: VI)

14.230. Associate activities with morning, afternoon, and night (e.g., eating breakfast, going to bed). (Mathematics G 56: III)

14.231. Demonstrate an understanding of the beginning concepts of time (e.g., today, now, later, yesterday). (Language B 9: III)

14.232. Tell which day of the week comes before and after a given day. (Mathematics G 60: V)

14.233. Identify the days of the week. (Mathematics G 58: IV)

14.234. Indicate the date by month, day, and year in numerical form (e.g., 5/13/88). (Mathematics G 64: VI)

14.235. Distinguish between a.m. and p.m. to describe time of day. (Mathematics G 62: VI)

14.236. Identify time equivalencies (e.g., 12 months = 1 year, 60 minutes = 1 hour, 24 hours = 1 day, 30 minutes = 1 half hour, and 1 week = 7 days). (Mathematics G 63: VI)

14.237. Tell time to the hour. (Mathematics G 57: IV)

14.238. Tell time to the hour and half hour. (Mathematics G 59: V)

14.239. Indicate time in hours and minutes using proper notation (e.g., 1:28). (Mathematics G 65: VI)

14.240. Given a date, identify the day of the week on a calendar. (Mathematics G 61: V)

14.241. Using addition and subtraction, solve applied problems involving years, months, weeks, days, or hours. (Mathematics G 66: VII)

14.242. Identify tools to measure temperature (e.g., thermometer, thermostat). (Mathematics F 48: IV)

14.243. Determine the temperature using Fahrenheit thermometers. (Mathematics F 53: VI)

14.244. Identify coins as money. (Mathematics E 31: III)

14.245. Identify the coins: penny, nickel, dime, and quarter. (Mathematics E 32: IV)
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14.246. Identify the cent (¢) sign and the dollar ($) sign. (Mathematics E 33: IV)

14.247. Identify the cent value of a penny, a nickel, a dime, a quarter, and the dollar value of bills through $10. (Mathematics E 35: V)

14.248. Identify money values not to exceed $100 (e.g., $62.43). (Mathematics E 42: VI)

14.249. Count coins and bills to accomplish functional tasks (e.g., making penny rolls to take to a bank, using quarters to pay for a $2.00 item, paying for the bill at a restaurant). (CL.B.3.In.1, CL.B.3.Su.1)

Specify:

- $1.00
- $5.00
- $20.00
- $100.00
- other:

14.250. Identify common coin combinations to accomplish functional tasks (e.g., paying a toll on a highway, paying bus fare, using pay phones, buying a newspaper from a stand, purchasing gum from a machine, placing money in a parking meter). (CL.B.3.In.1, CL.B.3.Su.1)

14.251. Determine equivalent amounts using pennies, nickels, dimes, and quarters (not to exceed $1). (Mathematics E 37: V)

14.252. Determine equivalent amounts not to exceed $10 using coins and paper currency. (Mathematics E 41: VI)

14.253. Write money values not to exceed $10. (Mathematics E 38: V)

14.254. Determine the total cost of items to accomplish functional tasks (e.g., determining how much more money is needed to purchase a group of items). (CL.B.3.In.2, CL.B.3.Su.2)

14.255. Identify which costs more through $5, given the cost of two items. (Mathematics E 36: V)

14.256. Solve applied problems involving comparison shopping. (Mathematics E 46: VII)

14.257. Calculate correct change to accomplish functional tasks (e.g., verifying change from a cashier, making change as a cashier, verifying change given from a vending machine, counting change as a customer). (CL.B.3.In.2, CL.B.3.Su.2)

Specify:

- $1.00
- $5.00
- $10.00
- $20.00
- $100.00
- other:

14.258. Determine the change to be received from a $5 bill after a purchase (with calculator, if needed). (Mathematics E 40: VI)

14.259. Solve problems involving purchases with a discount to accomplish functional tasks (e.g., determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)

14.260. Solve problems involving rate of interest or sales tax to accomplish functional tasks (e.g., interest on a car loan, sales tax on books). (CL.B.3.In.2, CL.B.3.Su.2)
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14.261. Identify purposes and functions of banks and credit unions (e.g., financial transactions, savings accounts, loans). (IF.A.2.In.1, IF.A.2.Su.1)

14.262. Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)

14.263. Identify the purposes of a checking and savings account. (Mathematics E 39: V)

14.264. Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)

14.265. Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)

14.266. Complete forms associated with a savings account. (Mathematics E 45: VI)

Geometry

14.267. Identify functional situations when it is useful to locate coordinate points on a grid (e.g., reading a map, determining direction of coordinates when traveling on a boat). (CL.B.3.In.1, CL.B.3.Su.1)

14.268. Solve problems involving the perimeter or area of a rectangle or square to accomplish functional tasks (e.g., calculating the distance around a mall or a block for exercising, determining the area of a room to purchase a carpet). (CL.B.3.In.2, CL.B.3.Su.2)

14.269. Participate in indicating awareness of location (e.g., smiles when gets to own room). (CL.B.3.Pa.1)

Specify method: vocalize gesture touch

use assistive or augmentative device other:

Specify setting: home school community/workplace

14.270. Participate in returning objects to proper location (e.g., puts game on shelf, stacks plate in dishwasher). (CL.B.3.Pa.1)

Specify: home school community workplace
Solving Mathematical Problems


Specify:

- □ determine nature of the problem
- □ select correct technique
- □ make reasonable estimate of results
- □ apply operation or procedures to obtain result
- □ check results for accuracy and reliability
- □ explain results
- □ other: ____________________________

14.272. Determine whether sufficient information is given in solving particular mathematical problems (e.g., “Do I have all the information I need?” “What does this information have to do with the problem?”). (CL.B.4.In.1, CL.B.4.Su.1)


Specify:

- □ drawing pictures or diagrams
- □ using concrete objects
- □ paraphrasing
- □ using models
- □ other: ____________________________

14.274. Identify situations in daily life when the concepts of chance and probability are used (e.g., in weather forecasts—a 30% chance of rain, in winning the lottery—a million-to-one chance to win, in a playoff series for a championship). (CL.B.3.In.1, CL.B.3.Su.1)

14.275. Make a reasonable prediction of the likelihood of a simple event occurring (e.g., likelihood of one’s high school football team winning the next game). (CL.B.3.In.2, CL.B.Su.2)

14.276. Determine odds for and against a given outcome (e.g., whether or not it will rain, whether or not a ticket will be the winner in a lottery). (CL.B.3.In.1, CL.B.Su.1)

14.277. Identify functional situations when it is useful to gather and organize data (e.g., calculating a bowling average, keeping track of monthly expenditures, charting the growth of a child, preparing to file a tax return). (CL.B.3.In.1, CL.B.3.Su.1)

14.278. Solve problems using information displayed in charts and tables to accomplish functional tasks (e.g., determining the highest temperature for the week from a bar graph, determining from a pie graph what percentage of time the student spends sleeping, determining the class’s favorite ice cream flavor from a graph). (CL.B.3.In.2, CL.B.3.Su.2)
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15. Use adaptive equipment and devices and alternate strategies to function effectively at home, at school, in the community, or in the workplace.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt
- ___ verbal prompt
- ___ visual prompt
- ___ assistive technology
- ___ supervision
- ___ other: ___________________________

Indicate assistance necessary for mastery at participatory level:

- ___ physical assistance  □ full  □ partial
- ___ assistive technology  □ full  □ partial

15.1. Initiate communication using augmentative communication system in various situations. (CO.A.1.Su.1)
Specify: _____ □ home  _____ □ school  _____ □ community  _____ □ workplace

15.2. Identify activities involved in disability management and use of adaptive or assistive devices. (IF.A.1.Su.2)
Specify: _____ □ appropriate use of equipment, assistive, or adaptive devices
- _____ □ recognizing the need for repair or maintenance of any prosthesis
- _____ □ requesting assistance with disability needs when necessary
- _____ □ other: ___________________________

15.3. Use specific knowledge and skills when completing activities involving disability management and use of adaptive or assistive devices (e.g., correctly using equipment or assistive or adaptive devices; appropriately finding assistance with one’s own disability needs; knowing limitations due to disability; knowing availability and function of assistive and adaptive devices). (IF.A.1.Su.2)
Specify: _____ □ home  _____ □ school  _____ □ community  _____ □ workplace

15.4. Use strategies related to disability management and use of adaptive or assistive devices to complete activities effectively and efficiently and on a regular basis (e.g., store instructions for adaptive or assistive equipment in one place, keep all papers related to eligibility for various services in a safe place, ask friends with similar disabilities for advice, keep a list of agencies to call for assistance or to answer questions—hot line or referral line). (IF.A.1.Su.2)

15.5. Accept assistance with and participate in activities and tasks associated with disability management and use of adaptive or assistive devices. (IF.A.1.Pa.2)
Specify: _____ □ home  _____ □ school  _____ □ community/workplace

16. Demonstrate knowledge of own Individual Educational Plan, including participation in team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt
- ___ verbal prompt
- ___ visual prompt
- ___ assistive technology
- ___ supervision
- ___ other: ___________________________

Indicate assistance necessary for mastery at participatory level:

- ___ physical assistance  □ full  □ partial
- ___ assistive technology  □ full  □ partial

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Understanding the Components of the Individual Educational Plan

16.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

16.2. Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1, IF.B.1.Su.1)

16.3. Identify characteristics of steps in the IEP development. (IF.B.1.In.1, IF.B.1.Su.1)

Specifying:
- determine school and post-school outcome desires
- determine present levels of performance
- develop annual goals and related short-term objectives or benchmarks
- assign responsibility for objectives
- identify needed services, modifications, and supports

16.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)

Specifying:
- employment
- instruction and continuing education
- community participation
- independent living
- agency support
- daily living skills

16.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Individual Education Plan

16.6. Identify sources of information about personal interests, preferences, strengths, and needs for use in the IEP meeting (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

16.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)

Specifying:
- in-school—course of study, diploma, extracurricular activities
- post-school—postsecondary training, employment
- post-school—living arrangements, community participation
- other:

16.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

16.9. Assist in identifying alternatives and choices available to reach IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

16.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
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16.11. Assist in setting the IEP annual goals and short-term objectives or benchmarks, considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

16.12. Assist in identifying the time and resources needed to implement the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

16.13. Assist in allocating, prioritizing, and scheduling time and resources to implement the IEP (e.g., assign responsibilities, determine timelines, set criteria for completion). (IF.B.1.In.1, IF.B.1.Su.1)

16.14. Apply self-advocacy and self-determination skills in the IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

16.15. Accept assistance with and participate in activities related to developing own IEP. (IF.B.1.Pa.1)
Specify: ____________________________________________
Major Concepts/Content. The purpose of this course is to provide instruction for students who have physically disabling conditions or other health impairments that substantially limit one or more major life activities and require adaptation of the school environment or curriculum in order to benefit from an educational program.

The content should include, but not be limited to, the following:

- independent functioning in home, school, and community
- communication
- social participation
- employment and post-school adult living
- use of adaptive equipment and assistance

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Students with disabilities who are pursuing a standard diploma may take this course for elective credit. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a
course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

This course may be used with students who require the assistance of communication systems including signing, communication boards, or other adaptive equipment. Course requirements should be modified as appropriate.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.
Course Number: 7963030 - Skills for Students who are Motor and Other Health Impaired

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate knowledge and skills needed to function independently in the classroom, home, and community within the limitations of physical ability.
   IF.A.1.In.1 complete productive and leisure activities used in the home and community.
   IF.A.1.In.2 complete personal care, health, and fitness activities.
   IF.A.1.Su.1 complete productive and leisure activities used in the home and community— with guidance and support.
   IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
   IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.
   IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.
   IF.A.2.In.1 select and use community resources and services for specified purposes.
   IF.A.2.In.2 demonstrate safe travel within and beyond the community.
   IF.A.2.Su.1 use community resources and services—with guidance and support.
   IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
   IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.
   IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.
Course Number: 7963030 - Skills for Students who are Motor and Other Health Impaired

Indicate guidance and support necessary for mastery at supported level:

- physical prompt   - verbal prompt   - visual prompt
- assistive technology   - supervision   - other: _______________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance   - full   - partial
- assistive technology   - full   - partial

Motor Control

1.1. Use body posture and attention appropriate to a variety of tasks including positioning and/or moving to perform tasks and functional movements. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify task: ___ □ locomotor   ___ □ non-locomotor   ___ □ travel skill:
   ___ □ object control   ___ □ body control   ___ □ other: ________
   Specify setting: ___ □ home   ___ □ school   ___ □ community   ___ □ workplace

1.2. Use assistive or adaptive equipment or orthotic devices to perform tasks needed to function independently. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: ___ □ home   ___ □ school   ___ □ community   ___ □ workplace

1.3. Use comfortable and appropriate mannerisms when positioning self or moving to perform tasks and functional movements.
   Specify: ___ □ home   ___ □ school   ___ □ community   ___ □ workplace

1.4. Identify common personal care needs involved in motor control and managing self. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: ___ □ strength, stamina, endurance, and muscular flexibility
   ___ □ postural alignment for sitting, standing, lifting, and movement
   ___ □ proximity to objects
   ___ □ other: _______________________

1.5. Identify when personal care activities are needed for motor control (e.g., weight training or physical therapy to build muscles for daily tasks, cardiovascular exercise to increase stamina and endurance, use of assistive devices for correct posture). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: ___ □ home   ___ □ school   ___ □ community   ___ □ workplace

1.6. Use specific knowledge and skills when completing personal care activities needed for motor control (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: ___ □ home   ___ □ school   ___ □ community   ___ □ workplace
Course Number: 7963030 - Skills for Students who are Motor and Other Health Impaired

1.7. Use strategies related to motor control to complete personal care activities effectively and efficiently and on a regular basis (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ☐ home ☐ school ☐ community ☐ workplace

1.8. Accept assistance with and participate in activities and tasks associated with motor control routines. (IF.A.1.Pa.2)
Specify home routines: ☐ morning ☐ after school ☐ evening
Specify school routines: ☐ arrival ☐ during day ☐ departure
Specify community routines: ☐ workplace or volunteer activities ☐ special events

Personal Care

1.9. Identify persons, objects, tasks, and areas associated with common personal care activities. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ☐ eating ☐ dressing ☐ hygiene ☐ grooming ☐ other:

1.10. Use specific knowledge and skills when completing personal care activities (e.g., cutting food correctly, putting on and taking off clothing, bathing and shampooing). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ☐ home ☐ school ☐ community ☐ workplace

1.11. Use adaptive or assistive devices, as needed, to complete personal care activities.
Specify: ☐ home ☐ school ☐ community ☐ workplace

1.12. Feed self with spoon independently. (Social and Personal B 8: II)

1.13. Feed self independently with utensils. (Social and Personal B 9: III)

1.14. Use appropriate table manners (e.g., passing food, sharing condiments). (Social and Personal B 12: IV)

1.15. Follow lunch procedures. (Social and Personal B 13: IV)

1.16. Accept assistance with and participate in activities and tasks associated with daily personal care routines. (IF.A.1.Pa.2)
Specify home routines: ☐ morning ☐ after school ☐ evening
Specify school routines: ☐ meals ☐ during class ☐ after school
Specify routines in community:
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Health Care

1.17. Identify persons, objects, tasks, and areas associated with common health care activities involved in maintaining wellness. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: □ routine medical care, periodic check-ups
   □ regular rest and exercise
   □ maintaining a nutritious diet
   □ taking steps to maintain a positive mental attitude
   □ other: ________________________________

1.18. Identify when health care activities are needed for wellness (e.g., seeing the general practitioner, gynecologist, and ophthalmologist annually or as needed; seeing the dentist every six months for a cleaning; taking time for yourself). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: □ home □ school □ community □ workplace

1.19. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying positive eating habits, maintaining a regular exercise program, using nonprescription medicines for minor aches and pains, identifying sources of stress, balancing activities). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: □ home □ school □ community □ workplace

1.20. Discriminate food items from nonfood items. (Social and Personal A 10: III)

1.21. Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal E 38: III)

1.22. Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)

1.23. Identify appropriate storage and use of medications. (Social and Personal E 41: V)

1.24. Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)

1.25. Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)

1.26. Use strategies to complete wellness activities effectively and efficiently and on a regular basis (e.g., develop a wellness plan and follow it, participate in wellness activities with a friend, keep nonprescription drugs stored together, check expiration dates on nonprescription drugs every six months, ask doctor and dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: □ home □ school □ community □ workplace

1.27. Accept assistance with and participate in activities and tasks associated with wellness. (IF.A.1.Pa.2)
   Specify: □ home □ school □ community/workplace
Course Number: 7963030 - Skills for Students who are Motor and Other Health Impaired

Home Care

1.28. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven; locating the cold water faucet on a sink; setting the oven temperature; turning off the burner when cooking is completed; washing fresh meats, fruits, and vegetables before cooking or serving). (IF.A.1.In.1, IF.A.1.Su.1)
   Specify:
   □ selecting and planning what to eat—according to the Food Guide Pyramid
   □ preparing foods and beverages
   □ following a recipe—measuring, cutting, mixing, cooking, cooling
   □ storing food—organizing by type
   □ determining food conditions—spoiled, raw, cooked, frozen, defrosted
   □ using adaptive devices in preparing food
   □ other: ____________________________

1.29. Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)

1.30. Serve self from food containers. (Social and Personal B 14: IV)

1.31. Follow a simple recipe. (Social and Personal B 15: V)

1.32. Select and operate kitchen appliances for food preparation. (Social and Personal B 16: V)

1.33. Identify proper storage areas for food. (Social and Personal B 17: V)

1.34. Plan and prepare a meal. (Social and Personal B 18: VI)

1.35. Use strategies related to household cleaning, safety, and maintenance of interior areas to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., store chemicals safely, use special labels on cleaning agents, arrange furniture to facilitate easy flow of traffic, organize cupboards and other storage areas). (IF.A.1.In.1, IF.A.1.Su.1)
   Specify:
   □ identifying areas and objects that need to be cleaned or maintained
   □ selecting appropriate products, tools, and equipment for housekeeping
   □ using products, tools, and equipment for household cleaning
   □ securing the home by locking doors and windows
   □ maintaining a comfortable temperature in house
   □ maintaining exterior, including outdoor light fixtures
   □ using adaptive devices in household and exterior maintenance
   □ getting assistance for tasks if needed
   □ other: ____________________________

1.36. Return items after use to a proper place. (Social and Personal F 46: III)

1.37. Pick up trash and dispose properly. (Social and Personal F 47: III)

1.38. Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)
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1.39. Perform laundry tasks. (Social and Personal F 49: V)

1.40. Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)

1.41. Accept assistance with and participate in the sequence of tasks and activities of daily home care routines. (IF.A.1.Pa.1)
   Specify routine: ____________________________________________________________

Using Leisure Time

1.42. Use specific knowledge and skills when completing a variety of leisure and recreation activities (e.g., taking turns, following the rules, counting the points, keeping track of scores, using free weights, keeping track of progress, mentally picturing the game pattern, using a graphic representation of playing area). (IF.A.1.In.1, IF.A.1.Su.1)
   Specify:  □ indoor team or pairs games—basketball, racquetball, volleyball
            □ outdoor team or pairs games—dodgeball, softball, baseball, horseshoes
            □ exercise programs—aerobics, strength training, jogging
            □ dance, gymnastics
            □ other: ____________________________________________________________

1.43. Distinguish between work and leisure time activities. (Social and Personal G 53: IV)

1.44. Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)

1.45. Use adaptive or assistive devices to perform tasks involved in common leisure and recreation activities (e.g., bowling rail, beeping ball, special game boards). (IF.A.1.Su.1)
   Specify task: ____________________________________________________________

1.46. Accept assistance with and participate in performing various physical tasks involved in common leisure and recreation activities. (IF.A.1.Pa.1)
   Specify task: ____________________________________________________________

1.47. Accept assistance with and participate in using adaptive or assistive devices to perform various leisure and recreation activities. (IF.A.1.Pa.1)
   Specify activity: __________________________________________________________

1.48. Identify activities in the community involving informal gatherings of community members, friends, and neighbors (e.g., voting, neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)

1.49. Use strategies related to seeking out social contacts with peers and family when participating in informal gatherings on a regular basis (e.g., investigate past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative, listen to announcements on TV or the radio, check hotlines). (IF.A.1.In.1, IF.A.1.Su.1)
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1.50. Identify community service agencies, businesses, or other resources that assist individuals with transportation needs (e.g., city buses, taxis, trains, dial-a-ride programs, airlines, car rental services, shuttles). (IF.A.2.In.1, IF.A.2.Su.1)

1.51. Identify ways of contacting community service agencies, businesses, or other resources that assist individuals with transportation needs (e.g., office appointment, telephone, personal visit, fax, e-mail). (IF.A.2.In.1, IF.A.2.Su.1)

1.52. Accept assistance with and participate in leisure tasks and activities at home.
   (IF.A.1.Pa.2)
   Specify routine: □ active □ inactive □ entertainment
   □ hobbies □ other: __________________________

1.53. Accept assistance with and participate in a sequence of leisure tasks or activities at school or in the community. (IF.A.1.Pa.2)
   Specify routine: □ active □ inactive □ entertainment
   □ hobbies □ other: __________________________
   Specify setting: □ home □ school □ community

2. Demonstrate knowledge and skills needed for use of expressive communication to the highest level possible within the limitations of physical ability.

   CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
   CL.B.2.In.2 express oral, written, or visual information for specified purposes.
   CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.
   CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.
   CL.B.2.Pa.1 participate in expressing information in daily routines—with assistance.
   CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
   CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.
   CO.A.1.Pa.1 participate in effective communication with others—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   □ physical prompt □ verbal prompt □ visual prompt
   □ assistive technology □ supervision □ other: __________________________

   Indicate assistance necessary for mastery at participatory level:
   □ physical assistance □ full □ partial □ assistive technology □ full □ partial
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Using Expressive Communication

2.1. Use appropriate language to express desires effectively (e.g., “May I have more potatoes?” “I want to finish this job.” “I don’t care for spinach.” “I would rather not go to that movie.”). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify type: ☐ requests ☐ refusals ☐ other: 
   Specify setting: ☐ home ☐ school ☐ community ☐ workplace

2.2. Use appropriate language to express ideas and feelings clearly (e.g., “I believe this is a valuable thing to do.” “This is what really happened.” “I like you a lot.” “I’m upset with what you did.”). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: ☐ facts ☐ opinions ☐ emotions ☐ other: 

2.3. Use appropriate language to express need for assistance in various routine situations (e.g., ask for help, call person’s name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: ☐ home ☐ school ☐ community ☐ workplace

2.4. Use appropriate language to express the need for assistance in emergency situations (e.g., ask for help, call person’s name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: ☐ home ☐ school ☐ community ☐ workplace

2.5. Express wants and needs. (Language C 20: II)

2.6. Express self-identity by telling full name. (Language C 21: III)

2.7. Use language to indicate danger or give warnings to others. (Language C 22: III)

2.8. Use language to initiate social greeting. (Language C 23: III)

2.9. Describe pictures or objects. (Language C 24: III)

2.10. Combine 3-5 words to verbally express phrases or sentences. (Language C 25: III)

2.11. Use language to relate recent personal experiences. (Language C 26: IV)

2.12. Ask questions to obtain information and expand knowledge. (Language C 27: IV)

2.13. Express personal beliefs or opinions. (Language C 28: V)

2.14. Use language to participate appropriately in conversation. (Language C 29: V)

2.15. Use language to initiate conversation. (Language C 30: VI)

2.16. State steps to complete a task. (Language C 31: VI)
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2.17. Respond appropriately to basic questions, directions, and informational statements (e.g., answer a question correctly and briefly, comment by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

2.18. Use appropriate style and tone for the audience and occasion when participating in conversation, discussion, dialogue, and/or group presentations. (CO.A.1.In.1, CO.A.1.Su.1)

Using Communication Systems

2.19. Identify characteristics of different types of alternative, augmentative, and technological devices for communication (e.g., communication boards; switches; electronic buttons with verbal cues; pictures, or objects, letters to point and spell; words to point and make sentences; telephone; talking card reader.). (CO.A.1.In.1, CO.A.1.Su.1)

Specify:
- ☐ typewriter
- ☐ electronic switch mechanisms
- ☐ word processor
- ☐ augmentative communication
- ☐ audio recorder
- ☐ signaling system
- ☐ other: ____________________________

2.20. Use a communication system that matches personal, linguistic, physical, and cognitive ability. (CO.A.1.In.1, CO.A.1.Su.1)

Specify:
- ☐ verbal language
- ☐ augmentative communication
- ☐ symbol system
- ☐ other: ____________________________

2.21. Request use of own communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify:
- ☐ home
- ☐ school
- ☐ community
- ☐ workplace

2.22. Initiate communication using augmentative communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify:
- ☐ home
- ☐ school
- ☐ community
- ☐ workplace

2.23. Use basic maintenance procedures for own communication system. (CO.A.1.In.1, CO.A.1.Su.1)

2.24. Use one or more access modes in a functional way to access own communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify:
- ☐ activate a switch, eye gaze, manual board, electronic device
- ☐ use a scanning array—linear, row or column, block, circular, quadrant, group
- ☐ direct selection—touching

2.25. Use a presented symbol system to communicate in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify:
- ☐ objects
- ☐ realistic pictures
- ☐ blackline drawings
- ☐ icons (multiple meanings)
- ☐ written words
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2.26. Use appropriate social language skills when using an augmentative communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: ______ □ initiating topics ______ □ maintaining topics
   ______ □ turn-taking ______ □ ending a conversation
   ______ □ repairing communication breakdowns
   ______ □ showing sensitivity to cultural differences
   ______ □ other: _______________________

2.27. Select and modify systems of communication to accommodate a variety of settings so that a reciprocal relationship can be established in various situations (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

3. Demonstrate interactive skills needed to participate in home, school, and community activities within the limitations of physical ability.
   IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
   IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
   IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
   IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
   IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
   IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
   IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
   IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.
   SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
   SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
   SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.
Social Behaviors

3.1. Identify characteristics of behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify:

- ☐ considerate—makes polite comments, shares resources with others
- ☐ cooperative—does share of work on projects, accepts others’ suggestions
- ☐ assertive—raises hand to participate in class, makes needs known to others
- ☐ positive response to humor or teasing—laughs without drawing attention, ignores
- ☐ positive response to criticism—makes needed changes, acknowledges others’ view

- ☐ other: __________________________________________

3.2. Identify characteristics of behaviors that prevent one from functioning effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify:

- ☐ inconsiderate—won’t wait for turn, not cleaning up after finished with task
- ☐ uncooperative—won’t help others with task, keeps all supplies
- ☐ unassertive—lets others take over equipment
- ☐ negative response to humor or teasing—makes loud noises, gets angry
- ☐ negative response to criticism—takes personally, makes negative comments

- ☐ other: __________________________________________

3.3. Identify behaviors which reflect a positive attitude toward self.
(Social and Personal G 58: VI)

3.4. Identify situational factors that support effective functioning in a variety of social situations (e.g., availability of choices, availability of positive role models, opportunities to make decisions about activities). (IF.B.2.In.1, IF.B.2.Su.1)

3.5. Identify situational factors that prevent one from functioning effectively in a variety of social situations (e.g., lack of support by persons in the environment, ignorance or non-compliance with rules and requirements, lack of options or personal choices, threats, peer pressure, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)

3.6. Identify expectations in a variety of social situations and characteristics of conduct and interactions that are appropriate for each (e.g., class discussion, pep rally, funeral, family dinner, concert).
Specify:

- ☐ home
- ☐ school
- ☐ community
- ☐ workplace
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3.7. Demonstrate behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.2)
   Specify behavior: □ consideration □ assertiveness
   □ response to humor or teasing □ response to criticism
   □ cooperation

   Specify setting: □ home □ school □ community □ workplace

3.8. Cooperate with peers. (Social and Personal G 51: III)

3.9. Show respect for property of others. (Social and Personal G 52: III)

3.10. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

3.11. Monitor own behaviors that enable one to function effectively in a variety of social situations and make adjustments if needed. (IF.B.2.In.2, IF.B.2.Su.2)
   Specify: □ home □ school □ community □ workplace

3.12. Cooperate when being assisted physically to engage in daily routines of interaction with others (e.g., smiles at others, reaches for objects). (IF.B.2.Pa.1)
   Specify routine: ________________________________________

Handling Unexpected Events

3.13. Identify ways to handle unexpected events and specific emergency situations (e.g., note the current status of events and note the individuals involved, recall previous experiences, ask for assistance). (IF.B.2.In.3, IF.B.2.Su.3)

3.14. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
   Specify: □ home □ school □ community □ workplace

3.15. Maintain self-control during unexpected events and potentially harmful situations (e.g., wait until told to leave, keep quiet while being told what to do). (IF.B.2.In.2, IF.B.2.Su.2)

3.16. Accept assistance with and participate in responding to unexpected events and potentially harmful situations (e.g., do not protest when evacuating during a fire drill). (IF.B.2.Pa.2)

Interpersonal Skills

3.17. Identify characteristics of communication which promote good relationships with others (e.g., using polite language, making polite comments, saying what you mean). (SE.A.2.In.1, SE.A.2.Su.1)
3.18. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper names, using appropriate tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.Su.1)

3.19. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., criticizing others, being vengeful toward others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)

3.20. Identify attitudes and behaviors toward others that maintain good working relationships (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)

3.21. Differentiate among types of relationships (e.g., friends, family, co-workers, club members, members of religious groups, community members). (SE.A.2.In.1, SE.A.2.Su.1)

3.22. Identify interpersonal skills to maintain a close relationship with family, friends, and peers (e.g., keep in touch—visit others, write to others, call others, show continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)

3.23. Identify how one's behavior affects others (e.g., a happy person can make others happy, a positive person can motivate others, a depressed person can make others unhappy, a mean person can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

3.24. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, explaining your hobbies and interests, asking a co-worker how you can help). (SE.A.2.In.1, SE.A.2.Su.1)

3.25. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

3.26. Identify personal feelings. (Social and Personal G 54: IV)

3.27. Use actions of others as social cues for appropriate behavior (e.g., waiting to start eating until all have been served, letting others go first when waiting in line, not sitting down until all others have sat down). (SE.A.2.In.1, SE.A.2.Su.1)

3.28. Respond appropriately to situations involving teasing (e.g., ignore, ask the person to stop, call for assistance). (SE.A.2.In.1, SE.A.2.Su.1)

3.29. Demonstrate respect for others' rights and property (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)

3.30. Offer assistance to peers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)
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3.31. Display self-control in social situations (e.g., controls temper, accepts friendly teasing, accepts disappointments, accepts constructive criticism). (SE.A.2.In.1, SE.A.2.Su.1)

3.32. Accept assistance with and participate in group situations. (SE.A.1.Pa.1)
   Specify: ___ home    ___ school    ___ community/workplace

3.33. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

3.34. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she doesn’t want to be touched, hitting others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)

3.35. Identify responses to inappropriate physical contact from others that will protect the person (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

3.36. Identify sources of assistance if a person experiences inappropriate physical contacts from others (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)

4. Establish realistic employment and post-school adult living goals based on assessment of physical limitations.
   IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
   IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
   IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
   IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.
   IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt   ___ verbal prompt   ___ visual prompt
   ___ assistive technology   ___ supervision   ___ other: ________________________

Indicate assistance necessary for mastery at participatory level:
   ___ physical assistance   ___ full   ___ partial
   ___ assistive technology   ___ full   ___ partial

4.1. Identify personal situations that call for a plan (e.g., moving to a new apartment, maintaining health and wellness, buying a car, giving a party). (IF.B.1.In.1, IF.B.Su.1)
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4.2. Identify the benefits of using a planning process to set personal goals and career goals (e.g., personal—helps you stay on track, monitors progress, provides motivation; career—provides motivation, helps you to be organized). (IF.B.1.In.1, IF.B.Su.1)

4.3. Identify the time, space, and materials needed to accomplish goals (e.g., fixing bicycle—need an hour or more depending on extent of repairs, need a wrench, screwdriver, oil; passing an admissions test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of past tests). (IF.B.1.In.1, IF.B.Su.1)

4.4. Identify criteria to determine when a plan is needed (e.g., assess long-term impact of goals, determine options). (IF.B.1.In.1, IF.B.Su.1)

4.5. Identify steps in a planning process to set personal and career goals (e.g., personal—assess current situation, identify desired situation; career—determine strengths and weaknesses, identify interests and abilities, match interests and abilities to opportunities, identify desired situation). (IF.B.1.In.1, IF.B.Su.1)

4.6. Identify resources, sources of information, and sources of assistance for personal and career planning and goal setting. (IF.B.1.In.1, IF.B.Su.1)
   Specify: _____ □ individuals—family, supervisor, teacher, counselor, potential employers
   _____ □ agencies—government agencies, schools
   _____ □ other: ________________________

4.7. Identify personal strengths and weaknesses. (Social and Personal G 59: VI)

4.8. Identify how a positive view of self affects personal goals (e.g., higher goals are set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.Su.1)

4.9. Identify alternatives and choices available to reach personal and career goals (e.g., personal goal to lose weight—starting an exercise program, consulting a physician; career goal to work in a hospital—train to be a nurse’s aide, work in a hospital cafeteria). (IF.B.1.In.1, IF.B.Su.1)

4.10. Identify the risks and benefits associated with each alternative choice (e.g., dieting risks—may not get necessary vitamins, make take dieting to an extreme; dieting benefits—lower cholesterol, decreased chance of heart attack). (IF.B.1.In.1, IF.B.Su.1)

4.11. Identify impact and consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.Su.1)

4.12. Identify previous personal experiences related to making realistic personal and career goals (e.g., visiting a homeless shelter and then volunteering for a community program, reading a self-help book and then making improvements in personal relationships). (IF.B.1.In.1, IF.B.Su.1)
4.13. Identify preferred occupational goals for self (e.g., work in office setting, obtain a stable job with high probability of promotion, receive a paycheck, receive a promotion). (IF.B.1.In.1, IF.B.Su.1)

4.14. Accept assistance with and participate in expressing personal preferences and desires related to personal career-related activities. (IF.B.1.Pa.1)
   Specify: □ home □ school □ community/workplace

5. Demonstrate knowledge and skills needed to use adaptive equipment, devices, or assistance from others to overcome deficits in skills in fine and gross motor functioning as they relate to daily living.
   Indicate guidance and support necessary for mastery at supported level:
   □ physical prompt □ verbal prompt □ visual prompt
   □ assistive technology □ supervision □ other: _______________________

   Indicate assistance necessary for mastery at participatory level:
   □ physical assistance □ full □ partial □ assistive technology □ full □ partial

Using Adaptive or Assistive Devices

5.1. Determine appropriate uses of adaptive equipment, devices or techniques to accomplish learning tasks in the school, home, community, or the workplace.

5.2. Demonstrate effective organizational skills for the effective use, maintenance, and storage of devices.

5.3. Evaluate effectiveness and efficiency of selected adaptive equipment, devices, and technology for selected tasks.

5.4. Use adaptive equipment or assistive devices with physical assistance to participate in daily activities. (IF.A.1.Pa.1)
   Specify activity: _________________________
   Specify type of equipment or device: _________________________

Requesting Assistance

5.5. Identify situations when it is appropriate to approach a stranger for assistance, and when it is not appropriate.

5.6. Demonstrate effective behaviors when approaching others for assistance (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

5.7. Identify personal rights, responsibilities, and appropriate etiquette that relate to obtaining assistance for persons with disabilities. (SE.A.2.In.1, SE.A.2.Su.1)
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5.8. Ask for assistance in various situations and emergencies (e.g., seek assistance from teacher during a fire drill). (IF.B.2.In.3, IF.B.2.Su.3)

5.9. Accept assistance with and participate in the sequence of tasks or activities involved in interacting with others. (SE.A.2.Pa.1)
Specify persons:  □ family  □ caregivers  □ peers
□ authority figures  □ community workers
□ other: ________________________________

6. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.
Indicate guidance and support necessary for mastery at supported level:
□ physical prompt  □ verbal prompt  □ visual prompt
□ assistive technology  □ supervision  □ other: ________________________________
Indicate assistance necessary for mastery at participatory level:
□ physical assistance  □ full  □ partial
□ assistive technology  □ full  □ partial

Understanding the Components of the Individual Educational Plan

6.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

6.2. Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1, IF.B.1.Su.1)

6.3. Identify characteristics of steps in IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: □ determine school and post-school outcome desires
□ identify present levels of performance
□ develop annual goals and related short-term objectives or benchmarks
□ assign responsibility for objectives
□ identify needed services, modifications, and supports

6.4. Identify important activity areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: □ employment
□ instruction and continuing education
□ community participation
□ independent living
□ agency support
□ daily living skills

6.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)
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Participating in the Development of the Individual Educational Plan

6.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

6.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ☐ in-school—course of study, type of diploma, extracurricular activities
       _____ ☐ post-school—postsecondary training, employment
       _____ ☐ post-school—living arrangements, community participation

6.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

6.9. Assist in identifying alternatives and choices available to reach IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

6.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

6.11. Assist in setting realistic annual goals and short-term objectives or benchmarks, considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

6.12. Assist in identifying the time and resources needed to implement the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

6.13. Assist in allocating, prioritizing, and scheduling time and resources to implement the IEP (e.g., assigning responsibilities, determining timelines, setting criteria for completion). (IF.B.1.In.1, IF.B.1.Su.1)

6.14. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

6.15. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)
COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7963040
Course Title: Skills for Students who are Deaf or Hard of Hearing
Previous Course Title: Skills for Hearing Impaired Learners
Credit: Multiple

A. Major Concepts/Content. The purpose of this course is to enhance the acquisition, comprehension, and use of language for students who are deaf or hard of hearing.

The content should include, but not be limited to, the following:

- communication
- hearing aids and assistive devices
- community resources and services
- hearing loss
- deaf culture and heritage
- interpreters and notetakers

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Students with hearing impairments who are pursuing a standard diploma may take this course for elective credit. This course is also designed to reflect the wide range...
of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: use of straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.
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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

**After successfully completing this course, the student will:**

1. **Demonstrate understanding of a variety of language functions.**
   - CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
   - CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
   - CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
   - CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks— with guidance and support.
   - CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks— with guidance and support.
   - CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.
   - CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
   - CL.B.2.In.2 express oral, written, or visual information for specified purposes.
   - CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.
   - CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.
   - CL.B.2.Pa.1 participate in expressing information in daily routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ______________________

Indicate assistance necessary for mastery at participatory level:
- physical assistance  □ full □ partial
- assistive technology □ full □ partial
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Language Forms and Functions

1.1. Identify the roles and uses of language (verbal and nonverbal) in communication (e.g., serve interactive, personal, and informative purposes; convey desires, feelings, ideas, and needs). (CO.A.1.In.1, CO.A.1.Su.1)

1.2. Identify the forms of language used in communication (e.g., spoken or written words, phrases and sentences; sign language; fingerspelling; symbols and icons). (CO.A.1.In.1, CO.A.1.Su.1)

1.3. Identify the difference in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not need constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)

1.4. Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)

Receptive Language

1.5. Identify meaning of language used in daily tasks and activities involved in various situations (e.g., academic or applied technology classes, leisure activities, service activities, work activities). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ______  ☐ home  ______  ☐ school  ______  ☐ community  ______  ☐ workplace

1.6. Interpret the meaning of language used in daily tasks and activities involved in various situations (e.g., noting inferences, relating to similar situations, evaluating meaning, comparing and contrasting). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ______  ☐ home  ______  ☐ school  ______  ☐ community  ______  ☐ workplace

1.7. Identify meaning of figurative language used in daily tasks and activities (e.g., idioms, slang, metaphors, sarcasm, irony). (CL.B.1.In.2, CL.B.1.Su.2)

1.8. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)

1.9. Respond appropriately to basic questions, directions, and informational statements (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

1.10. Respond consistently to own name by using one or more observable behaviors. (CL.B.1.Pa.1)
Specify: ______  ☐ turn head  ______  ☐ move toward voice  ______  ☐ move eyes  ______  ☐ change facial expression  ______  ☐ change vocalization tone  ______  ☐ vocalize response  ______  ☐ make gesture  ______  ☐ other: ____________________
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1.11. Use a consistent response to stimuli that are a part of a daily routine (e.g., participates in getting ready to leave when the bell rings). (CL.B.1.Pa.1)
Specify stimuli: __________________________________________
Specify expected response: __________________________________

Expressive Language

1.12. Use appropriate vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: □ home □ school □ community □ workplace

1.13. Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)

1.14. Structure communication by sequential events to complete functional tasks (e.g., describe a vacation, ask a friend to relate the activities of the past month, tell a story). (CL.B.2.In.1, CL.B.2.Su.1)

1.15. Structure communications with main ideas and relevant supporting details to accomplish functional tasks (e.g., summarize desired job, paraphrase a conversation to coworkers, contribute to a discussion, answer a question in class). (CL.B.2.In.1, CL.B.2.Su.1)

1.16. Structure communications using logical order to express information for functional tasks (e.g., justifying a particular action, explaining a concept). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ easy to difficult □ specific to general
□ least important to most important □ general to specific
□ most important to least important □ cause and effect
□ other: __________________________________________

1.17. Accept assistance with and participate in communicating wants and needs. (CL.B.2.Pa.1, IF.B.1.Pa.1)

1.18. Indicate preference for desired person, object, or action. (CL.B.2.Pa.1)
Specify method: □ touch referent object □ use assistive or augmentative device
□ verbalize or sign □ point to actual object
□ vocalize or gesture □ other: __________________________________

1.19. Protest nonpreferred activity or object (e.g., frowns when presented with unwanted food for lunch). (CL.B.2.Pa.1)
Specify method: □ verbalize or sign □ look away or move away
□ point to actual object □ use assistive or augmentative device
□ vocalize or gesture □ other: __________________________________

1.20. Request help or assistance. (CL.B.2.Pa.1)
Specify method: □ look at person □ use assistive or augmentative device
□ verbalize or sign □ point to actual object
□ vocalize or gesture □ other: __________________________________
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1.21. Request termination of activities (e.g., asks to stop swinging on swing). (CL.B.2.Pa.1)
Specify method: □ vocalize or gesture □ use assistive or augmentative device
□ verbalize or sign □ other: _________________________

1.22. Participate in conveying desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)
Specify method: □ touch referent object □ use assistive or augmentative device
□ verbalize or sign □ point to actual object □ vocalize or gesture □ other: _________________________

1.23. Ask questions to obtain information and expand knowledge. (Language C 27: IV)

1.24. Express personal beliefs or opinions. (Language C 28: V)

1.25. Identify personal feelings. (Social and Personal G 54: IV)

1.26. Express wants and needs. (Language C 20: II)

1.27. Use language to indicate displeasure or dislike. (Language C 16: I)

1.28. Use language to give simple commands. (Language C 18: II)

1.29. Use language to indicate danger or give warnings to others. (Language C 22: III)

Conversations and Greetings

1.30. Use appropriate greetings when meeting other persons in various situations.
(CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

1.31. Use language to initiate social greeting. (Language C 23: III)

1.32. Respond appropriately to greetings in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

1.33. Use language to respond to verbal greetings. (Language C 19: II)

1.34. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, finances, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ with family □ with friends
□ with other familiar persons □ with unfamiliar persons

1.35. Use language to participate appropriately in conversation. (Language C 29: V)

1.36. Use language to initiate conversation. (Language C 30: VI)
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1.37. Use language to relate recent personal experiences. (Language C 26: IV)

1.38. Use appropriate language to end conversations (e.g., “It was nice talking with you.” “Thank you for stopping by.” “It was so good to see you again.” “Let’s keep in touch.” “Talk to you soon.” “Good-bye.”). (CO.A.1.In.1, CO.A.1.Su.1)

1.39. Identify correct verbal responses in telephone interactions (e.g., “May I ask who is calling?” “One moment, please.” “May I take a message?” “May I please speak to ...?” “This is she/he.” “Thank you for calling.”). (CO.A.1.In.1, CO.A.1.Su.1)

1.40. Use verbal and nonverbal communication with appropriate style and tone for the audience and occasion when participating in individual or group presentations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify style and tone:

Specify audience and occasion:

Written Communication

1.41. Identify characteristics of key elements of documents and written communications (e.g., narrative writing—telling a story; persuasive writing—letter to the editor; technical writing—lab report). (CL.B.2.In.1, CL.B.2.Su.1)

Specify:

1.42. Identify characteristics of types of written communications that are appropriate to the audience, subject matter, and purpose (e.g., informal—letters to friends; formal—letters of complaint, technical reports). (CL.B.2.In.1, CL.B.2.Su.1)

Specify:

1.43. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, give a presentation). (CL.B.2.In.2, CL.B.2.Su.1)

Specify:

Reading Comprehension

1.44. Identify the meanings of written words used in tasks at home, school, and in the community. (CL.B.1.In.1, CL.B.1.Su.1)

1.45. Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)
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1.46. Read number words, zero to ten. (Mathematics B 11: V)

1.47. Use skills and strategies to determine the main ideas of a paragraph, section, or document. (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ______ □ identify the first sentence or topic
            ______ □ paraphrase information
            ______ □ identify information that is repeated
            ______ □ scan chapter headings
            ______ □ other: ____________________________

1.48. Determine main idea stated in a paragraph. (Reading C 8: V)

1.49. Use skills and strategies to identify relevant information in a text or visual by skimming or scanning. (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ______ □ match to a list of key information—dates, names, locations
            ______ □ match to questions to be answered
            ______ □ scan chapter titles and subtitles for specific words or phrases
            ______ □ scan pictures or graphics for specific information
            ______ □ other: ____________________________

1.50. Answer factual questions about paragraphs. (Reading C 9: V)

1.51. Use strategies to link (oral or written) information with other cues to increase recall. (CL.B.1.In.2, CL.B.1.Su.2)
   Specify: ______ □ create a first letter mnemonic     ______ □ make a visual association
            ______ □ determine order of events
            ______ □ other: ____________________________

1.52. Determine the order of events in a paragraph. (Reading C 10: V)

1.53. Use skills and strategies to distinguish whether written information is accurate or inaccurate, true or false, or fact or opinion. (CL.B.1.In.2, CL.B.1.Su.2)
   Specify: ______ □ match information with other sources
            ______ □ look for words such as always, never
            ______ □ identify words that indicate feelings or emotions
            ______ □ other: ____________________________

1.54. Distinguish between true and false statements. (Reading E 19: V)

Temporal Concepts

1.55. Identify the most appropriate units of time to accomplish functional tasks
       (e.g., making plans for the week, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)
       Specify: ______ □ seconds, minutes, hours     ______ □ days, weeks, months, years
                 ______ □ seasons of the year          ______ □ now, later, future, past
                 ______ □ today, tomorrow              ______ □ other: ____________________

1.56. Tell time to the hour and half hour. (Mathematics G 59: V)

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1.57. Tell which day of the week comes before and after a given day. (Mathematics G 60: V)

1.58. Given a date, identify the day of the week on a calendar. (Mathematics G 61: V)

Organizing Information

1.59. Identify characteristics of various methods used to organize information. (CL.B.1.In.3)
Specify: □ chronological □ alphabetical
□ categorical □ topic or subject
□ hierarchical or outline □ other: ___________________

1.60. Choose method for organizing information based on intended use of that information. (CL.B.1.In.3)
Specify: □ chronological □ alphabetical
□ categorical □ topic or subject
□ hierarchical or outline □ other: ___________________

1.61. Alphabetize words by using the first letter. (Reading F 22: V)

1.62. Use graphic organizers to display relationships between and among ideas, events, and facts. (CL.B.1.In.3)
Specify: □ concept map □ tree diagram □ flow chart
□ semantic web □ other: ___________________

2. Use appropriate means of communication (e.g., speaking, listening, fingerspelling, signing, gestures, cueing, writing).

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.
CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ___________________

Indicate assistance necessary for mastery at participatory level:
□ physical assistance □ full □ partial □ assistive technology □ full □ partial
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Speaking

2.1. Use voice and fluency appropriate for the situation. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: ___ □ tone of voice ___ □ pitch
   ___ □ fluency (rate and rhythm) ___ □ loudness
   ___ □ duration ___ □ other: _________________________
   Specify situation: _________________________________

2.2. Use articulation and breathing skills to produce words and sounds as clearly as possible. (CO.A.1.In.1, CO.A.1.Su.1)

2.3. Monitor own speech through auditory, visual, and tactile feedback. (CO.A.1.In.1, CO.A.1.Su.1)

2.4. Use understandable conversational speech in formal and informal speaking situations. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify situation: _________________________________

2.5. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: ___ □ facial expressions ___ □ sounds
   ___ □ gestures ___ □ body language
   ___ □ hand signals ___ □ other: _________________________

2.6. Use clarification strategies when communication breaks down (e.g., improve articulation, change grammar or sentence structure, slow down rate of speech, rephrase, use visual or written techniques). (CO.A.1.In.1, CO.A.1.Su.1)

Listening

2.7. Identify meaning of sounds and words heard with amplification when communicating with others. (CO.A.1.In.1, CO.A.1.Su.1)

2.8. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: ___ □ relaxed ___ □ active
   ___ □ social ___ □ defensive
   ___ □ other: ________________________________

2.9. Identify the difference between attentive and inattentive listening when participating in conversations (e.g., attentive—looking at speaker or interpreter, taking notes, nodding head; inattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)
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2.10. Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)
    Specify: _____ □ listening for content
              _____ □ paying attention to cues—first, second..., in summary, most important
              _____ □ linking to prior knowledge and experiences
              _____ □ considering emotional meaning
              _____ □ other: ________________________

2.11. Identify and use equipment and strategies to manage your listening environment, as
      appropriate for individual needs (e.g., hearing aids, FM system, preferential seating).
      (CO.A.1.In.1, CO.A.1.Su.1)

Fingerspelling and Signing

2.12. Identify major differences between American Sign Language and various sign
      systems (e.g. signing exact English, signed English, and other systems of manually coded
      English). (CO.A.1.In.1, CO.A.1.Su.1)

2.13. Use appropriate directionality, facial expressions, classifiers, use of space and
      contrast, plurality, intensity, and repetition when using sign language. (CO.A.1.In.1,
      CO.A.1.Su.1)

2.14. Identify sources of sign language programs and videos in the local community
      (e.g., interpreted news programs and special broadcasts, Deaf Mosaic, Deaf Network, religious
      programs). (CO.A.1.In.1, CO.A.1.Su.1)

2.15. Identify sources of sign language instruction in the community. (IF.A.2.In.1,
      IF.A.2.Su.1)

Gestures and Cueing

2.16. Identify the meaning of gestures, body language, and hand signals while engaging in
      conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder
      shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

2.17. Identify meaning of various facial expressions while engaging in conversations.
      (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)

2.18. Use acceptable gestures, body language, and hand signals to initiate a conversation
      in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed,
      shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

2.19. Use acceptable words or phrases to gain attention and begin communication with
      others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

2.20. Respond to cued commands (e.g., verbal—saying someone’s name; non-verbal—come here,
      stop, one minute). (CO.A.1.Pa.1)
    Specify: _______________________________
Use appropriate modes in writing for educational and personal needs (e.g., write a letter, leave a message, write in a journal, write a to-do list, complete homework). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ handwriting □ typewriter □ word processor

Reproduce upper and lower case letters of the alphabet. (Writing A 2: IV)

Reproduce numerals from 0 to 10. (Mathematics B 10: V)

Reproduce required personal information to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ name □ address □ phone number □ date of birth □ race group □ other:

Write from memory or identification card own name, address, telephone number, age, and date of birth. (Writing A 3: V)

Produce legible handwritten material to complete functional tasks (e.g., letters, notes, or messages; forms; signature; tests; checks). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ style—manuscript or cursive □ letter formation □ spacing □ orientation □ other:

Produce written communications accurately using a computer, typewriter, or TTY (e.g., rough draft of letter, report, or project; list of information for a form). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ letters □ reports □ forms □ charts □ other:

Use correct spelling in preparing written text (e.g., proper names, proper nouns, personal information, frequently used words). (CL.B.2.In.1, CL.B.2.Su.1)

Use appropriate resources to aid in spelling (e.g., writing a letter, writing a report, completing homework or class assignments, writing an e-mail message). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ spelling dictionary □ specialized electronic aid □ people □ spell-check utility in software program □ other:

Spell frequently used words from a specified word list (e.g., Dolch, SSAT, survival and consumer words). (Writing B 4: V, VI, VII)
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2.31. Use punctuation correctly within words and sentences in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
   Specify:  
   □ comma—words in a series, compound sentence, address, date, greeting and closing  
   □ apostrophe—contraction, possession  
   □ quotation marks—direct quotation, titles, words used in a special sense  
   □ semi-colon—main clauses without conjunctions, items in a series containing other punctuation  
   □ other:

2.32. Write a sentence with correct capitalization of the first word and ending punctuation. (Writing C 7: V)

2.33. Write simple sentences. (Writing D 10: V)

2.34. Accept assistance with and participate in using appropriate means of communication in daily activities and tasks. (CO.1.Pa.1)
   Specify:

3. Use and maintain hearing aids as prescribed.
   Indicate guidance and support necessary for mastery at supported level:
   □ physical prompt  □ verbal prompt  □ visual prompt  
   □ assistive technology  □ supervision  □ other:

   Indicate assistance necessary for mastery at participatory level:
   □ physical assistance  □ full  □ partial  □ assistive technology  □ full  □ partial

3.1. Identify characteristics of available amplification equipment or technology alternatives for improving hearing (e.g., hearing aids, cochlear implants).

3.2. Identify costs associated with purchasing and operating hearing aids (e.g., warranty and service plans, availability of financial assistance).

3.3. Identify sources of information on new technology and developments for persons who are deaf and hard of hearing (e.g., organizations, magazines, Internet).

3.4. Use amplification to facilitate interactions with peers and adults to aid in monitoring and adjusting communication skills.
   Specify:  
   □ home  □ school  □ community  □ workplace

3.5. Accept assistance with and participate in activities and tasks that involve managing and coping with own hearing loss.
   Specify:

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4. Demonstrate understanding of value of assistive devices (e.g., TTY, flashing alarm devices, captioned media) and of consumer information regarding their purchase.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other:

Indicate assistance necessary for mastery at participatory level:

- physical assistance  □ full  □ partial
- assistive technology  □ full  □ partial

4.1. Identify the purpose and functions of general assistive devices for individuals who are deaf or hard of hearing.

Specify:
- caption decoder
- telephone amplifier
- Telecommunication Devices for the Deaf
- alerting systems for doorbells, phone ringing, alarm clock, and smoke alarms
- other:

4.2. Use assistive devices in daily living, as appropriate for the situation and individual needs.

Specify setting:
- home
- school
- community
- workplace

Specify device:

4.3. Identify purpose and function of a hearing dog for certain individuals who are deaf or hard of hearing.

4.4. Identify purpose and function of augmentative or assistive communication devices such as voice simulators and electronic communication devices for certain individuals who are deaf or hard of hearing.

4.5. Identify resources for purchase and repair of assistive devices (e.g., stores, specialized electronic companies, hearing aid dealers, Telecommunications for the Deaf, National Captioning Institute).

5. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other:

Indicate assistance necessary for mastery at participatory level:

- physical assistance  □ full  □ partial
- assistive technology  □ full  □ partial
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Understanding the Components of the Individual Educational Plan

5.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

5.2. Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and adult living). (IF.B.1.In.1, IF.B.1.Su.1)

5.3. Identify characteristics of steps in IEP development. (IF.B.1.In.1, IF.B.1.Su.1)

Specify:
- determine school and post-school outcome desires
- determine present levels of performance
- develop annual goals and related short-term objectives or benchmarks
- assign responsibility for objectives
- identify needed services, modifications, and supports

5.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)

Specify:
- employment
- instruction and continuing education
- community participation
- independent living
- agency support
- daily living skills

5.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Individual Educational Plan

5.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

5.7. Identify desired long-term outcomes (IF.B.1.In.1, IF.B.1.Su.1)

Specify:
- in-school—course of study, diploma, extracurricular activities
- post-school—postsecondary training, employment
- post-school—living arrangements, community participation

5.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

5.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

5.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

5.11. Assist in setting annual goals and short-term objectives or benchmarks for the IEP considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
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5.12. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

5.13. Accept assistance with and participate in activities related to developing own IEP. (IF.B.1.Pa.1)

Specify:

6. Demonstrate knowledge of community resources and services.

IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services—with guidance and support.
IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- [ ] physical prompt
- [ ] verbal prompt
- [ ] visual prompt
- [ ] assistive technology
- [ ] supervision
- [ ] other:

Indicate assistance necessary for mastery at participatory level:

- [ ] physical assistance q full q partial
- [ ] assistive technology q full q partial

6.1. Identify community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify:

- [ ] disability—Deaf Service Center, speech and hearing clinics
- [ ] employment—state agencies, Vocational Rehabilitation, private agencies
- [ ] medical, wellness—doctors, hospitals, support groups, mental health services
- [ ] civil—voter registration, tax collector, license bureau, Social Security
- [ ] communication—telephone, TTY, computer, mail, e-mail
- [ ] financial—banking, credit cards, investments, insurance, social services
- [ ] recreation, leisure, entertainment—movies, libraries, community centers
- [ ] legal, advocacy—lawyers, advocacy groups, National Association for the Deaf
- [ ] educational—adult education, trade schools, community colleges, universities
- [ ] emergency—police, fire, ambulance, Red Cross
- [ ] other:

6.2. Identify services provided by local community agencies. (Social and Personal E 43: V)

6.3. Identify and demonstrate understanding of community signs and symbols. (Reading B 6: V)
6.4. Identify advantages and disadvantages of particular types of community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: □ community service agencies:
- advantages—are usually free or inexpensive
- disadvantages—may have a waiting list, may have limited services

□ businesses:
- advantages—have customer service focus, competitive rates
- disadvantages—cost more

□ other resources—friends, neighbors, co-workers:
- advantages—want to help, do not usually charge fees
- disadvantages—may have less knowledge than professionals

6.5. Select the community service agency, business, or other resource that will meet (or is most likely to meet) individual needs for assistance (e.g., immediate service, low cost, quality service, consistent service, dependability, convenient location, availability). (IF.A.2.In.1, IF.A.2.Su.1)

6.6. Use the specific knowledge and skills that are required to obtain and benefit from a service related to specific needs (e.g., knowing what services are provided, knowing eligibility criteria, making an appointment, making a follow-up call or visit, paying for services). (IF.A.2.In.1, IF.A.2.Su.1)

6.7. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)

Specify setting: □ home □ school □ community/workplace

Using Banks and Other Financial Institutions

6.8. Solve problems involving purchases to accomplish functional tasks (e.g., determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)

6.9. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a car loan, sales tax). (CL.B.3.In.2, CL.B.3.Su.2)

6.10. Identify purposes and functions of banks and credit unions (e.g., financial transactions, maintaining a savings account, establishing credit for future loans). (IF.A.2.In.1, IF.A.2.Su.1)

6.11. Identify the cent value of a penny, a nickel, a dime, a quarter, and the dollar value of bills through $10. (Mathematics E 35: V)

6.12. Identify which costs more or less through $5, given the cost of two items. (Mathematics E 36: V)

6.13. Determine equivalent amounts using pennies, nickels, dimes, and quarters (not to exceed $1). (Mathematics E 37: V)

6.14. Write money values not to exceed $10. (Mathematics E 38: V)
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6.15. Identify the purposes of a checking and savings account. (Mathematics E 39: V)

6.16. Use coin-operated machines. (Social and Personal H 63: V)

7. Demonstrate understanding of concepts and vocabulary regarding career, political, and personal rights and responsibilities.

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

| __ physical prompt | __ verbal prompt | __ visual prompt | __ supervision | __ other:
|-------------------|------------------|-----------------|---------------|----------------|

Indicate assistance necessary for mastery at participatory level:

| __ physical assistance | ☐ full ☐ partial | __ assistive technology | ☐ full ☐ partial | ☐ other:
|------------------------|-----------------|------------------------|----------------|----------------|

7.1. Identify accommodations and modifications to courses and tests that may be needed by students who are deaf or hard of hearing when enrolled in middle or high school programs. (CL.C.1.In.2, CL.C.1.Su.2)

7.2. Identify ways students can get information about their rights (e.g., teacher, dean, counselor, parents, Internet, advocacy group). (CL.C.1.In.2, CL.C.1.Su.2)

7.3. Identify special services and accommodations commonly available to individuals with disabilities when taking tests related to employment and admission to colleges and universities (e.g., separate setting, extra time). (CL.C.1.In.2, CL.C.1.Su.2)

7.4. Identify sources of assistance in obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment or admission to colleges and universities (e.g., private agencies, public agencies, equal opportunity personnel, counselors). (IF.A.1.In.1, IF.A.1.Su.1)

7.5. Identify the purpose and protections of Section 504, Vocational Rehabilitation Act (e.g., protect civil rights; ensure school and workplace accommodations; ensure accessibility to businesses, services, and activities). (CL.C.1.In.2, CL.C.1.Su.2)

7.6. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, ensure workplace accommodations, ensure accessibility to businesses, increase public awareness of rights, encourage self-advocacy, ensure legal services). (CL.C.1.In.2, CL.C.1.Su.2)

7.7. Identify special services and accommodations commonly available to individuals with disabilities regarding modifications to the employment situation (e.g., use of amplification, availability of an interpreter, special telephone). (CL.C.1.In.2, CL.C.1.Su.2)
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7.8. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney, advocacy groups). (CL.C.1.In.2, CL.C.1.Su.2)

7.9. Identify special services and accommodations commonly available to individuals with disabilities when participating in activities in the community or traveling (e.g., closed-caption television broadcasts, special telephone systems). (IF.A.2.In.2, IF.A.2.Su.2)

8. Use alternative modes of communication with persons who are hearing, deaf, or hard of hearing.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other:

Indicate assistance necessary for mastery at participatory level:

- physical assistance 0 full 0 partial
- assistive technology 0 full 0 partial

8.1. Select and use alternative communication techniques effectively when not understood by others (e.g., signs, gestures, speech, written language). (CO.A.1.In.1, CO.A.1.Su.1)

Specify:
- prepare—have paper and pencil ready, know signs
- check for understanding
- ask for clarification
- exhibit flexibility when communication breaks down
- arrange for interpreter, if needed
- other:

8.2. Use appropriate social language skills when using an alternate communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify:
- initiating topics
- maintaining topics
- taking turns
- ending a conversation
- repairing communication breakdowns
- showing sensitivity to cultural differences
- other:

8.3. Select and modify systems of communication to accommodate a variety of settings (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)

Specify:
- home
- school
- community
- workplace

8.4. Accept assistance with and participate in using alternate modes of communication with persons who are hearing, hard of hearing, or deaf. (CO.A.1.Pa.1)

Specify mode:
9. Demonstrate knowledge of causes of hearing loss and the effects physically, socially, and emotionally to the student.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ______________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance  ❑ full  ❑ partial
- assistive technology  ❑ full  ❑ partial

9.1. Identify degree and impact of personal hearing loss, including effect on speech and language.

9.2. Identify cause(s) and prognosis of personal hearing loss, if known.

9.3. Identify characteristics of medical treatment and care related to hearing loss.

Specify:   ❑ audiogram
          ❑ roles of audiologist and otologist
          ❑ audiological speech assessment
          ❑ audiological prescription
          ❑ audiological management
          ❑ other: ______________________

9.4. Identify how amplification may help to improve hearing level.

9.5. Identify the advantages and disadvantages of a cochlear implant.

9.6. Identify ways to preserve hearing by using safety precautions (e.g., ear plugs at loud concerts and shooting ranges).

9.7. Identify ways to appropriately handle common reactions and responses by others to individuals who are deaf or hard of hearing (e.g., may speak louder, may not try to communicate at all).

9.8. Identify potential impact of hearing loss on future life roles (e.g., occupation, parenting, child-bearing).

9.9. Identify ways to seek and use support of others in dealing with personal concerns and issues involving living with and managing hearing impairment.
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10. **Demonstrate understanding of deaf culture and heritage.**

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ______________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance 0 full 0 partial
- assistive technology 0 full 0 partial

10.1. Identify historical and current attitudes held by others toward individuals who are deaf or hard of hearing.

10.2. Identify examples of individuals who are deaf or hard of hearing who have contributed significantly to the local, state, or national community.

10.3. Identify artists and entertainers who are deaf or hard of hearing (e.g., well-known authors, performers, dancers, actors, storytellers).

10.4. Identify ways that individuals who are deaf or hard of hearing provide support for each other in the community.

10.5. Identify ways that deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard of hearing.

11. **Use interpreters and notetakers effectively.**

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ______________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance 0 full 0 partial
- assistive technology 0 full 0 partial

11.1. Identify the role and responsibility of an interpreter.

11.2. Use strategies and skills to obtain maximum benefit from an interpreter (e.g., sit where you can clearly see the interpreter, ask for clarification of unknown signs).

11.3. Identify ways to obtain assistance of certified interpreters and with any costs associated with such services (e.g., using a directory, Deaf Services Center, local speech and hearing centers).

11.4. Identify situations when an individual has a legal right to an interpreter.

11.5. Identify the role and responsibility of a notetaker.
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11.6. Use strategies and skills to obtain maximum benefit from a notetaker (e.g., review notes daily, ask for clarification if needed, review new vocabulary or abbreviations used in the notes).

12. Demonstrate knowledge and use of study skills (e.g., time management, research, organization, test-taking).

   CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
   CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
   CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
   CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
   CL.B.2.In.2 express oral, written, or visual information for specified purposes.
   CL.B.3.In.1 identify mathematical concepts and processes to solve problems.
   CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
   CL.B.4.In.1 identify problems and examine alternative solutions.
   CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

Indicate guidance and support necessary for mastery at supported level:

   ___ physical prompt  ___ verbal prompt  ___ visual prompt
   ___ assistive technology  ___ supervision  ___ other: __________________

Planning and Time Management

12.1. Identify purposes of planning school assignments (e.g., stay on task, finish work on time, live up to expectations). (CL.C.2.In.1, CL.C.2.Su.1)

12.2. Identify components of a plan to complete school assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, personnel, time; determine substeps needed to accomplish the task; determine schedule for completing the task). (CL.C.2.In.1, CL.C.2.Su.1)

12.3. State steps to complete a task. (Language C 31: VI)

12.4. Follow verbal directions with more than two steps (Language D 14: V)

12.5. Identify, prioritize, and schedule responsibilities for school assignments (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
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12.6. Use strategies to pace effort so that school assignment is completed on time. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ work according to schedule □ set an alarm clock as a reminder
□ track subtasks on calendar □ check off subtasks when completed
□ begin subtasks on time □ adjust to unforeseen circumstances
□ other:

12.7. Identify alternative approaches when faced with difficulty in completing a school assignment. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ try different techniques □ use additional resources or tools
□ seek assistance from others □ read the instructions or references
□ other:

12.8. Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)

12.9. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: □ personal □ school □ work

12.10. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific school-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: □ use a checklist with pictures or descriptions of supplies, tools, and equipment
□ set up workstation with needed supplies, tools, and equipment before starting
□ other:

12.11. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

12.12. Identify the characteristics and importance of being self-directed when completing school assignments (e.g., keeps self-motivated and enthusiastic, makes decisions independently, sets goals, does not procrastinate, paces work assignments). (IF.B.2.In.1, IF.B.2.Su.1)

12.13. Demonstrate self-directed behavior when completing school assignments (e.g., starting tasks when they are assigned, getting needed materials, asking for assistance when needed). (IF.B.2.In.2, IF.B.2.Su.2)

12.14. Identify the characteristics and importance of paying attention to details when completing school assignments (e.g., stays focused, meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)

12.15. Demonstrate attentive behavior when completing school assignments (e.g., staying on task—not talking to others, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)

12.16. Request clarification regarding school assignments from teachers, family, and peers when needed (e.g., do not understand a class assignment, passage of text, work project, role in an assignment, or how to do chores). (CL.B.2.In.2, CL.B.2.Su.2)
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12.17. Use skills and strategies to remember and understand oral or written directions. (CL.B.1.In.2, CL.B.1.Su.2)
   Specify: ______ □ read aloud ______ □ paraphrase
   ______ □ make a drawing or diagram ______ □ other: ____________

12.18. Follow written directions with one-step. (Reading C 11: V)

12.19. Follow written directions with two-steps. (Reading C 13: VI)

12.20. Use self-monitoring strategies to clarify and remember information for school assignments (e.g., Does what I am reading make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don’t know?). (CL.B.1.In.2, CL.B.1.Su.2)

Research and Organization

12.21. Use an appropriate source to obtain written information on current events (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)
   Specify: ______ □ newspapers ______ □ magazines ______ □ television
   ______ □ radio ______ □ people ______ □ Internet
   ______ □ other: ____________

12.22. Identify types of information in reference books or resources (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject, finding the correct spelling of a word). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ______ □ atlas—road maps, distance charts, state capitals, population
   ______ □ dictionary—definitions, spelling, syllabication
   ______ □ encyclopedia—general information by subject
   ______ □ textbook—information for instructional purposes
   ______ □ magazine or newspaper—current information by subject
   ______ □ directory—information lists by subject, agency, product
   ______ □ other: ___________

12.23. Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)

12.24. Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)

12.25. Use an appropriate reference or resource to obtain written information on a desired topic (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)
   Specify: ______ □ atlas ______ □ dictionary ______ □ encyclopedia
   ______ □ textbook ______ □ magazine ______ □ newspaper
   ______ □ directory ______ □ other: ____________
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12.26. Identify the major sections of information in the table of contents (e.g., locating information about a topic of interest, finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ book—introduction, chapter titles
   □ magazines—titles, page numbers, authors
   □ newspaper—sections, page numbers
   □ other: ____________________________

12.27. Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)

12.28. Use visual imagery to clarify and remember information for school assignments (e.g., remembering a situation, remembering a person's appearance, remembering a place you have visited). (CL.B.1.In.2, CL.B.1.Su.2)
   Specify: □ make mental pictures □ create an association
   □ other: ____________________________

12.29. Use mnemonic devices to identify and organize main facts, ideas, or events to increase recall (e.g., use the word spelled by the first letter of each word in a list to help remember the entire list, create a sentence with each word cueing another word or phrase). (CL.B.1.In.3)
   Specify: □ visual—mental pictures, mental movies, stories, associations
   □ keyword—boxing, associations
   □ first-letter—acronym, sentence
   □ series—pegword, location
   □ rhyming, coding
   □ other: ____________________________

12.30. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)

12.31. Organize information alphabetically when completing functional tasks (e.g., filing a receipt for later reference to return an item, listing names in order). (CL.B.1.In.3)

12.32. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)

12.33. Organize information by categories when completing functional tasks (e.g., identifying main ideas and concepts to include in a report, clustering similar kinds of information to compare and contrast concepts). (CL.B.1.In.3)

12.34. Organize information hierarchically or by outlining when completing functional tasks (e.g., identifying the relationships among the ideas or events, organizing notes for a research report). (CL.B.1.In.3)

12.35. Identify main ideas and facts by summarizing selected lectures, reading materials, and media productions. (CL.B.1.In.3)
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12.36. Identify main ideas and facts by taking notes on selected lectures, reading materials, and media productions. (CL.B.1.In.3)

12.37. Evaluate the accuracy and reliability of information in materials used in school activities (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2)

Taking Tests

12.38. Follow a systematic procedure to research a topic and write a report. (CL.B.2.In.1, CL.B.2.In.2)
   Specify: 
   - identify topic or main question
   - specify questions to be answered or subtopics
   - conduct a preliminary search for information using appropriate references and resources
   - take notes and cite sources
   - review notes and obtain additional information, if needed
   - other: ____________________________

12.39. Use strategies to prepare for successful performance on tests. (CL.B.4.In.1)
   Specify: 
   - clarify what will be tested—check notes, check with peers or teacher
   - review and rehearse expected responses
   - practice with similar questions
   - perform task with decreasing feedback
   - other: ____________________________

12.40. Use strategies to perform successfully on tests. (CL.B.4.In.2)
   Specify: 
   - preview the test by reading instructions and skimming questions
   - ask for clarification, if appropriate
   - schedule time for each section
   - create a brief outline of responses to essay questions before answering
   - skip difficult questions and come back to them
   - notice particular usage of words and phrases in test items
   - monitor own time
   - check answers to avoid careless mistakes
   - other: ____________________________

12.41. Use strategies to improve performance on subsequent tests. (CL.B.4.In.2)
   Specify: 
   - analyze error patterns
   - note questions answered correctly
   - review own preparation practices, noting strengths and weaknesses
   - debrief performance with peer or teacher
   - make a list of behaviors to change when taking the next test
   - other: ____________________________
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Solving Mathematical Problems

   Specify: ___ □ determine nature of the problem
   ___ □ select correct technique
   ___ □ make reasonable estimate of results
   ___ □ apply operation or procedures to obtain result
   ___ □ check results for accuracy
   ___ □ explain results
   ___ □ other: ______________________________________

12.43. Determine whether insufficient or extraneous information is given in solving particular mathematical problems (e.g., "Do I have all the information I need?" "What does this information have to do with the problem?"). (CL.B.4.In.1, CL.B.4.Su.1)

12.44. Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.In.2)
   Specify: ___ □ drawing pictures or diagrams ___ □ using concrete objects
   ___ □ paraphrasing ___ □ using models
   ___ □ other: ______________________________________

12.45. Identify numerals which correspond to sets of objects 11 to 100. (Mathematics B 12: V)

12.46. Count by 2's, 5's, and 10's to 100. (Mathematics B 13: V)

12.47. Identify simple fraction and percent equivalents (e.g., 1/2 = 50%, 1/4 = 25%). (Mathematics J 75: VI)

12.48. Add a 2-digit number to a 2-digit number without regrouping, sums through 99. (Mathematics C 16: V)

12.49. Apply addition skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics C 17: III)

12.50. Subtract a 2-digit number from a 2-digit number without regrouping. (Mathematics D 24: V)

12.51. Apply subtraction skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics D 25: V)

12.52. Identify a cup, quart, and gallon as tools to measure capacity. (Mathematics F 49: V)

12.53. Measure an object to the nearest inch. (Mathematics F 50: V)
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Using Feedback

12.54. Identify characteristics of corrective feedback commonly given for school assignments (e.g., points out mistakes, gives hints for correcting mistakes, identifies what is correct). (CO.A.1.In.1, CO.A.1.Su.1)

12.55. Respond effectively to feedback given in various situations regarding school assignments (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

12.56. Use feedback to make changes on school assignments (e.g., correct a math problem, pronounce a word correctly, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

12.57. Give effective feedback to others when working together on school assignments (e.g., “You are doing great.” “You did very well on your test, keep up the good work.” “Study for an extra hour each night.”). (CO.A.1.In.1, CO.A.1.Su.1)

12.58. Evaluate the correctness and accuracy of own work completed for school assignments (e.g., turning in a report or homework assignment with few errors, catching math errors on a test before handing it in). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ □ answers to tests    _____ □ class assignments
          _____ □ other: ________________________________

12.59. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

Problem Solving


Specify: _____ □ identify the problem
          _____ □ identify alternatives
          _____ □ choose appropriately from a variety of techniques
          _____ □ implement solution
          _____ □ evaluate results

12.61. Differentiate between problems with completing school assignments and tests that students can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)
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12.62. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1)
   Specify:
   □ brainstorming—identifying all solutions that come to mind
   □ identifying steps—when a complicated task is involved
   □ estimating—when numbers are involved
   □ matching consequences to actions—for cause and effect
   □ troubleshooting—finding problems within a work process
   □ creative thinking—when multiple solutions are acceptable
   □ modeling—basing actions on those of a good example
   □ other: ________________________________

12.63. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1)

12.64. Complete tasks needed to solve problems at school, in personal life, or at work (e.g., limited time to do homework assignments—use time management strategies, talk to teacher about extended time on some assignments). (CL.B.4.In.2)

12.65. Use appropriate techniques or tools to solve problems at school, in personal life, or at work (e.g., computer software, assignment notebook, counseling sessions). (CL.B.4.In.2)

12.66. Seek assistance when needed to solve problems at school, in personal life, or at work (e.g., emotional problems—seek help from school counselor, teacher, or psychologist; problems with a subject area at school—seek help from tutor, teacher, or family member). (CL.B.4.In.2)

12.67. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2)

12.68. Determine impact of decisions and activities related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2)

13. Demonstrate understanding of responsible practices regarding personal behavior and interactions with others.

SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.
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Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ______________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance  ☐ full  ☐ partial
- assistive technology  ☐ full  ☐ partial

Identifying Types of Relationships

13.1. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of religious organizations, community members). (SE.A.2.In.1, SE.A.2.Su.1)

13.2. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)

13.3. Identify qualities of a destructive relationship (e.g., being vengeful toward each other, talking or signing behind each other's back, physically hurting the other, using harsh language toward the other, not sharing with others, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)

13.4. Identify personal characteristics that make one a good friend (e.g., does not talk negatively about one's friend, says positive things about one's friend, helps friend in time of crisis, makes friend laugh, does not make rude comments to one's friend, does not physically harm friend, shares with friend, respects friend). (SE.A.2.In.1, SE.A.2.Su.1)

13.5. Identify interpersonal skills that support a close relationship with family, friends, and peers (e.g., visit others, write to others, call others, show continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)

13.6. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, angry people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

13.7. Identify how a person wants to be treated by others (e.g., fairly, equally, respectfully, honestly). (SE.A.2.In.1, SE.A.2.Su.1)

13.8. Identify the effects of peer pressure on interpersonal relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of, encouraging a person to accomplish a positive goal). (SE.A.2.In.1, SE.A.2.Su.1)

Interpersonal Communication Skills

13.9. Identify characteristics of communication that promote good relationships with others (e.g., using polite language, saying what you mean, using conceptually accurate signs). (SE.A.2.In.1, SE.A.2.Su.1)
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13.10. Use appropriate language to conduct social interactions including greetings, apologies, and introductions (e.g., shake hands; use polite words such as “Thank you.” “You’re welcome.” “Please.” “Excuse me.” “May I.” “I’m sorry.” “Nice to meet you”). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____  □ home   _____  □ school   _____  □ community   _____  □ workplace

13.11. Identify steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

13.12. Demonstrate steps for introducing oneself to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____  □ home   _____  □ school   _____  □ community   _____  □ workplace

13.13. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)

13.14. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using ‘I’ messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____  □ home   _____  □ school   _____  □ community   _____  □ workplace

13.15. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another, walking away from someone; verbal comments—commenting on their appearance or physique, telling someone he or she did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.Su.1)

13.16. Identify communications and behaviors that compliment others (e.g., saying “Good job,” “Well done”; honoring others with rewards, commending others, praising others; applauding others; approving of others’ efforts). (SE.A.2.In.1, SE.A.2.Su.1)

13.17. Demonstrate behaviors and communications that are complimentary to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____  □ home   _____  □ school   _____  □ community   _____  □ workplace

13.18. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify setting: _____  □ home   _____  □ school   _____  □ community/workplace

Using Appropriate Behavior

13.19. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)
13.20. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., being vengeful toward others, physically hurting others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)

13.21. Identify attitudes and behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others’ well being, supporting others’ efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)

13.22. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

13.23. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 36: V)

13.24. Initiate interactions with peers, family, co-workers, and friends (e.g., saying “hello,” introducing yourself, asking another’s name, stating what your role is in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)

13.25. Use appropriate techniques to invite a peer to join a group (e.g., gain attention, check if interested, give time to consider invitation and respond, show appreciation, show understanding if refused). (SE.A.2.In.1, SE.A.2.Su.1)

13.26. Display acceptance for persons with characteristics different from one’s own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)

13.27. Recognize and display sensitivity to others’ feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

13.28. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all others are seated). (SE.A.2.In.1, SE.A.2.Su.1)

13.29. Accept assistance with and participate in interacting with others in ways appropriate for the relationship. (SE.A.2.Pa.1)

Specify: home  school  community  workplace
Physical Contact

13.30. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

13.31. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she doesn’t want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)

13.32. Identify responses to inappropriate physical contact from others that will protect oneself (e.g., asks person to stop, walks away from person, backs away from person, asks for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

13.33. Identify sources of assistance if a person experiences inappropriate physical contact from others (e.g., neighbors, peers, family, teachers, police). (SE.A.2.In.1, SE.A.2.Su.1)

13.34. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug; displays of love—giving a hug, giving a kiss). (SE.A.2.In.1, SE.A.2.Su.1)

Specify: □ home □ school □ community □ workplace

13.35. Use effective responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

13.36. Ask for assistance if one experiences inappropriate physical contact from others (e.g., call for a neighbor’s help, ask a peer for help, ask a family member for help, call for a teacher’s assistance, call a police officer for help, ask a pedestrian for assistance). (SE.A.2.In.1, SE.A.2.Su.1)

13.37. Accept assistance with and participate in making physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)

Specify: □ home □ school □ community/workplace

13.38. Accept assistance with and participate in alerting others to inappropriate physical contact with others. (SE.A.2.Pa.1)

Specify: □ home □ school □ community/workplace

Conflict Resolution

13.39. Use conflict resolution skills when faced with a problem (e.g., identifying the conflict; dealing with feelings; pinpointing the cause of conflict; allowing time for negotiation; choosing a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, collaboration, mediation). (SE.A.2.In.1, SE.A.2.Su.1)

Specify: □ home □ school □ community □ workplace
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13.40. Demonstrate use of strategies to resolve interpersonal difficulties.
   (Social and Personal G 60: VI)

13.41. Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.Su.1)

13.42. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, practical intelligence, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.Su.1)

13.43. Use negotiation skills when faced with a problem (e.g., determine the magnitude of the conflict, identify benefits gained from the resolution, establish acceptable negotiating guidelines, establish ground rules for time, give commitment to the process, pick a mediator, practice confidentiality, use strategy and tactics for a positive resolution, reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.Su.1)
   Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

Personal Care

13.44. Use knowledge and skills to care for personal living needs (e.g., selecting place to live, preparing food, caring for clothing, keeping household clean). (IF.A.1.In.2, IF.A.1.Su.2)

13.45. Distinguish between appropriate dress for school, work, and leisure activities.
   (Social and Personal A 7: V)

13.46. Follow a simple recipe. (Social and Personal B 15: V)

13.47. Select and operate kitchen appliances for food preparation. (Social and Personal B 16: V)

13.48. Identify proper storage areas for food. (Social and Personal B 17: V)

13.49. Perform laundry tasks. (Social and Personal F 49: V)

13.50. Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)

13.51. Use specific knowledge and skills when completing personal health care activities involving the treatment and control of diseases (e.g., getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: _____ ☐ home _____ ☐ school _____ ☐ community/workplace

13.52. Identify appropriate storage and use of medications. (Social and Personal E 41: V)

13.53. Identify body functions and recognize personal responsibility for human sexuality.
   (Social and Personal E 44: V)
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13.54. Use specific knowledge and skills related to prevention of drug use and substance abuse when completing health care activities (e.g., taking only specified amount of prescription and non-prescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by the legal restrictions; knowing the characteristics of addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to substance abuse). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ home □ school □ community/workplace

13.55. Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)

Leisure

13.56. Identify the benefits of leisure and recreational activities (e.g., helps you to meet new people, relieves stress, keeps mind off worries, helps you to learn new things, keeps you active, occupies leisure time). (IF.A.1.In.1, IF.A.1.Su.1)

13.57. Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)

Following Safety Procedures

13.58. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber's commands). (IF.B.2.In.3, IF.B.2.Su.3)

13.59. Identify procedures for seeking assistance in unfamiliar or emergency situations (Social and Personal D 35: V)

13.60. Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)

13.61. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)
Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7963050
Course Title: Skills for Students who are Visually Impaired
Previous Course Title: Skills for Visually Impaired Learners
Credit: Multiple

A. **Major Concepts/Content.** The purpose of this course is to provide instruction for students who have visual impairments which affect their ability to function in the home, community, or educational setting.

The content should include, but not be limited to, the following:

- maximum use of sensory input
- access to print information through use of strategies and modifications for completion of general education requirements
- personal communication systems
- personal management
- social and interpersonal relationships
- productivity and career options

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

**CL.A.1.In.1** complete specified Sunshine State Standards with modifications as appropriate for the individual student.

**CL.A.1.Su.1** complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

**CL.A.1.Pa.1** participate in activities of peers’ addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

In order to address the full range of special skills, students with visual impairments may be enrolled in Orientation and Mobility Skills, Course Number: 7963060.
Course Number: 7963050 - Skills for Students who are Visually Impaired

Students with visual impairments who are pursuing a standard diploma may take this course for elective credit. This course is also designed to reflect the wide range of abilities within the population of students with visual impairments who also have other types of disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: use of straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may
Course Number: 7963050 - Skills for Students who are Visually Impaired

need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma. Note that a student with a visual impairment and other disabilities may pursue a Special Diploma.

After successfully completing this course, the student will:

1. Use strategies and modifications for completion of education requirements for a standard or special diploma.

   CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

   CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

   CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: __________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance  ☐ full ☐ partial
- assistive technology  ☐ full ☐ partial
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Classroom Instruction and Assignments

1.1. Participate in classroom instructional activities with one or more accommodations in presentation mode and notetaking as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify:
- record sessions on a tape recorder
- use alternate format to obtain information from materials—braille, large print, and/or recorded books with compressed speech
- use adapted reading aid—scanning devices, CCTV, and/or hand-held magnifier
- use calculating device—portable notetakers, calculator, and/or abacus
- use adapted aids, materials, or devices—adapted ruler, yardstick, compass or protractor, and/or tactile globes and maps
- use concrete objects and graphics
- use materials embossed in Nemeth Code for mathematics
- use slate and stylus or braillewriter
- use refreshable braille device
- use notetaker—obtain copies of notes from instructor, designated staff member or volunteer, or other student in class
- use adapted devices for travel or distant activities—telescopic lens, cane, and/or compass
- other:

1.2. Complete classroom assignments with one or more accommodations in response mode, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify:
- dictating responses on a tape recorder
- recording responses using an adapted typewriter or word processor
- recording responses using a typewriter or word processor
- dictating responses to a person
- creating alternate products or performances specified by instruction
- other:

1.3. Participate in classroom instructional activities with one or more accommodations in setting, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify:
- separate setting—in a small group
- separate setting—individually
- use of individual behavior management procedures
- other:

1.4. Participate in classroom instructional activities with one or more accommodations to schedule, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
Specify:
- activities and assignments given in short time segments
- extended time for assignment completion, if appropriate
- extended time for course completion, if appropriate
- other:

1.5. Participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student. (CL.A.1.Pa.1)
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Assessments and Tests

1.6. Take exams with one or more accommodations in response mode, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
   Specify: □ recording answers on a tape recorder
   □ recording answers using a typewriter or word processor
   □ recording answers using an adapted typewriter or word processor
   □ dictating answers to a proctor
   □ other: __________________________________________

1.7. Take exams with one or more accommodations in presentation mode, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
   Specify: □ large print
   □ braille
   □ questions and/or instructions read to student
   □ other: __________________________________________

1.8. Take exams with one or more accommodations in setting, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
   Specify: □ separate setting—in a small group
   □ separate setting—individually
   □ other: __________________________________________

1.9. Take exams with one or more accommodations to schedule, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1)
   Specify: □ sections of test given in short time segments
   □ extended time, if appropriate
   □ other: __________________________________________

Program and Course Requirements

1.10. Participate in classroom instructional activities with one or more modifications to program or course requirements, as appropriate for the individual student. (CL.A.1.In.1, CL.A.1.Su.1, CL.A.1.Pa.1)

   Note: Credit earned in basic courses for grades 9-12 that have modified requirements or outcomes will not meet graduation requirements for a standard diploma.
   Specify: □ use partial course requirements
   □ use modified requirements in ESE courses
   □ use modified requirements that are below grade level
   □ other: __________________________________________
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2. Maximize use of sensory abilities through knowledge of personal visual loss as well as functioning and application of assistive devices, techniques, and resources.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ___________________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance  q full  q partial
- assistive technology  q full  q partial

Understanding Personal Visual Loss

2.1. Demonstrate knowledge of how the eye functions and what glasses and low vision aids do to improve vision.

2.2. Identify characteristics of own visual functioning, including personal visual restrictions, acuity, side effects, and prognosis.

2.3. Demonstrate knowledge of personal eye pathology, including genetic factors and any progressive symptoms.

2.4. Identify symptoms that may indicate visual degeneration and procedures to follow if needed, including methods of monitoring visual functioning.

2.5. Differentiate among vision specialists, including optometrists, opticians, and ophthalmologists.

2.6. Identify effective techniques for gaining the most from a visit to an eye specialist (e.g., how to use prescribed medications, low vision aids or techniques; what precautions to take; other aspects of eye care; when to seek a second opinion).

2.7. Demonstrate knowledge and skills needed to use and care for own optical aids, prosthesis, and/or medication.

Maximizing Visual Efficiency

2.8. Identify situations and conditions in the environment that reduce own functional vision.

2.9. Identify environmental conditions that enhance personal visual efficiency and act to modify conditions, if appropriate.

2.10. Employ techniques needed to maximize personal near and distance vision, including use of low vision devices, if applicable.

2.11. Use tactile and visual exploration skills to obtain information from symbols, objects, and areas in the environment.
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2.12. Change body tone or produce body movement(s) consistently in response to specific stimuli. (CL.B.1.Pa.1)
   Specify response:
   [ ] turn head
   [ ] move eyes
   [ ] change vocalization
   [ ] move toward stimuli
   [ ] change facial expression
   [ ] other: ______________________
   Specify type of stimuli:
   [ ] voice
   [ ] touch
   [ ] object or picture
   [ ] smell
   [ ] taste
   [ ] sound
   [ ] light
   [ ] other: ______________________

Using Low Vision and Blindness Materials and Techniques

2.13. Use a telescopic lens for distance viewing of chalkboards, street signs, and numbers on buses.
2.14. Use materials embossed in Nemeth Code in understanding mathematical concepts and skills.
2.15. Use concrete objects and graphics (tactile and/or print) in understanding concepts and skills in various subject areas (e.g., geometry, science, social studies).
2.16. Use adapted aids, materials, or devices skillfully to complete assignments (e.g., ruler, yardstick, compass, protractor, tactile globes, tactile maps).
2.17. Use adaptive pouring and measuring techniques.
2.18. Solve problems using mental mathematics.
2.19. Take notes and write problems in classes in a read-back medium.
2.20. Use calculating devices skillfully to solve mathematical problems (e.g., portable notetakers, calculators).
2.21. Use the abacus skillfully to perform basic computation.
2.22. Determine appropriate uses of adapted aids or techniques to accomplish learning tasks in school, home, or the community.
2.23. Demonstrate effective organizational skills for the effective use, maintenance, and storage of devices.
2.24. Evaluate effectiveness and efficiency of selected adapted aids and technology for selected tasks.
2.25. Use adaptive equipment or assistive devices with physical assistance to participate in daily activities. (IF.A.1.Pa.1)
   Specify activity: ______________________
   Specify type of equipment or device: ______________________
3. Access print information through a personal communication system or appropriate technological devices.

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.

CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.

CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ______________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance □ full □ partial
- assistive technology □ full □ partial

3.1. Demonstrate knowledge and skills to use adapted print materials, as appropriate to the individual student. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)

Specify: □ large print □ braille □ recorded material


3.3. Use tapes of speeded or compressed speech to acquire information from recorded textbooks or other types of resources. (CL.B.1.Su.2)

3.4. Demonstrate efficiency in using recorded materials (e.g., accuracy of listening comprehension at 250-275 wpm). (CL.B.1.In.2, CL.B.1.Su.2)

3.5. Identify print size required for optimal personal efficiency in reading, if appropriate. (CL.B.1.In.1, CL.B.1.Su.1)


3.7. Demonstrate knowledge and skills to use adapted tables, graphs, and charts in tactile or print formats. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)

3.8. Use adapted reading aid skillfully (e.g., scanning devices, CCTV, hand-held magnifier, tape player). (CL.B.1.In.1, CL.B.1.Su.1)

3.9. Use a variety of low vision aids skillfully with a computer, typewriter, or other communication tools. (CL.B.1.Su.1, CL.B.1.Su.1, CL.B.2.In.2, CL.B.2.Su.2)
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3.10. Demonstrate knowledge and skills needed to use glossaries, dictionaries, tables of contents, and indexes in appropriate reading mediums. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)

3.11. Demonstrate knowledge and skills needed to access materials in appropriate reading mediums in the library, media center, or other resource using a card catalog or other type of directory. (CL.B.1.In.1, CL.B.1.Su.1, CL.B.1.In.2, CL.B.1.Su.2)

3.12. Accept assistance with and participate in the use of a personal communication system or appropriate technological devices to access information. (CL.B.1.Pa.1)

4. **Use appropriate skills when communicating with others.**

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ___________________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance
- full
- partial
- assistive technology
- full
- partial

4.1. Demonstrate knowledge and skills needed to communicate in a read-back mode using an appropriate adaptive device. (CO.A.1.Su.1)

Specify: □ braillewriter □ refreshable braille device □ computer □ slate and stylus □ typewriter/word processor □ other: ___________________________

4.2. Demonstrate proficiency in using keyboarding skills, if print or tactile reader (e.g., 35-45 wpm using a typewriter or computer). (CO.A.1.In.1, CO.A.1.Su.1)

4.3. Demonstrate proficiency in using slate and stylus writing skills, if braille user (e.g., 30-45 wpm using a slate and stylus). (CO.A.1.In.1, CO.A.1.Su.1)

4.4. Demonstrate proficiency in using a braillewriter. (CO.A.1.In.1, CO.A.1.Su.1)

4.5. Use knowledge and skills when proofreading, revising, or editing own written material. (CL.B.2.In.1, CL.B.2.Su.1)

4.6. Transfer braille or handwritten notes to print copy using a computer printer or typewriter. (CL.B.2.In.1, CL.B.2.Su.1)
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4.7. Use a word processor skillfully with synthesized speech or large print screen, if appropriate, in a read-back medium to prepare written communications. (CL.B.2.In.1, CL.B.2.Su.1)

4.8. Use a nonadapted word processor to take notes or prepare written communications. (CL.B.2.In.1, CL.B.2.Su.1)

4.9. Demonstrate knowledge and skills needed to review and take notes from tape recordings of oral presentations or lectures. (CO.A.1.In.1, CO.A.1.Su.1)

4.10. Demonstrate knowledge and skills needed for dictating communication using a tape recorder or other recording device. (CO.A.1.In.1, CO.A.1.Su.1)

4.11. Accept assistance with and participate in using an appropriate system of communication to interact with others. (CO.A.1.Pa.1)

Specify method: ___ ☐ vocalize or gesture ___ ☐ use assistive or augmentative device
___ ☐ verbalize or sign ___ ☐ other: ___________________

5. Demonstrate knowledge of services, agencies, and organizations available to persons with visual impairments.

IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services—with guidance and support.
IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ___________________

Indicate assistance necessary for mastery at participatory level:
___ physical assistance ☐ full ☐ partial ___ assistive technology ☐ full ☐ partial

5.1. Identify services, agencies, and organizations with special services available to persons with visual impairments (e.g., American Foundation for the Blind, Division of Blind Services, Medicaid, social services programs, transcriber services, transportation services for the disabled). (IF.A.2.In.1, IF.A.2.Su.1)

5.2. Identify services provided by local community agencies. (Social and Personal E 43: V)

5.3. Identify circumstances or situations when services, agencies, and organizations with special services available to persons with visual impairments would need to be contacted (e.g., getting help with medical needs, orienting self in a new neighborhood). (IF.A.2.In.1, IF.A.2.Su.1)
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5.4. Identify sources of information about services, agencies, and organizations with special services available to persons with visual impairments (e.g., community agencies, teachers, counselors, friends, family). (IF.A.2.In.1, IF.A.2.Su.1)

5.5. Use various sources to gain information about community service agencies, businesses, or other resources with special services available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

5.6. Identify advantages and disadvantages of particular types of services, agencies, and organizations with special services available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

5.7. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular service, agency, or organization for individuals with visual impairments (e.g., ability to give directions and describe location, ability to call for help, ability to call for transportation purposes). (IF.A.2.In.1, IF.A.2.Su.1)

5.8. Accept assistance with and participate in the sequence of tasks or activities in preparing for community service routines. (IF.A.1.Pa.2)

Specify routine: ______ ☐ services for visually impaired ______ ☐ health care
______ ☐ other: __________________________

6. Demonstrate knowledge and skills needed to obtain books, tapes, and other personally useful resources.

IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services—with guidance and support.
IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:
____ physical prompt ______ verbal prompt ______ visual prompt
____ assistive technology ______ supervision ______ other: __________________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance ☐ full ☐ partial ______ assistive technology ☐ full ☐ partial

6.1. Identify community service agencies or other resources that assist individuals in obtaining books, tapes, and other personally useful resources available to persons with visual impairments (e.g., Division of Blind Services, Florida Instructional Materials Center for the Visually Handicapped, American Foundation for the Blind, Reading Services for the Blind, American Printing House for the Blind, transcriber services). (IF.A.2.In.1, IF.A.2.Su.1)

6.2. Identify circumstances or situations when community service agencies or other resources that assist individuals in obtaining books, tapes, and other resources for persons with visual impairments would need to be contacted (e.g., locating reading material, ordering educational materials). (IF.A.2.In.1, IF.A.2.Su.1)
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6.3. Use various sources to gain information about community service agencies or other resources that assist with obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

6.4. Identify advantages and disadvantages of particular types of community service agencies or other resources that assist with obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

6.5. Select the community service agency or other resource that will meet (or is most likely to meet) individual needs in obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

6.6. Identify ways of contacting community service agencies or other resources that assist with obtaining books, tapes, and other personally useful resources available to persons with visual impairments (e.g., phone call, e-mail, fax, letter, personal visit). (IF.A.2.In.1, IF.A.2.Su.1)

6.7. Contact community service agencies or other resources that assist with obtaining books, tapes, and other personally useful resources available to persons with visual impairments. (IF.A.2.In.1, IF.A.2.Su.1)

6.8. Demonstrate the specific knowledge and skills required to use and benefit from a particular service for obtaining books, tapes, and resources for individuals with visual impairments (e.g., ability to give directions and describe location, ability to call for help, ability to call for transportation purposes). (IF.A.2.In.1, IF.A.2.Su.1)

6.9. Accept assistance with and participate in the sequence of tasks or activities in preparing for community service routines to obtain books, tapes and other personally useful resources. (IF.A.1.Pa.2)

Specify routine: _______ ☐ services for visually impaired _______ ☐ books and tapes
_______ ☐ other: __________________________________________

7. Demonstrate techniques of personal management that enable an individual to function as independently as possible in the areas of personal care, sexuality, health, first aid and safety, home care, community living, use of leisure time, and use of practical skills, including telephone usage, time management, and money skills.

IF.A.1.In.1 complete productive and leisure activities used in the home and community.
IF.A.1.In.2 complete personal care, health, and fitness activities.
IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.
IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.
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Indicate guidance and support necessary for mastery at supported level:

____ physical prompt ______ verbal prompt ______ visual prompt
____ assistive technology ______ supervision ______ other: __________________________

Indicate assistance necessary for mastery at participatory level:

____ physical assistance ❑ full ❑ partial ______ assistive technology ❑ full ❑ partial

Note: Teachers of this course may wish to seek assistance from district or school health educators when instructing students on this requirement.

Personal Care

7.1. Use strategies to complete dressing, hygiene, and grooming activities effectively and efficiently and on a regular basis (e.g., organize clothes in drawers by type, label clothes by occasion or care requirements, store grooming supplies together, place medications in daily dosage container, mark raised spot on water control for comfortable bath or shower temperature, use an adapted scale). (IF.A.1.In.2, IF.A.1.Su.2)

Specify:

_____ ❑ selecting clothing for weather, occasion, or activity

_____ ❑ caring for clothing

_____ ❑ grooming and hygiene

_____ ❑ using personal services

_____ ❑ other: __________________________

7.2. Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)

7.3. Identify the appropriate uses of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)

7.4. Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)

7.5. Accept assistance with and participate in the sequence of tasks or activities of daily personal care and hygiene routines. (IF.A.1.Pa.2)

Specify routine: _____ ❑ home _____ ❑ school _____ ❑ community/workplace

Sexuality

7.6. Demonstrate awareness of basic concepts of adolescent growth and development, including concepts related to reproduction. (IF.A.1.In.2, IF.A.1.Su.2)

Specify:

_____ ❑ knowledge of the physical and emotional changes in adolescent development

_____ ❑ knowledge of the development of the reproductive system—males and females

_____ ❑ knowledge of the process of fertilization and stages of pregnancy

_____ ❑ other: __________________________
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7.7. Demonstrate awareness of individual responsibilities in family planning and pregnancy. (SE.A.2.In.1, SE.A.2.Su.1)

Specify: □ knowledge of birth control practices—abstinence and use of contraceptives
□ knowledge of individual risks of sexually transmitted diseases, HIV/AIDS
□ knowledge of prenatal care
□ knowledge of risks to the unborn from disease, tobacco, alcohol, and other drugs
□ knowledge of assistance available through community agencies
□ other: ________________________________

7.8. Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)

7.9. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, include appropriate language, reflect responsible decisions about not having sexual relationships until the appropriate time). (IF.B.2.In.1, IF.B.2.Su.1)

7.10. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

7.11. Identify the effects of negative peer pressure on sexual relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)

7.12. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, forcing sex, making sexually explicit comments, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

7.13. Demonstrate effective responses and refusal skills needed to deal with negative peer pressure. (SE.A.2.In.1, SE.A.2.Su.1)

Health and First Aid

7.14. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying good nutritional habits and planning meals or snacks according to the Food Guide Pyramid, planning an exercise program, identifying specific health problems, describing problems to a doctor or medical assistant, participating in weight training). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: □ getting routine medical care—annual checkup, routine daily activities
□ exercising regularly
□ maintaining a nutritious diet
□ identifying and managing common diseases
□ other: ________________________________

7.15. Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)

7.16. Use strategies related to wellness to complete health care activities effectively and efficiently on a regular basis (e.g., develop and follow a wellness plan that includes nutrition, exercise, stress management, and social activities; participate in wellness activities with a friend;
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keep nonprescription drugs stored together; check expiration dates on drugs; ask doctor and dentist to send out reminders for periodic physicals or checkups; keep a list of nutritious meals; pre-measure servings; identify symptoms; put medication in compartmentalized container for daily dosages). (IF.A.1.In.2, IF.A.1.Su.2)

7.17. Recognize those illnesses that require a doctor's or dentist's attention. (Social and Personal E 40: IV)

7.18. Identify appropriate storage and uses of medications. (Social and Personal E 41: V)

7.19. Use strategies related to first aid to complete health care activities effectively and efficiently and on a regular basis (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ stopping bleeding and applying bandages
□ taking care of burns, poisons, and wounds
□ getting help when needed
□ other: ____________________________________________

7.20. Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)

7.21. Accept assistance with and participate in the sequence of tasks or activities of daily health care routines. (IF.A.1.Pa.2)
Specify: □ home □ school □ community/workplace

Identifying Unsafe Factors or Situations

7.22. Identify unsafe factors or situations in the home that are potentially dangerous (e.g., overloaded electrical outlets; firearms in the home; faulty wiring; dangerous chemicals stored in an open place; an intruder such as a stranger at the door or window, attempting to enter the home; adverse weather, such as flood, hurricane, or tornado). (IF.B.2.In.3, IF.B.2.Su.3)

7.23. Identify daily procedures to protect the home from intruders (e.g., keep doors and windows locked, keep garage door shut, keep curtains closed). (IF.B.2.In.3, IF.B.2.Su.3)

7.24. Identify unsafe factors or situations in the school or community that are potentially dangerous (e.g., slippery floors, broken desks, wet stairwells, students fighting, students running in the halls, unlit streets, accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas). (IF.B.2.In.3, IF.B.2.Su.3)

7.25. Identify unsafe factors or situations in the workplace that are potentially dangerous (e.g., improper ventilation, exposure to dangerous chemicals, co-workers with firearms, robbery, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

7.26. Recognize dangerous situations in the environment. (Social and Personal D 33: III)
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Following Safety Procedures

7.27. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head between knees, cover head, stay calm; robbery—stay calm, do not try to be a hero, comply with robber's commands). (IF.B.2.In.3, IF.B.2.Su.3)

7.28. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)

7.29. Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers, Poison Control Center, 911 on phone). (IF.B.2.In.3, IF.B.2.Su.3)

7.30. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt, wear protective gear for sports). (IF.B.2.In.3, IF.B.2.Su.3)

7.31. Respond to unexpected stimuli in a way that is not disruptive or does not interfere with or prohibit participation in activities or tasks. (IF.B.2.Pa.2)

Dealing with Fires

7.32. Identify potential hazards of open fires, matches, electrical appliances, and outlets. (IF.B.2.In.3, IF.B.2.Su.3)

7.33. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

7.34. Use safety procedures for fire drills and emergencies (e.g., remain calm, accept assistance as appropriate, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)

Dealing with Adverse Weather

7.35. Identify the hazards associated with adverse weather conditions (e.g., rain storms—hurricanes, thunder, lightning, strong winds, poor visibility; tornadoes—dangerously high winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)

7.36. Follow safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go to inner hallway). (IF.B.2.In.3, IF.B.2.Su.3)

Dealing with Violence and Aggression

7.37. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)
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7.38. Identify ways to avoid confrontation with violent or aggressive individuals (e.g., walking away, not provoking, not becoming violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

7.39. Demonstrate appropriate ways to avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

Home Care

7.40. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink, setting the oven temperature, turning off burner when cooking is completed, selecting and marking the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: □ selecting and planning what to eat—using the Food Guide Pyramid
□ preparing foods and beverages safely
□ following a recipe—measuring, cutting, mixing, cooking, cooling
□ storing food—organizing by type
□ determining food conditions—spoiled, raw, cooked, frozen, defrosted
□ using adaptive devices in preparing food
□ other: _________________________________

7.41. Follow a simple recipe. (Social and Personal B 15: V)

7.42. Select and operate kitchen appliances for food preparation. (Social and Personal B 16: V)

7.43. Identify proper storage areas for food. (Social and Personal B 17: V)

7.44. Plan and prepare a meal (Social and Personal B 18: VI)

7.45. Use strategies related to cleaning, safety, and maintenance of household areas to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., store chemicals safely, use special labels on cleaning agents, arrange furniture to facilitate easy flow of traffic, organize cupboards and other storage areas). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: □ identifying areas and objects that need to be cleaned or maintained
□ selecting appropriate products, tools, and equipment for housekeeping
□ using products, tools, and equipment for household cleaning
□ securing the home by locking doors and windows
□ maintaining a comfortable temperature in house
□ maintaining exterior, including outdoor light fixtures
□ using adaptive devices in household and exterior maintenance
□ getting assistance if needed for tasks
□ other: _________________________________

7.46. Perform laundry tasks. (Social and Personal F 49: V)

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7.47. **Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)**

7.48. **Identify proper household tools and cleaning supplies for a given task.** *(Social and Personal F 48: IV)*

7.49. Accept assistance with and participate in the sequence of tasks or activities of daily home care routines. (IF.A.1.Pa.1)

Specify routine: __________________________________________________________

**Using Leisure Time**

7.50. Use specific knowledge and skills when completing a variety of leisure and recreation activities (e.g., taking turns, following the rules, counting the points, keeping track of the scores, following movement routines, using free weights, keeping track of progress, mentally picturing the game pattern, using a graphic representation of playing area). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ □ indoor team or pairs games          _____ □ attending performances
         _____ □ outdoor team or pairs games          _____ □ hobbies
         _____ □ exercise programs                  _____ □ outdoor activities
         _____ □ dance, gymnastics                   _____ □ pets and gardening
         _____ □ other: _____________________________________________________________________

7.51. **Demonstrate appropriate activities to occupy leisure time.** *(Social and Personal G 55: V)*

7.52. Use adaptive or assistive devices to perform leisure activities involved in common leisure and recreation activities (e.g., bowling rail, beeping ball, special game boards). (IF.A.1.Su.1)

7.53. Accept assistance with and participate in performing various physical activities involved in common leisure and recreation activities. (IF.A.1.Pa.1)

Specify activity: __________________________________________________________

7.54. Accept assistance with and participate in using adaptive or assistive devices to perform various leisure and recreation activities. (IF.A.1.Pa.1)

Specify activity: __________________________________________________________

7.55. Identify activities in the community involving informal gatherings of community members, friends, and neighbors (e.g., voting, neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)

7.56. Use strategies to make social contacts with peers and family in informal gatherings on a regular basis (e.g., make weekly phone calls, keep a birthday calendar). (IF.A.1.In.1, IF.A.1.Su.1)
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7.57. Identify community service agencies, businesses, and/or other resources that assist individuals with transportation needs (e.g., city buses, taxis, trains, dial-a-ride programs, airlines, car rental services, shuttles). (IF.A.2.In.1, IF.A.2.Su.1)

7.58. Identify ways of contacting community service agencies, businesses, and/or other resources that assist individuals with transportation needs (e.g., phone call, personal visit, fax, e-mail). (IF.A.2.In.1, IF.A.2.Su.1)

7.59. Accept assistance with and participate in a sequence of tasks involved in leisure and recreation activities at home. (IF.A.1.Pa.2)

Specify routine:  _____ √ active  _____  inactive  _____  √ entertainment

_____  ☐ hobbies  _____  ☐ other: ____________________________

7.60. Accept assistance with and participate in a sequence of tasks involved in leisure and recreation activities at school or in the community. (IF.A.1.Pa.2)

Specify routine:  _____  ☐ active  _____  √ inactive  _____  √ entertainment

_____  ☐ hobbies  _____  ☐ other: ____________________________

Specify setting:  _____  ☐ school  _____  ☐ community

Using the Telephone

7.61. Demonstrate the specific knowledge and skills required to use a telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify:  _____  √ function and use of telephone parts

_____  ☐ function of various signals and tones

_____  ☐ correct way to dial local numbers

_____  ☐ how to get assistance with telephone services

_____  ☐ using emergency numbers such as 0 or 911

_____  ☐ using basic information numbers such as 411 and weather

_____  ☐ using pay telephones

_____  ☐ other: ____________________________

7.62. Identify and use emergency number (0, 911) on telephone in an appropriate manner. (Social and Personal H 61: IV)

7.63. Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)

Managing Time

7.64. Identify components of a plan to complete assignments and tasks (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, personnel, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)

Specify:  _____  ☐ personal  _____  ☐ school  _____  ☐ workplace

7.65. State steps to complete a task. (Language C 31: VI)
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7.66. Use strategies to pace work so that assignment or other task is completed on time.
(CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ work according to schedule □ set an alarm clock as a reminder
□ track subtasks on calendar □ check off subtasks when completed
□ begin subtasks on time □ adjust to unforeseen circumstances
□ other: ____________________________

7.67. Identify alternative approaches when faced with difficulty in completing an
assignment or other task. (CL.C.2.In.1, CL.C.2.Su.1).
Specify: □ try different techniques □ seek advice from others
□ seek assistance from others □ read the instructions or references
□ other: ____________________________

7.68. Use a daily planner, scheduler, or calendar to organize own activities and complete
functional tasks (e.g., record important dates; record information as needed; record daily to-do
lists; plan a daily schedule; use a talking clock, calendar in braille, or visual or tactile watch).
(CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ personal □ school □ workplace

7.69. Use strategies to assist with organizing materials and supplies to complete
assignments and other tasks (e.g., locker, file folders, accordion files, plastic storage
containers, desk space). (CL.C.2.In.2, CL.C.2.Su.2)

Money Skills

7.70. Use specific knowledge and skills when completing productive activities involving
managing money and personal finances (e.g., folding bills for identification and retrieval,
organizing money in a wallet, instructing a sighted writer for check writing, reviewing and paying
monthly bills and statements, paying bills by the due date, storing information regarding personal
finances, using direct deposit for payroll and/or benefits). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: □ preparing a budget
□ managing and protecting personal cash
□ using comparative shopping to make wise purchases
□ other: ____________________________

7.71. Solve applied problems involving comparison shopping. (Mathematics E 46: VII)

7.72. Identify which documents to show for proper identification for check cashing.
(Mathematics E 43: V)

7.73. Complete check and deposit slip and record in check register. (Mathematics E 44: V)

7.74. Complete forms associated with a savings account. (Mathematics E 45: V)
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8. Demonstrate knowledge and skills needed to build and maintain satisfactory interpersonal relationships, to behave appropriately in social situations, to solve interpersonal and intrapersonal problems appropriately, to interact socially, and to communicate one's thoughts for constructive daily living interaction.

IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.
SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt  ___ verbal prompt  ___ visual prompt
___ assistive technology  ___ supervision  ___ other: ______________________

Indicate assistance necessary for mastery at participatory level:

___ physical assistance  ❑ full  ❑ partial  ___ assistive technology  ❑ full  ❑ partial

Interacting With Others

8.1. Use appropriate language to express need for assistance in various situations (e.g., ask for help in reading the menu, ask bus driver to call out desired stop). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ❑ articulate precise questions  ❑ use appropriate body language
         ❑ seek feedback  ❑ listen to act on what is told
         ❑ other: ______________________

Specify setting: ❑ home  ❑ school  ❑ community  ❑ workplace
8.2. Use acceptable facial expressions, gestures, body language, and hand signals when communicating with others in various situations (e.g., facial expressions—smile, frown, puzzled look; gestures—wave, welcome; body language—head nod, arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1) Specify: □ home □ school □ community □ workplace

8.3. Recognize and take steps to avoid stereotypic behaviors or mannerisms, such as body rocking and head swaying, out of concern for their impact on others. (IF.B.2.In.2, IF.B.2.Su.2)

8.4. Identify characteristics of own disability when asked by peers, adults, and others.

8.5. Demonstrate awareness of perceptions and misperceptions of others about blindness and respond appropriately. (IF.B.2.In.1, IF.B.2.Su.1)

8.6. Use sensory cues to identify the person(s) with whom one is communicating (e.g., smell of perfume or aftershave, tone of voice, sound of footsteps). (SE.A.2.In.1, SE.A.2.Su.1) Specify: □ olfactory cues □ auditory cues □ other: ____________

8.7. Discriminate between examples and non-examples of self-advocacy behaviors (examples—presenting self in front of boss to ask for a deserved raise, making needs known to others; non-examples—not being able to state personal strengths when asked, talking negatively about self, not being assertive). (IF.B.2.In.1, IF.B.2.Su.1)


8.9. Discriminate between examples and non-examples of behaviors that reflect positive self-esteem (examples—using refusal skills, setting challenging yet attainable goals; non-examples—saying negative things about self, avoiding risks). (IF.B.2.In.1, IF.B.2.Su.1)

8.10. Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)

8.11. Demonstrate positive self-esteem in various situations. (IF.B.2.In.2, IF.B.2.Su.2) Specify: □ home—family gatherings, chores □ school—in class, between classes, extracurricular activities □ community—events, organizations, services □ community—leisure activities, stores, restaurants, traveling □ workplace—on the job, breaks
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8.12. Discriminate between examples and non-examples of behaviors that are considerate of others (examples—offering assistance, listening to others, asking permission before taking another person's belongings, consoling a neighbor; non-examples—shouting, pushing, hitting, making threats, laughing when your friend is upset). (IF.B.2.In.1, IF.B.2.Su.1)

8.13. Behave in ways that represent self-control in response to unexpected events and potentially harmful situations in various situations. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: __________  family gatherings, chores
__________  school—in class, between classes, extracurricular activities
__________  community—events, organizations, services
__________  community—leisure activities, stores, restaurants, traveling
__________  workplace—on the job, breaks

8.14. Accept assistance with and participate in responding appropriately to unexpected events and potentially harmful situations. (IF.B.2.Pa.2)

Using Group Skills

8.15. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

8.16. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of a lineup, practicing fair play and sportsmanship, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

8.17. Cooperate with peers. (Social and Personal G 51: III)

8.18. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

8.19. Identify behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, completing share of group activities, using self-control and restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)

8.20. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

8.21. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)

8.22. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)
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8.23. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don't interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

8.24. Identify steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)
Specify:
- Discuss the problem
- Individually list possible cause
- Record individual group member's suggestions and clarifications
- Identify most probable cause
- Implement corrective action or solution
- Report results
- Move on to the next probable cause if action is ineffective
- Other:

8.25. Accept assistance with and participate appropriately in group situations. (SE.A.1.Pa.1)

Using Interpersonal Communication Skills

8.26. Use appropriate interpersonal communication skills when working in a group (e.g., checking for understanding, expressing opinions tactfully, providing input, speaking while no one else is speaking, accepting criticisms, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)

8.27. Demonstrate steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

8.28. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using "I" messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)

8.29. Demonstrate communications and behaviors that are complimentary to others (e.g., saying "Good job" or "Well done"; honoring others with rewards, commending others, complimenting others, applauding others). (SE.A.2.In.1, SE.A.2.Su.1)

8.30. Identify interpersonal skills needed to maintain a close relationship with family, friends, and peers (e.g., keeping in touch—visiting others, writing to others, calling others, showing continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)

8.31. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others sad, cruel people can make others afraid). (SE.A.2.In.1, SE.A.2.Su.1)

8.32. Display acceptance for persons with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)

8.33. Recognize and display sensitivity to others' feelings (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
8.34. Identify personal feelings. (Social and Personal G 54: IV)

8.35. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

8.36. Identify behaviors that represent inappropriate physical contact from others (e.g., touching others when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others). (SE.A.2.In.1, SE.A.2.Su.1)

8.37. Identify responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

8.38. Accept assistance with and participate in interacting with a typical range of persons for daily activities. (SE.A.1.Pa.1)

Specify persons: 
- ☐ family
- ☐ caregivers
- ☐ peers
- ☐ other:

8.39. Accept assistance with and participate in managing own behavior in unstructured settings for daily activities. (IF.B.2.Pa.1)

Specify setting: 
- ☐ home
- ☐ school
- ☐ community/workplace

8.40. Accept assistance with and participate in meeting social and functional expectations for behavior when participating in daily activities (e.g., cheer loudly when the home team scores, keep hands to self, do not tear at clothing). (IF.B.2.Pa.1)

Specify setting: 
- ☐ home
- ☐ school
- ☐ community/workplace

9. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:
- ☐ physical prompt
- ☐ verbal prompt
- ☐ visual prompt
- ☐ assistive technology
- ☐ supervision
- ☐ other:

Indicate assistance necessary for mastery at participatory level:
- ☐ physical assistance
- ☐ full
- ☐ partial
- ☐ assistive technology
- ☐ full
- ☐ partial

Understanding the Components of the Individual Educational Plan

9.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

9.2. Identify the benefits of and reasons for participation in own IEP meetings (e.g., planning for school year, planning for post-school career and adult living). (IF.B.1.In.1, IF.B.1.Su.1)
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9.3. Identify characteristics of steps in IEP development. (IF.B.1.In.1, IF.B.1.Su.1)

Specify:
- ☐ participate in pre-meeting activities
- ☐ determine school and post-school outcome desires
- ☐ determine present levels of performance
- ☐ develop annual goals and related short-term objectives or benchmarks
- ☐ assign responsibility for objectives
- ☐ identify needed services, modifications, and supports

9.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)

Specify:
- ☐ employment
- ☐ instruction and continuing education
- ☐ community participation
- ☐ independent living
- ☐ agency support
- ☐ daily living skills
- ☐ course of study

9.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Individual Educational Plan

9.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

9.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)

Specify:
- ☐ in-school—course of study, type of diploma, extracurricular activities
- ☐ post-school—postsecondary training, employment
- ☐ post-school—living arrangements, community participation

9.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

9.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

9.10. Assist in setting realistic annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

9.11. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

9.12. Accept assistance with and participate in activities related to own IEP development. (IF.B.1.Pa.1)
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10. Demonstrate knowledge of productivity and career options by setting goals, organizing tasks toward meeting goals, and carrying out plans commensurate with personal, daily living, or work needs.

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.

IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: _______________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance  \( \square \) full  \( \square \) partial
- assistive technology  \( \square \) full  \( \square \) partial

10.1. Identify personal situations that call for a plan (e.g., moving to a new apartment, buying a car, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

10.2. Identify resources and sources of assistance for planning and goal setting.

(IF.B.1.In.1, IF.B.1.Su.1)

Specify:  \( \square \) individuals—family members, supervisors, teachers,

- agencies—community agencies, religious organizations, schools

- other: _______________________

10.3. Identify own strengths and weaknesses to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses). (IF.B.1.In.1, IF.B.1.Su.1)

10.4. Identify personal strengths and weaknesses. (Social and Personal G 59: VI)

10.5. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

10.6. Set personal goals, weighing individual strengths and weaknesses. (IF.B.1.In.1, IF.B.1.Su.1)

Specify:  \( \square \) short-term goals

- \( \square \) long-term goals

- \( \square \) other: _______________________

10.7. Make a plan to implement personal goals (e.g., identify steps, record the steps in writing, have someone look over steps, determine if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)
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10.8. Commit to do the tasks when carrying out plans related to personal goals (e.g., start project at given time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)

10.9. Commit to undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., general activities, school activities, leisure activities, living arrangements). (IF.B.1.In.2, IF.B.1.Su.2)

10.10. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

10.11. Accept assistance with and communicate interest in participating in specific activities and tasks. (IF.B.1.Pa.1)

11. Articulate a realistic vocational/career goal or vocational educational plan.

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.

CL.C.1.In.3 make general preparations for entering the work force.

CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.

CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ______________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance [ ] full [ ] partial
- assistive technology [ ] full [ ] partial

Understanding Career Opportunities

11.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)

11.2. Identify general characteristics of different career clusters (e.g., health care or medicine, construction, marketing, administrative or clerical). (CL.C.1.In.1, CL.C.1.Su.1)
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11.3. Identify specific jobs associated with various career clusters (e.g., health care or medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; administrative or clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

11.4. Describe advantages and disadvantages associated with each occupation studied (e.g., benefits, vacation, work in the outdoors, flexible hours, customers). (CL.C.1.In.1, CL.C.1.Su.1)

11.5. Identify trends in the local job market for different career clusters and occupations (e.g., need for computer skills; need for jobs related to environmental issues; use of technology; hiring of the elderly, minorities, and individuals with disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)

11.6. Evaluate present and future local job market of a specific job or career cluster. (CL.C.1.In.1, CL.C.1.Su.1)

11.7. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security benefits, investment plans, overtime, maternity leave, contracts, unemployment benefits, salary, worker’s compensation). (CL.C.1.In.1, CL.C.1.Su.1)

11.8. Identify the differences between being paid by the hour and by salary (e.g., hourly wage—overtime, predictable set schedule, may be temporary; salary—benefits, sick and vacation days, predictable pay check). (CL.C.1.In.1, CL.C.1.Su.1)

11.9. Describe laws that protect employees (e.g., anti-discriminatory, minimum wage, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)

11.10. Identify the purpose and protections of the Americans with Disabilities Act (e.g., purpose—protects civil rights, tasks—provides workplace accommodations, provides accessibility to businesses, increases public awareness of individual’s rights, encourages self-advocacy, provides legal services). (CL.C.1.In.2, CL.C.1.Su.2)

Job Search Skills

11.11. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find job openings, prepare a resume, fill out applications, contact employer, set up interviews, prepare for interviews, follow-up with thank you). (CL.C.1.In.3, CL.C.1.Su.3)

11.12. Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)

11.13. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)

11.14. Identify agencies that can provide assistance when searching for a job (e.g., Vocational Rehabilitation, state employment agencies, private employment agencies, welfare department). (CL.C.1.In.3, CL.C.1.Su.3)
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11.15. Identify possible community jobs using local resources (e.g., parents, teachers, classified ads, job board, employment counselor). (CL.C.1.In.3, CL.C.1.Su.3)

11.16. Identify resources for finding employment. (Social and Personal C 30: VI)

Using a Career Planning Process

11.17. Identify the benefits of using a planning process to set career goals (e.g., helps to gather information, helps you to get organized, helps you to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)

11.18. Identify steps in a planning process to set career goals (e.g., determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired career). (IF.B.1.In.1, IF.B.1.Su.1)

11.19. Identify resources and sources of assistance for planning for a career. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: □ individuals—family members, supervisors, teachers, counselors
□ agencies—government agencies, religious organizations, schools
□ other: ____________________________________________

11.20. Identify sources of information about setting career goals (e.g., parents, teachers, relatives, possible employers, school counselor, career counselor). (IF.B.1.In.1, IF.B.1.Su.1)

11.21. Complete a personal assessment to determine strengths and interests related to career choices. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: □ self-concept and values clarification
□ personality characteristics and personal style
□ motivational patterns and personal preferences
□ occupational interests
□ personal and educational background
□ work history and experience
□ key accomplishments and successes
□ satisfying and dissatisfying experiences
□ other: ____________________________________________

11.22. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., communication skills, mechanical abilities, special talents, previous experience, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)

11.23. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals—pet caregiver; gardening—landscaper). (CL.C.1.In.1, CL.C.1.Su.1)

11.24. Evaluate the results of self-appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)
11.25. Identify risks associated with certain careers (e.g., dangerous working conditions, exposure to the illnesses of others, exposure to the elements, work with or around hazardous materials). (IF.B.1.In.1, IF.B.1.Su.1)

11.26. Identify preferred goals relating to own plan for high school and postsecondary education (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving a degree). (IF.B.1.In.1, IF.B.1.Su.1)

11.27. Identify goals related to immediate employment for self (e.g., type of job, salary, hours). (IF.B.1.In.1, IF.B.1.Su.1)

11.28. Identify occupational goals for self (e.g., work in office setting, obtain a stable job, work three days a week, receive a paycheck, receive a promotion). (IF.B.1.In.1, IF.B.1.Su.1)

11.29. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, need a resume and application, need Social Security card, need to know how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)

11.30. Identify individual strengths and weaknesses that may affect preferred postsecondary educational opportunities (e.g., study skills, ability to work independently, grades, test scores). (CL.C.1.In.1, CL.C.1.Su.1)

11.31. Accept assistance with and communicate interest in participating in specific activities and tasks involving volunteer or work activities. (CL.C.1.Pa.1)
A. Major Concepts/Content. The purpose of this course is to provide instruction in skills involving orientation and mobility. Orientation is the collection and organization of information concerning the environment and one’s relationship to it. Mobility is the ability to move efficiently within that environment.

The content should include, but not be limited to, the following:

- developing safe, efficient, and independent travel skills in one’s neighborhood, community, and school environment
- using major forms of public transportation
- traveling to specified destinations in an unfamiliar environment
- locating and reading survival symbols in order to access public places

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
CL.A.1.Pa.1 participate in activities of peers’ addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Due to safety considerations, training students with visual impairments for independent travel requires a fully trained orientation and mobility instructor. In order to address the full range of special skills, a student with a visual impairment may be enrolled in Skills for Students who are Visually Impaired, Course Number: 7963050.
Course Number: 7963060 - Orientation and Mobility Skills

Students with visual impairments who are likely to pursue a standard high school diploma may take this course for elective credit. This course is also designed to reflect the wide range of abilities within the population of students with visual impairments who also have other types of disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.
Course Number: 7963060 - Orientation and Mobility Skills

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may be arranged to extend beyond scheduled school hours.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma. Note that a student with a visual impairment and other disabilities may pursue a Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate understanding of concepts and perceptual and cognitive processes involved in orientation, planning for travel, and negotiating specific travel obstacles involved in independent orientation and mobility for safe and efficient travel.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- assistive technology
- supervision

Indicate assistance necessary for mastery at participatory level:
- physical assistance  full  partial
- assistive technology  full  partial

Concepts

1.1. Identify information related to concepts of space.

Specify:
- body concepts—parts of body, location, movement, relationships, and functions
- spatial concepts of shapes
- measurement concepts—distances, time, rate
- positional and relational concepts—compass, position in space

1.2. Identify information related to environmental concepts.

Specify:
- topography
- temperature
- differences among fixed and moveable objects
- acoustics and sound reflection
Course Number: 7963060 - Orientation and Mobility Skills

Perceptual and Cognitive Processes

1.3. Use compass directions in everyday travel.
   Specify: □ read a compass
   □ identify direction of destination

1.4. Use knowledge of spatial concepts on a map.
   Specify: □ read and interpret a tactile or visual map
   □ identify locations of origin and destination
   □ trace intended route

1.5. Use sensory information to apply information related to concepts of space and the
     environment when traveling.
   Specify: □ estimate distances both in a room and out of doors using feet and yards
   □ connect travel time to rate of travel
   □ use spatial updating to establish self-to-object relationships
   □ use knowledge of spatial layout (object-to-object relationship)
   □ use knowledge of perimeter and gridline search patterns
   □ use reference systems

1.6. Use knowledge of rules, principles, and systems of spatial concepts for establishing
     and maintaining orientation while traveling (e.g., using landmarks and clues, numbering
     systems, compass directions, measurement concepts).

Planning for Travel

1.7. Select appropriate transportation (e.g., is financially feasible, has appropriate schedule, meets
     special needs). (IF.A.2.In.2, IF.A.2.Su.2)


1.10. Locate community facilities on a local map and in the phone book (e.g., determine
      desired location, use index to find city, identify coordinates, locate on map). (IF.A.2.In.2,
      IF.A.2.Su.2)

1.11. Find a desired location in the community by street signs (e.g., determine desired location,
      identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2,
      IF.A.2.Su.2)

1.12. Find a desired location in the community by building or house numbers
      (e.g., determine number of desired location, identify if odd or even number, determine which side
      odd and even numbers are on, determine if numbers are ascending or descending, identify direction,
      identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)
   Specify: ☐ curbs, steps, ramps
   ☐ turnstiles, sliding doors, revolving doors
   ☐ street intersections
   ☐ other: ____________________________

1.14. Operate a self-service elevator when moving about a (familiar or unfamiliar) building
   (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)

1.15. Use an escalator or moving walkway safely (e.g., step on, hold on to rail, step off).
   (IF.A.2.In.2, IF.A.2.Su.2)

1.16. Enter and exit buildings through appropriate doorways. (IF.A.2.In.2, IF.A.2.Su.2)

1.17. Avoid entering doorways and corridors in buildings and other places designated as
   “No Entry” or open to “Authorized Personnel Only” when traveling in (familiar
   or unfamiliar) buildings. (IF.A.2.In.2, IF.A.2.Su.2)

1.18. Accept assistance with and participate in the sequence of tasks or activities to
   manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)

2. Demonstrate travel skills including use of adaptive aids and equipment
   (e.g., techniques for indoor/outdoor travel; use of electronic aids, sighted
   guide, or long cane for travel; and use of major forms of public
   transportation).

   Indicate guidance and support necessary for mastery at supported level:
   ☐ physical prompt ☐ verbal prompt ☐ visual prompt
   ☐ assistive technology ☐ supervision ☐ other: ____________________________

   Indicate assistance necessary for mastery at participatory level:
   ☐ physical assistance ☐ full  ☐ partial  ☐ assistive technology ☐ full  ☐ partial

Moving about within an Enclosed Space or Room

2.1. Identify and locate appropriate area in a classroom (e.g., vacant seat in a classroom,
   computer station). (IF.A.2.In.2, IF.A.2.Su.2)

2.2. Identify and find specific locations in the home or apartment when completing
   functional tasks (e.g., living areas, eating areas, kitchen, bath, recreation areas, laundry areas,
   waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

2.3. Move to appropriate location in a room safely and effectively (e.g., use least obtrusive
   route, allow time to reach desired location). (IF.A.2.In.2, IF.A.2.Su.2)
Course Number: 7963060 - Orientation and Mobility Skills

2.4. Accept assistance with and participate in the sequence of tasks or activities of moving about the home or school. (IF.A.2.Pa.2)

Specify routine: _____ ☐ within a room _____ ☐ between rooms _____ ☐ using stairs _____ ☐ other: ____________________________

Specify setting: _____ ☐ home _______ ☐ school

Moving about in Buildings and Schools

2.5. Identify and find specific locations in the school environment when completing functional tasks (e.g., classrooms, administrative offices, gymnasiums, media centers, eating areas, restrooms, recreation areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

2.6. Accept assistance with and participate in the sequence of tasks or activities when going from one room to another in the school or other buildings in the community. (IF.A.1.Pa.2)

Specify routine: _____ ☐ within a structured space _____ ☐ between structured areas _____ ☐ on a walkway _____ ☐ within an unstructured area _____ ☐ other: ____________________________

Specify setting: _____ ☐ school _____ ☐ community _____ ☐ workplace

Traveling within the Community

2.7. Move about in the immediate neighborhood from one location to another. (IF.A.2.In.2, IF.A.2.Su.2)

2.8. Use available modes of transportation to reach desired locations in the community. (IF.A.2.In.2, IF.A.2.Su.2)

Specify: _____ ☐ walking _____ ☐ bicycle _____ ☐ bus _____ ☐ taxi _____ ☐ car _____ ☐ other: ____________________________

2.9. Accept assistance with and participate in the sequence of tasks or activities when walking outdoors. (IF.A.2.Pa.2)

Specify routine: _____ ☐ within a structured space _____ ☐ between structured areas _____ ☐ on a walkway _____ ☐ within an unstructured area _____ ☐ other: ____________________________

Specify setting: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

Using Adaptive Aids and Equipment

2.10. Use cane techniques when traveling. (IF.A.2.In.2, IF.A.2.Su.2)

Specify: _____ ☐ diagonal and diagonal trailing _____ ☐ ascending or descending stairs _____ ☐ touch, touch and slide, touch and drag _____ ☐ constant contact, three point touch _____ ☐ other: ____________________________

2.11. Use telescopic aids for reading signs when traveling. (IF.A.2.In.2, IF.A.2.Su.2)
Course Number: 7963060 - Orientation and Mobility Skills

2.12. Use mobility techniques to travel within areas of the local community, including school grounds. (IF.A.2.In.2, IF.A.2.Su.2)
   Specify: 
   - ☐ sighted guide
   - ☐ protective (hand and forearm) skills
   - ☐ advanced techniques, such as cane or electronic aids
   - ☐ other: ____________________________

Using Public Transportation

2.13. Identify characteristics of major forms of public transportation. (IF.A.2.In.2, IF.A.2.Su.2)

   Specify: 
   - ☐ cost
   - ☐ accessibility for individuals with disabilities
   - ☐ routes
   - ☐ hours of operation
   - ☐ other: ____________________________

2.15. Identify various means of special transportation assistance for people with visual impairments (e.g., walking; special transit services; special assistance on trains, airlines, and taxis). (IF.A.2.In.2, IF.A.2.Su.2)

2.16. Make reservations and pay fare or purchase ticket for public transportation. (IF.A.2.In.2, IF.A.2.Su.2)

2.17. Read and understand transportation schedules and time tables. (IF.A.2.In.2, IF.A.2.Su.2)

2.18. Identify safety procedures associated with forms of public transportation (e.g., use of seatbelts, finding exits). (IF.A.2.In.2, IF.A.2.Su.2)

2.19. Locate the bus stop for a desired bus (e.g., obtain schedule, identify bus stops, identify nearest stop). (IF.A.2.In.2, IF.A.2.Su.2)

2.20. Use maps to travel on a bus and other mass transit systems as appropriate to the community (e.g., identify destination, obtain route for mode of transportation, locate destination on map, determine if route goes to destination). (IF.A.2.In.2, IF.A.2.Su.2)

2.21. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train, or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)

2.22. Accept assistance with and participate in traveling using public transportation. (IF.A.2.Pa.2)
Course Number: 7963060 - Orientation and Mobility Skills

3. Travel to specified destinations in an unfamiliar environment by evaluating and planning travel and demonstrating safe decision making.

IF.A.2.In.2 demonstrate safe travel within and beyond the community.
IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.
IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _______________________

Indicate assistance necessary for mastery at participatory level:

___ physical assistance □ full □ partial ___ assistive technology □ full □ partial

Planning Travel

3.1. Identify and find specific locations in unfamiliar buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)

3.2. Locate a specific room, apartment, or office (e.g., use directional signs, numbers or letters on doors, directories). (IF.A.2.In.2, IF.A.2.Su.2)

3.3. Identify and find specific locations in unfamiliar stores or restaurants when completing functional tasks (e.g., cashier, specific department, telephone, restroom, hostess station). (IF.A.2.In.2, IF.A.2.Su.2)

3.4. Locate exits and entrances when traveling in unfamiliar buildings (e.g., use directional signs, use emergency exit diagram). (IF.A.2.In.2, IF.A.2.Su.2)

Evaluating Travel

3.5. Identify situations when travel plans need to be adjusted (e.g., your activity plans change, you get lost, your mode of transportation isn’t available). (IF.A.2.In.2, IF.A.2.Su.2)


3.7. Identify alternate route of travel, if needed. (IF.A.2.In.2, IF.A.2.Su.2)
Course Number: 7963060 - Orientation and Mobility Skills

3.8. Identify the dangers and responsibilities of, and behavior appropriate to, independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

3.9. Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)

3.10. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)

3.11. Accept assistance with and participate in activities and tasks associated with traveling in unfamiliar environments. (IF.A.2.Pa.2)

Handling Emergencies

3.12. Identify situations in the community related to travel which are potentially dangerous (e.g., accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)

3.13. Identify how to handle specific emergency situations when traveling (e.g., when you are in an accident, if you or someone else gets motion sickness, when you get lost). (IF.B.2.In.3, IF.B.2.Su.3)

3.14. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

3.15. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)

3.16. Accept assistance with and participate in the sequence of tasks or activities involved in responding to unexpected events or potentially dangerous situations involving travel. (IF.B.2.Pa.2)

4. Interact with others when traveling and use their assistance appropriately.

SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.
Course Number: 7963060 - Orientation and Mobility Skills

Indicate guidance and support necessary for mastery at supported level:

| Physical Prompt | Verbal Prompt | Visual Prompt | Assistive Technology | Supervision | Other: 
---|---|---|---|---|

Indicate assistance necessary for mastery at participatory level:

| Physical Assistance | Assistive Technology |
---|---|
| Full | Partial | Full | Partial |

4.1. Demonstrate effective behaviors when approaching others when assistance is needed (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

4.2. Identify situations when it is appropriate to approach a stranger for assistance, and when it is not appropriate. (SE.A.2.In.1, SE.A.2.Su.1)

4.3. Appropriately solicit others' cooperation or assistance when traveling. (SE.A.2.In.1, SE.A.2.Su.1)

4.4. Identify personal rights, responsibilities, manners, and etiquette with respect to travel. (SE.A.2.In.1, SE.A.2.Su.1)

4.5. Demonstrate behaviors that represent active listening when getting assistance from others (e.g., check for understanding, use 'I' messages, face speaker, comment or nod in response to conversation, look at speaker). (SE.A.2.In.1, SE.A.2.Su.1)

4.6. Use the telephone to call for assistance using the information operator (e.g., 411). (SE.A.2.In.1, SE.A.2.Su.1)

4.7. **Identify and use emergency number (0-911) on telephone in an appropriate manner.** (Social and Personal H 61: IV)

4.8. Ask driver of public transportation vehicle to identify destination. (SE.A.2.In.1, SE.A.2.Su.1)

4.9. Use actions of others as social cues when traveling. (SE.A.2.In.1, SE.A.2.Su.1)

4.10. Identify persons and agencies to ask for assistance (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

4.11. Ask for assistance in various situations and emergencies. (IF.B.2.In.3, IF.B.2.Su.3)

4.12. **Seek help and accept assistance.** (Social and Personal C 21: III)

4.13. Accept assistance with and participate in the sequence of tasks or activities involved in interacting with others when traveling with familiar persons. (SE.A.2.Pa:1)

Specify persons:  
- 0 family
- 0 caregivers
- 0 peers
- 0 authority figures
- 0 community workers
- 0 other: _____________

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Course Number: 7963060 - Orientation and Mobility Skills

5. Locate and read survival symbols in order to access public places by understanding basic components and designs of public buildings, using assistance of others appropriately.

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th>Physical Prompt</th>
<th>Verbal Prompt</th>
<th>Visual Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology</td>
<td>Supervision</td>
<td>Other: ________</td>
</tr>
</tbody>
</table>

Indicate assistance necessary for mastery at participatory level:

<table>
<thead>
<tr>
<th>Physical Assistance</th>
<th>Full</th>
<th>Partial</th>
<th>Assistive Technology</th>
<th>Full</th>
<th>Partial</th>
</tr>
</thead>
</table>

5.1. Identify the meaning of survival symbols and braille abbreviations used in signs for buildings and public facilities when traveling (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:

<table>
<thead>
<tr>
<th>Up, Down</th>
<th>Men, Women</th>
<th>Handicapped Entrance</th>
<th>Other: ____________</th>
</tr>
</thead>
</table>

5.2. Recognize information communicated by common symbols and signs.
(Reading A: III)

5.3. Identify and demonstrate understanding of community symbols and signs.
(Reading B: 6: IV, V)

5.4. Orient self in public buildings using survival symbols and braille abbreviations on signs. (CL.B.1.In.2, CL.B.1.Su.2)

5.5. Identify appropriate sources of information for travel when completing functional tasks (e.g., planning a vacation, making hotel reservations, planning transportation to visit someone). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:

<table>
<thead>
<tr>
<th>Type of Information</th>
<th>Destination, Schedules, Reservations, Cost</th>
<th>Source of Information</th>
<th>Travel Agent, Private or Commercial Carriers</th>
</tr>
</thead>
</table>

5.6. Use information obtained from persons and other resources to travel from destination to destination. (CL.B.1.In.2, CL.B.1.Su.2)

5.7. Accept assistance with and participate in the sequence of tasks or activities when recognizing or using survival symbols to access public places. (CL.B.1.Pa.1)
Course Number: 7963060 - Orientation and Mobility Skills

6. Apply motor skills of balance, coordination, and forms of posture and gait required for efficiency of movement and travel.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: _______________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance □ full □ partial
- assistive technology □ full □ partial

6.1. Use basic locomotor movements when traveling.
Specify: □ walking □ running □ other: _______________________

6.2. Use skills of balance when using locomotor movements.

6.3. Use control of a variety of body parts when traveling.
Specify: □ forward travel □ backward travel
□ change of direction □ change of speed
□ other: _______________________

6.4. Use correct posture and gait when traveling.

6.5. Accept assistance with and participate in the sequence of tasks or activities when using motor skills of balance and coordination for efficiency of movement and travel.

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SUGGESTED COURSE PERFORMANCE OBJECTIVES

A. Major Concepts/Content. The purpose of this course is to provide instruction related to environmental, interpersonal, and task-related behavior of students with disabilities.

The content should include, but not be limited to, the following:

- appropriate classroom behavior
- social and personal development
- communication skills
- behavioral control
- conflict resolution
- responsibility
- interpersonal and intrapersonal problem solving
- appropriate use of leisure time

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers’ addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Students with disabilities who are likely to pursue a standard high school diploma may take this course. This course is also designed to reflect the wide range of
abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transitional Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.
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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Use behaviors that promote appropriate student interaction within physical surroundings.
   IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
   IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
   IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
   IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
   IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
   IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
   IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
   IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ______________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance  □ full  □ partial
- assistive technology  □ full  □ partial
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Compliance with Laws, Rules, and Regulations

1.1. Discriminate between examples and non-examples of behaviors that represent compliance with laws, rules, and regulations (examples—wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, staying off other people's property; non-examples—speeding in a car, throwing trash on the highway, not paying bill at a restaurant, drinking alcohol when underage). (IF.B.2.In.1, IF.B.2.Su.1)

1.2. Identify factors that promote behaviors that are in compliance with laws, rules, and regulations (e.g., opportunities to comply with laws, knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)

1.3. Identify factors that keep one from complying with laws, rules, and regulations (e.g., negative peer pressure, unaware of legal requirements). (IF.B.2.In.1, IF.B.2.Su.1)

1.4. Identify factors which indicate that noncompliance with laws, rules, and regulations should be reported to authorities (e.g., life threatening, danger to self or others). (IF.B.2.In.1, IF.B.2.Su.1)

1.5. Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
   Specify: _____ □ home  _____ □ school  _____ □ community  _____ □ workplace

1.6. Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
   Specify: _____ □ home  _____ □ school  _____ □ community  _____ □ workplace

1.7. Accept assistance with and participate in using behaviors that are responsible and that comply with existing laws, rules, and regulations. (IF.B.2.Pa.1)
   Specify: _____ □ home  _____ □ school  _____ □ community/workplace

1.8. *Identify rules of citizenship within the community.* (Social and Personal H 64: V)

Identifying Potentially Dangerous Situations

1.9. Identify situations in the home which are potentially dangerous (e.g., an intruder such as a stranger at the door, at the window, or attempting to enter the home; fire in the kitchen). (IF.B.2.In.3, IF.B.2.Su.3)

1.10. Identify situations in the school which are potentially dangerous (e.g., students fighting, students running in the halls, unsupervised playing on the playground). (IF.B.2.In.3, IF.B.2.Su.3)

1.11. Identify situations in the community which are potentially dangerous (e.g., accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in alleys or unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)

1.12. Identify situations in the workplace which are potentially dangerous (e.g., exposure to dangerous chemicals, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)
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1.13. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

1.14. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

1.15. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
    Specify: _____ □ home _____ □ school _____ □ community/workplace

Getting Assistance and Following Safety Procedures

1.16. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

1.17. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)

1.18. Ask appropriate persons or agencies for assistance in various emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

1.19. Identify and use emergency number (0-911) on the telephone in an appropriate manner. (Social and Personal H 61: IV)

1.20. Identify how to handle specific emergency situations (e.g., tornado—go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero). (IF.B.2.In.3, IF.B.2.Su.3)

1.21. Follow safety rules and procedures and use safety equipment when necessary (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
    Specify: _____ □ home _____ □ school _____ □ community _____ □ workplace

1.22. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

1.23. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

1.24. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
    Specify: _____ □ home _____ □ school _____ □ community/workplace
2. **Use behaviors that promote appropriate relationships with peers and adults.**

   SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.

   SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

   SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt
- ___ verbal prompt
- ___ visual prompt
- ___ assistive technology
- ___ supervision
- ___ other: ____________________

Indicate assistance necessary for mastery at participatory level:

- ___ physical assistance  Yes [ ] full [ ] partial
- ___ assistive technology  Yes [ ] full [ ] partial

**Identifying Types of Relationships**

2.1. **Differentiate among types of relationships typical for own age (e.g., friends, dates, acquaintances, family, co-workers, club members, members of religious groups, community members).** (SE.A.2.In.1, SE.A.2.Su.1)

2.2. **Identify the various roles and purposes of relationships (e.g., getting information or assistance with daily needs, sharing personal feelings, providing support in times of need, sharing leisure-time activities).** (SE.A.2.In.1, SE.A.2.Su.1)

2.3. **Identify the differences between social relationships and work relationships.** (SE.A.2.In.1, SE.A.2.Su.1)

2.4. **Identify the impact of different environments and situations on relationships (e.g., relationship to people in authority, family needs, neighborhood responsibility).** (SE.A.2.In.1, SE.A.2.Su.1)

2.5. **Identify the differences between being dependent and independent in a relationship.** (SE.A.2.In.1, SE.A.2.Su.1)

2.6. **Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting each other, respecting each other, genuinely caring for each other).** (SE.A.2.In.1, SE.A.2.Su.1)

2.7. **Identify qualities of a destructive relationship (e.g., being vengeful toward each other, talking behind each other’s back, physically hurting each other, using harsh language toward each other, not sharing with each other, continuously arguing with each other).** (SE.A.2.In.1, SE.A.2.Su.1)
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2.8. Identify personal characteristics that make one a good friend (e.g., says positive things about friend, helps friend in time of crisis, makes friend laugh, does not make rude comments to friend, does not physically harm friend, shares with friend, encourages friend, respects friend). (SE.A.2.In.1, SE.A.2.Su.1)

2.9. Identify interpersonal skills that will help to maintain a close relationship with family, friends, and peers (e.g., visit others, write to others, call others, show continuous concern for others, offer assistance to others). (SE.A.2.In.1, SE.A.2.Su.1)

2.10. Identify how one’s behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, angry people can make others frightened). (SE.A.2.In.1, SE.A.2.Su.1)

2.11. Identify behaviors that could create problems in relationships (e.g., talking about others behind their backs, getting involved in a situation that doesn’t concern them, showing favoritism or inappropriate affection to others). (SE.A.2.In.1, SE.A.2.Su.1)

2.12. Identify possible reasons why some relationships are beneficial and others are harmful (e.g., know expectations of the relationship, know strengths and limitations of the relationship). (SE.A.2.In.1, SE.A.2.Su.1)

2.13. Use strategies to determine if own relationships are healthy and beneficial (e.g., keeping a personal journal of own feelings about the relationship, making lists of positive and negative feelings about the relationship, consulting a trusted friend or relative). (SE.A.2.In.1, SE.A.2.Su.1)

2.14. Identify how a person wants to be treated by others (e.g., fairly, equally, kindly, respectfully, honestly, genuinely, frankly). (SE.A.2.In.1, SE.A.2.Su.1)

2.15. Identify the effects of negative peer pressure on interpersonal relationships (e.g., may persuade a person to do something he or she does not want to do, may experiment with something you are unsure of, may break a rule or law). (SE.A.2.In.1, SE.A.2.Su.1)

2.16. Identify effects of positive peer pressure on interpersonal relationships (e.g., may provide a good role model, may encourage you to try something new, may motivate you to work harder). (SE.A.2.In.1, SE.A.2.Su.1)

Using Interpersonal Communication Skills

2.17. Identify characteristics of communication which promote good relationships with others (e.g., saying what you mean, using polite language). (SE.A.2.In.1, SE.A.2.Su.1)

2.18. Demonstrate characteristics of communication which promote good relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)

Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace
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2.19. Use appropriate language to conduct social interactions including greetings, apologies, and introductions (e.g., shake hands, use polite words such as “Thank you.” “You're welcome.” “Please.” “Excuse me.” “May I?” “I’m sorry.” “Nice to meet you.”). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

2.20. Express personal beliefs or opinions. (Language C 28: V)

2.21. Use communication skills which promote good relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

2.22. Identify steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

2.23. Demonstrate steps for introducing oneself to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

2.24. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)

2.25. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using ‘I’ messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

2.26. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another, walking away from someone; verbal comments—commenting positively on their appearance, telling someone he or she did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.Su.1)

2.27. Identify communications and behaviors that compliment others (e.g., saying “Good job”, “Well done”; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.Su.1)

2.28. Use behaviors and communications that are complimentary to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

2.29. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community/workplace
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Using Appropriate Behavior

2.30. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)

2.31. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., being vengeful to others, physically hurting others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)

2.32. Identify attitudes and behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, giving others credit for their contribution, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)

2.33. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

2.34. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

2.35. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, asking another's name, stating your role in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)

Specify:  ______  home  ______  school  ______  community  ______  workplace

2.36. Use appropriate techniques to invite a peer to join a group (e.g., gain attention, check if interested, give time to consider invitation and respond, show appreciation, show understanding if refused). (SE.A.2.In.1, SE.A.2.Su.1)

Specify:  ______  home  ______  school  ______  community  ______  workplace

2.37. Use appropriate strategies for establishing, maintaining, and ending a relationship (e.g., getting to know a person in group situations, keeping in contact, checking to see if things are going well, helping the other person to complete a project, saying goodbye in person, changing the nature of a relationship). (SE.A.2.In.1, SE.A.2.Su.1)

Specify:  ______  home  ______  school  ______  community  ______  workplace

2.38. Display acceptance for persons with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)

Specify:  ______  home  ______  school  ______  community  ______  workplace

2.39. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

Specify:  ______  home  ______  school  ______  community  ______  workplace

2.40. Identify personal feelings. (Social and Personal G 54: IV)
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2.41. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all others have been seated). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ □ home _____ □ school _____ □ community _____ □ workplace

2.42. Accept assistance with and participate in interacting with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ □ home _____ □ school _____ □ community/workplace

Physical Contact

2.43. Identify behaviors that represent appropriate physical contact with others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting on back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

2.44. Identify behaviors that represent inappropriate physical contact with others (e.g., touching others when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)

2.45. Identify responses to inappropriate physical contact from others that will protect the person (e.g., asks person to stop, walks away from person, backs away from person, asks for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

2.46. Identify sources of assistance if a person experiences inappropriate physical contacts from others (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)

2.47. Demonstrate behaviors that represent appropriate physical contact with others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ □ home _____ □ school _____ □ community _____ □ workplace

2.48. Use effective responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

2.49. Ask for assistance if a person experiences inappropriate physical contact from others (e.g., call for a neighbor’s help, ask a peer or family member for help, call for a teacher’s assistance, call a police officer for help, ask a pedestrian for assistance). (SE.A.2.In.1, SE.A.2.Su.1)

2.50. Accept assistance with and participate in making appropriate physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ □ home _____ □ school _____ □ community/workplace
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2.51. Accept assistance with and participate in alerting others of inappropriate physical contact with others. (SE.A.2.Pa.1)
   Specify: _____ ☐ home    _____ ☐ school    _____ ☐ community/workplace

Sexual Relationships

2.52. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner’s desires, consistent with expectations or rules of the situation and location, uses appropriate language, reflects responsible decisions about when to have a sexual relationships, chooses abstinence prior to marriage). (IF.B.2.In.1, IF.B.2.Su.1)

2.53. Identify body parts and gender. (Social and Personal E 39: III)

2.54. Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)

2.55. Identify characteristics of behaviors that are irresponsible and inappropriate expressions of sexual relationships (e.g., uses inappropriate displays of affection in public, forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)

2.56. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role model, knowledge of refusal techniques). (IF.B.2.In.1, IF.B.2.Su.1)
   Specify: _____ ☐ home    _____ ☐ school    _____ ☐ community    _____ ☐ workplace

2.57. Identify factors that prevent one from using behaviors that are responsible and appropriate expressions of sexual relationships (e.g., bad role models, lack of reinforcement or feedback, use of alcohol or other drugs, use of physical control, negative peer pressure). (IF.B.2.In.1, IF.B.2.Su.1)
   Specify: _____ ☐ home    _____ ☐ school    _____ ☐ community    _____ ☐ workplace

2.58. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

2.59. Accept assistance with and participate in using behaviors which are responsible and appropriate expressions of affection towards others. (IF.B.2.Pa.1)
   Specify: _____ ☐ home    _____ ☐ school    _____ ☐ community/workplace

Conflict Resolution

2.60. Identify characteristics of human conflicts (e.g., how some goals may exclude or limit other goals, how conflict can have both positive and negative results, how some conflict is irrational and may be a result of misunderstanding or short-sightedness). (SE.A.2.In.1, SE.A.2.Su.1)
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2.61. Use conflict resolution skills when faced with a problem (e.g., identify the conflict; deal with feelings; pinpoint the cause of conflict; choose a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation or collaboration; allow time for negotiation). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home       _____ ☐ school       _____ ☐ community       _____ ☐ workplace

2.62. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)

2.63. Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.Su.1)

2.64. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, practical intelligence, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.Su.1)

2.65. Use negotiation skills when faced with a problem (e.g., determine the magnitude of the conflict, identify benefits gained from the resolution, establish acceptable negotiating guidelines, establish ground rules for time, give commitment to the process, pick a mediator, practice confidentiality, use strategy and tactics for a win-win resolution, reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home       _____ ☐ school       _____ ☐ community       _____ ☐ workplace

Dealing with Excessive and Abusive Behaviors

2.66. Identify techniques to use when faced with a difficult situation to defuse own defensiveness or that of others (e.g., walk away, think of consequences, count to ten). (IF.B.2.In.3, IF.B.2.Su.3)

2.67. Identify behaviors that are generally considered to be excessive or abusive (e.g., illegal use of tobacco, alcohol, and other drugs; hitting or beating; use of foul language). (IF.B.2.In.3, IF.B.2.Su.3)

2.68. Identify behaviors that make one more susceptible to excessive or abusive behavior (e.g., neglecting personal well-being, using alcohol or other drugs, consistently making excuses for things not done, associating with abusive individuals). (IF.B.2.In.3, IF.B.2.Su.3)

2.69. Identify strategies for dealing with excessive and abusive behaviors in self or others (e.g., know how to refuse alcohol or other drugs; give support to victims, including friends and family; know specific resource people and hotlines to contact). (IF.B.2.In.3, IF.B.2.Su.3)

2.70. Identify warning signs of addiction or other patterns of excessive and abusive behaviors in self and others and where to get help. (IF.B.2.In.3, IF.B.2.Su.3)

2.71. Identify warning signs of severe depression and suicide and where to get help. (IF.B.2.In.3, IF.B.2.Su.3)
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2.72. Identify potential impact of excessive and abusive behaviors on an individual, for both short-term and long-term consequences. (IF.B.2.In.3, IF.B.2.Su.3)
   Specify: ___ ☐ emotional   ___ ☐ physical   ___ ☐ social   ___ ☐ financial

2.73. Identify strategies to resolve problems encountered in excessive and abusive problem situations (e.g., contact a help center, use a support group, change your own behaviors). (IF.B.2.In.3, IF.B.2.Su.3)

3. Use behaviors that contribute to the overall effort of groups.
   SE.A.1.In.1 cooperate in a variety of group situations.
   SE.A.1.In.2 assist in establishing and meeting group goals.
   SE.A.1.In.3 function effectively within formal organizations.
   SE.A.1.Su.1 cooperate in group situations—with guidance and support.
   SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
   SE.A.1.Pa.1 participate effectively in group situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt   ___ verbal prompt   ___ visual prompt
   ___ assistive technology   ___ supervision   ___ other: ________________________________

Indicate assistance necessary for mastery at participatory level:
   ___ physical assistance ☐ full ☐ partial   ___ assistive technology ☐ full ☐ partial

Cooperative Group Skills

3.1. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)

3.2. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, friction between members, arguments, hostility between members). (SE.A.1.In.1, SE.A.1.Su.1)

3.3. Identify various roles and responsibilities individuals may have when working in a group (e.g., roles—leader, recorder, timekeeper, equipment manager, worker; responsibilities—personal effort toward task completion, possible financial commitment). (SE.A.1.In.1, SE.A.1.Su.1)

3.4. Identify the interdependency of members of the group (e.g., assuming needed roles and responsibilities, being willing to compensate for limitations of members, contributing to the best of ability, being willing to do own part even if not pleased with the responsibility assigned, understanding how what one person does reflects on the whole group). (SE.A.1.In.1, SE.A.1.Su.1)
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3.5. Identify behaviors that contribute positively to group effort (e.g., coming to work on time, staying on task, limiting comments to assigned topics, complimenting contributions of others, sharing authority, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In, SE.A.1.Su)

3.6. Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing members’ efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early, ganging up against other members). (SE.A.1.In, SE.A.1.Su)

3.7. Identify characteristics of group dynamics (e.g., relationships among group members, influence of expectations on behaviors). (SE.A.1.In, SE.A.1.Su)

3.8. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don’t interrupt, show appreciation). (SE.A.1.In, SE.A.1.Su)

3.9. Identify steps for group problem solving. (SE.A.1.In, SE.A.1.Su)
   Specify: 
   - Discuss the problem
   - Individually list possible causes
   - Record individual group member’s suggestions and clarifications
   - Determine most likely cause
   - Implement corrective action or solution
   - Report results
   - Move on to the next most probable cause if initial action is ineffective
   - Other: ____________________________

3.10. Use appropriate steps for group problem solving in various situations. (SE.A.1.In, SE.A.1.Su)
      Specify: 
      - Home
      - School
      - Community
      - Workplace

3.11. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak when no one else is speaking, accept criticisms, provide feedback). (SE.A.1.In, SE.A.1.Su)
      Specify: 
      - Home
      - School
      - Community
      - Workplace

3.12. Use strategies to self-monitor and control own actions and behaviors in a group in various situations (e.g., know how you are affected by other individuals and their behavior, know how to state dissatisfaction or disagreement appropriately). (SE.A.1.In, SE.A.1.Su)

3.13. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In, SE.A.1.Su)
      Specify: 
      - Home
      - School
      - Community
      - Workplace

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3.14. Identify strategies individuals can use to respect the privacy or confidentiality of other group members (e.g., being cautious about what is said about private lives, being tactful when dealing with the feelings of others, not repeating what has been told in confidence, checking with others before repeating what has been said or done). (SE.A.1.In.1, SE.A.1.Su.1)

3.15. Volunteer and assist in the completion of tasks requiring group effort (e.g., volunteering for Special Olympics programs, participating in fund-raisers, working on a task force or committee). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

3.16. Demonstrate responsibilities individuals have to their friends, peers, and co-workers when working in a group (e.g., being dependable, not talking behind another's back, helping others through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

3.17. Accept assistance with and participate effectively in activities in group situations. (SE.A.1.Pa.1)
Specify: □ home □ school □ community/workplace

3.18. Cooperate with peers. (Social and Personal G 51: III)

Leadership Skills

3.19. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, being knowledgeable, respected, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)

3.20. Identify the effects that different kinds of leaders have on a group's productivity and accomplishments. (SE.A.1.In.2)
Specify: □ supportive leaders—more participation by group members □ controlling leaders—group members may operate in fear □ negligent leaders—group members may not stay on task □ other: ___________________

3.21. Identify individual styles when working in groups (e.g., enthusiastic, meticulous, quiet, expressive, productive). (SE.A.1.In.2)

3.22. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions or ideas, using a group reflection, providing opinions). (SE.A.1.In.2)

3.23. Identify behaviors used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action, keep lines of communication open). (SE.A.1.In.2)

3.24. Identify situations when one must assume a leadership role (e.g., when the leader gets ill, when members of the group are in conflict). (SE.A.1.In.2)
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Organizations

3.25. Identify organizations in which individuals may participate (e.g., schools, clubs, religious groups, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

3.26. Identify common characteristics of formal organizations (e.g., structures, governed by rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)

3.27. Identify existing rules and code of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: ☐ policy manuals
☐ rules and regulations
☐ security systems
☐ other:

3.28. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: ☐ school
☐ agencies
☐ businesses
☐ institutions
☐ service organizations
☐ workplace
☐ clubs and social organizations
☐ other:

3.29. Identify behaviors of individuals that may conflict with expectations of organizations (e.g., not being on time, not abiding by policies and rules). (SE.A.1.In.3, SE.A.1.Su.2)

3.30. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from work, not causing physical harm to others, meeting deadlines, complying with dress codes, not using alcohol and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)
Specify: ☐ home ☐ school ☐ community ☐ workplace

3.31. Identify the impact of personal values, choices, and behaviors on an individual’s ability to work in an organization (e.g., personal ethical or moral issues may conflict with the job, personal choices may conflict with moving to a new location or transferring to a new site, personal choices may conflict with rearranging work schedule, personal behaviors such as being disruptive can conflict with working on a job). (SE.A.1.In.3, SE.A.1.Su.2)

3.32. Accept assistance with and participate effectively in activities of organizations. (SE.A.1.Pa.1)
Specify setting: ☐ home ☐ school ☐ community/workplace
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4. Use behaviors that enhance self-control, self-reliance, and self-esteem.
   IF.A.1.In.1 complete productive and leisure activities used in the home and community.
   IF.A.1.In.2 complete personal care, health, and fitness activities.
   IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
   IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
   IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.
   IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt ___ verbal prompt ___ visual prompt
   ___ assistive technology ___ supervision ___ other: ____________________________

   Indicate assistance necessary for mastery at participatory level:
   ___ physical assistance ☑ full ☐ partial ___ assistive technology ☑ full ☐ partial

4.1. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: ☑ selecting and caring for personal goods
             ☑ selecting and caring for clothing
             ☑ caring for personal living space
             ☑ preparing and storing food for self or others
             ☑ cleaning and maintaining exterior areas of the house or apartment
             ☑ managing money and budgeting
             ☑ other: ____________________________

4.2. Accept assistance when initiating and completing productive activities in the home with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)
   Specify: ____________________________

4.3. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: ☑ selecting and caring for personal property
             ☑ caring for personal work space
             ☑ carrying out activities of volunteer service
             ☑ respecting property and rights of others
             ☑ accessing or using services of community agencies
             ☑ obtaining goods and services from community businesses
             ☑ other: ____________________________

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4.4. Accept assistance when initiating and completing productive activities in the community with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)
   Specify: __________________________________________

4.5. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: _____ ü selecting and planning leisure activities
            _____ ü playing indoor games
            _____ ü attending concerts, movies, or other performances
            _____ ü playing active individual or team sports
            _____ ü working with hobbies and crafts
            _____ ü participating in outdoor activities
            _____ ü other: ______________________________________

4.6. Accept assistance when initiating and completing leisure activities with as much self-control and self-reliance as possible. (IF.A.1.Pa.1)
   Specify: __________________________________________

4.7. Use behaviors that reflect self-control, self-reliance, and positive self-esteem when carrying out personal health care and fitness activities. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: _____ ü caring for personal hygiene and grooming
            _____ ü maintaining adequate nutrition
            _____ ü engaging in regular exercise or fitness routines
            _____ ü planning and following routines to promote wellness
            _____ ü caring for own illnesses
            _____ ü maintaining own mental health
            _____ ü refusing tobacco, alcohol, or other unnecessary drugs
            _____ ü other: ______________________________________

4.8. Accept assistance when initiating and completing routine personal health care and fitness activities with as much self-control and self-reliance as possible. (IF.A.1.Pa.2)
   Specify: __________________________________________
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Functioning Independently

4.9. Identify characteristics of behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
   Specify: ______ Q self-initiation—begins tasks on own, asks for additional tasks upon completion, recognizes how individuals get distracted, knows when to show initiative in assuming tasks that have not necessarily been assigned
   ______ Q self-management—self-monitoring, self-instruction, and self-reinforcement; knows how to divide attention appropriately among tasks; has strategies to handle frustrations and problems associated with task completion; knows how to plan for task completion; knows how to prioritize; has motivation to finish tasks; understands personal responsibilities for tasks; knows how to get assistance or additional instruction; knows how to assess job quality
   ______ Q self-control—manages unstructured time, controls responses to events, knows how physical changes can affect emotions, can assess what led up to a situation, assumes responsibility for own actions and emotions, understands feelings in response to failure and rejection, makes decisions that reflect personal interests rather than peer group's interests
   ______ Q self-advocacy—knows own strengths and weaknesses, recognizes situations that are comfortable and those that are uncomfortable, knows own value system, understands differences in value systems of others, knows when to ask for help, knows how to evaluate consequences of decisions
   ______ Q self-esteem—has a positive self-image, sets challenging goals, says no to peer pressure, understands own personality traits, knows ways to promote oneself
   ______ Q other: ________________________________

4.10. Identify characteristics of behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
   Specify: ______ Q self-initiation—waits until the last minute to start, avoids starting at all
   ______ Q self-management—waits for others to check progress
   ______ Q self-control—gets upset when unexpected events occur
   ______ Q self-advocacy—lets others take all needed supplies
   ______ Q self-esteem—won't try new tasks, makes negative comments about self
   ______ Q other: ________________________________

4.11. Identify appropriate attendance practices for school and work.
      (Social and Personal C 26: IV)

4.12. Identify mistakes on task assignments with and without assistance.
      (Social and Personal C 28: V)

4.13. Identify behaviors which reflect a positive attitude toward self.
      (Social and Personal G 58: VI)

4.14. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1, IF.B.2.Su.1)
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4.15. Identify factors that prevent one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)

4.16. Use behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2, IF.B.2.Su.2)
   Specify behavior: ____ □ self-initiation ____ □ self-management
   ____ □ self-control ____ □ self-advocacy
   ____ □ self-esteem ____ □ other: __________________________
   Specify setting: ____ □ home ____ □ school ____ □ community ____ □ workplace

4.17. Stay on task until its completion. (Social and Personal C 20: III)

4.18. Seek help and accept assistance. (Social and Personal C 21: III)

4.19. Stay on task to completion within a given time frame. (Social and Personal C 22: IV)

4.20. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.2, IF.B.2.Su.2)
   Specify behavior: ____ □ self-initiation ____ □ self-management
   ____ □ self-control ____ □ self-advocacy
   ____ □ self-esteem ____ □ other: __________________________
   Specify setting: ____ □ home ____ □ school ____ □ community ____ □ workplace

4.21. Accept assistance with and participate in exhibiting patterns of conduct that enable one to function independently in a variety of situations. (IF.B.2.Pa.1)
   Specify setting: ____ □ home ____ □ school ____ □ community/workplace

5. Use appropriate behaviors and skills when accessing and using community resources.
   IF.A.2.In.1 select and use community resources and services for specified purposes.
   IF.A.2.In.2 demonstrate safe travel within and beyond the community.
   IF.A.2.Su.1 use community resources and services—with guidance and support.
   IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
   IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.
   IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.
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indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ______________________

indicate assistance necessary for mastery at participatory level:

- physical assistance [ ] full [ ] partial
- assistive technology [ ] full [ ] partial

identifying community resources

5.1. identify community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)

specify:

- employment—state employment services, vocational rehabilitation, private employment
- housing, home maintenance—real estate agents, rental agencies, pest control
- medical, health, wellness—doctors, dentists, hospitals, clinics, support groups
- civil—voter registration, tax collector, license bureau
- utilities—water, electric, telephone
- communication—telephone, mail, e-mail
- transportation—bus, taxi, bicycle
- personal service—barber, dry cleaner, laundromat
- retail—department stores, clothing stores, shoe stores
- food service—restaurants
- financial—banking, credit cards, investments, insurance, social services
- recreation, leisure, entertainment—movies, libraries, community centers
- legal, advocacy—lawyers, advocacy and protection groups
- educational—adult education, trade schools
- emergency—police, fire, ambulance, red cross
- religious
- other: ______________________

5.2. identify services provided by local community agencies. (Social and Personal E 43: V)

5.3. identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with specific needs would need to be contacted (e.g., when you desire to get a new product, when equipment has broken down, when you don't feel well, when you are looking for a job). (IF.A.2.In.1, IF.A.2.Su.1)

5.4. select the community service agency, business, or other resource that will meet (or is most likely to meet) the individual's specific needs for assistance (e.g., immediate service, low cost, quality service, consistent service, dependability, reliability, location). (IF.A.2.In.1, IF.A.2.Su.1)

5.5. contact community service agencies, businesses, or other resources that assist individuals with specific needs when necessary (e.g., questioning a bill, making an appointment, finding services, getting price estimates). (IF.A.2.In.1, IF.A.2.Su.1)

specify community service(s): ______________________
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5.6. Use the knowledge and skills to obtain and benefit from a particular service related to specific needs (e.g., knowledge of standard rates, basic knowledge of what needs to be fixed, knowledge of resource's reputation, social skills in talking with others). (IF.A.2.In.1, IF.A.2.Su.1) Specify community service(s): ____________________________

5.7. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying for the cost). (IF.A.2.In.1, IF.A.2.Su.1) Specify: □ hair care □ laundromat □ dry cleaner □ other: ____________________________

5.8. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1) Specify: □ library □ parks and recreation □ public safety □ transportation □ other: ____________________________

5.9. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques, paying for the cost). (IF.A.2.In.1, IF.A.2.Su.1) Specify: □ department stores □ convenience stores □ drug stores □ grocery stores □ hardware store □ specialty stores □ flea markets □ second-hand stores □ garage sales □ other: ____________________________

5.10. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying for the bill). (IF.A.2.In.1, IF.A.2.Su.1) Specify: □ restaurants □ cafeterias □ fast food chains □ refreshment stands □ vending machines □ other: ____________________________

5.11. Use coin-operated machines. (Social and Personal H 63: V)

5.12. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide entertainment (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1) Specify: □ movies □ arenas □ skating rinks □ video arcades □ museums—science, art, historical □ other: ____________________________

5.13. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1) Specify: □ banks □ credit unions □ savings and loan
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5.14. Demonstrate basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, following doctor's orders, being on time, making an appointment, filling out a medical history, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: □ clinics □ hospitals
□ doctors' offices □ health departments
□ mental health and guidance clinics
□ other: ________________________

5.15. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)
Specify community service(s): _____________________________________________

Traveling

5.16. Select appropriate transportation (e.g., is financially feasible, has appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)

5.17. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

5.18. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)

5.19. Avoid entering doorways and corridors in buildings and other places designated as "No Entry" or open to "Authorized Personnel Only" when traveling in buildings. (IF.A.2.In.2, IF.A.2.Su.2)

5.20. Identify potential dangers, responsibilities, and behavior appropriate to independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keep track of personal belongings, be aware of environment, know destination; behaviors—keep hands to self, do not talk loudly, be polite, ask driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

5.21. Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)

5.22. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)
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6. **Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.**

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other:________________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance □ full □ partial
- assistive technology □ full □ partial

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**Understanding the Components of the Individual Educational Plan**

6.1. **Identify characteristics and purpose of an Individual Educational Plan (IEP).** (IF.B.1.In.1, IF.B.1.Su.1)

6.2. **Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living).** (IF.B.1.In.1, IF.B.1.Su.1)

6.3. **Identify steps in the IEP development.** (IF.B.1.In.1, IF.B.1.Su.1)

   Specify: ________ □ determine school and post-school outcome desires
   ________ □ assess present levels of performance
   ________ □ develop annual goals and related short-term objectives or benchmarks
   ________ □ assign responsibility for objectives
   ________ □ identify needed services, modifications, and supports

6.4. **Identify important areas to explore for transition planning.** (IF.B.1.In.1, IF.B.1.Su.1)

   Specify: ________ □ employment
   ________ □ instruction and continuing education
   ________ □ community participation
   ________ □ independent living
   ________ □ agency support
   ________ □ daily living skills
   ________ □ course of study and diploma options

6.5. **Identify required and optional participants in the IEP meeting.** (IF.B.1.In.1, IF.B.1.Su.1)

**Participating in the Development of the Individual Educational Plan**

6.6. **Identify sources of information about personal interests, preferences, strengths, and needs for determining post-school outcomes (e.g., interview, interest inventory, current IEP).** (IF.B.1.In.1, IF.B.1.Su.1)

6.7. **Identify desired long-term outcomes.** (IF.B.1.In.1, IF.B.1.Su.1)

   Specify: ________ □ in-school—course of study, diploma, extracurricular activities
   ________ □ post-school—postsecondary training, employment
   ________ □ post-school—living arrangements, community participation
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6.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

6.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

6.10. Assist in identifying the risks and benefits for self of each option considered in the individualized educational plan. (IF.B.1.In.1, IF.B.1.Su.1)

6.11. Assist in setting realistic annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present levels of performance. (IF.B.1.In.1, IF.B.1.Su.1)

6.12. Assist in identifying the time and resources needed to implement the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

6.13. Assist in allocating, prioritizing, and scheduling own time and resources to implement the IEP (e.g., assign responsibilities, determine timelines, set criteria for completion). (IF.B.1.In.1, IF.B.1.Su.1)

6.14. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

6.15. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)

7. Use a systematic approach to making decisions about personal goals and activities.

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.

IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ____________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance ☐ full ☐ partial
- assistive technology ☐ full ☐ partial
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Decision Making

7.1. Identify the relationship between one's choices and the consequences that result for self and others. (IF.B.1.In.1, IF.B.1.Su.1)

7.2. Identify the relationship between one's actions and choices and one's system of values and judgment. (IF.B.1.In.1, IF.B.1.Su.1)

7.3. Use age-appropriate decision-making skills in various situations. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: _____ □ recognizing there is a problem to be resolved or decision to be made
   _____ □ generating choices
   _____ □ considering choices
   _____ □ evaluating the effectiveness of the decision and its possible consequences
   _____ □ making a decision
   _____ □ other: __________________________

   Specify situation: ____________________________________________

7.4. Identify weaknesses in own decision-making processes and strategies for correcting them. (IF.B.1.In.1, IF.B.1.Su.1)

7.5. Identify specific routine decisions that may have long-term consequences on goals and desires (e.g., what classes to choose, whether or not to finish homework, how to spend free time, how much help to give family). (IF.B.1.In.1, IF.B.1.Su.1)

Planning Process for Personal Goals and Activities

7.6. Identify personal situations that call for a plan (e.g., moving to a new apartment, buying a car, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

7.7. Identify the benefits of using a planning process to set personal goals (e.g., helps you stay on track, is useful in monitoring progress, can be motivating). (IF.B.1.In.1, IF.B.1.Su.1)

7.8. Identify criteria to be used to determine when a plan is needed (e.g., task is complex, choices need to be made, decision has long-term impact). (IF.B.1.In.1, IF.B.1.Su.1)

7.9. Describe steps to be followed when making a plan. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: _____ □ identify goal or outcome
   _____ □ identify needed resources
   _____ □ determine major tasks
   _____ □ schedule tasks
   _____ □ other: ____________________________________________

7.10. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: _____ □ individuals—family members, supervisors, teachers
             _____ □ agencies—government agencies, religious organizations, schools
             _____ □ other: ____________________________________________
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Using Self-appraisal for Personal Goals

7.11. Use self-appraisal to indicate personal strengths or weaknesses (e.g., physical appearance, relating to others, personality, how others see you, performance in school, performance outside of school, performance on the job, performance outside the job, interests, preferences for activities). (IF.B.1.In.1, IF.B.1.Su.1)

7.12. Evaluate the results of self-appraisal to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses). (IF.B.1.In.1, IF.B.1.Su.1)

7.13. Identify personal strengths and weaknesses. (Social and Personal G 59: VI)

7.14. Identify how positive view of self can affect personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)

Determining Options and Risks for Personal Goals

7.15. Identify alternatives and choices available to reach personal goals (e.g., losing weight—start exercise program, diet, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)

7.16. Identify the risks and benefits associated with each alternative (e.g., dieting risks—body may not get its necessary vitamins, may take dieting to an extreme; dieting benefits—lowers cholesterol, decreases chance of heart attack). (IF.B.1.In.1, IF.B.1.Su.1)

7.17. Identify consequences of decisions before acting (e.g., starting to smokemay cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

7.18. Identify previous personal experiences related to making realistic personal goals (e.g., visiting a homeless shelter and then volunteering for a community program, reading a self-help book and then making improvements in personal relationships). (IF.B.1.In.1, IF.B.1.Su.1)

Setting Personal Goals

7.19. Set realistic personal goals after selecting from options. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: □ short-term goals
            □ long-term goals
            □ other: ___________________________

7.20. Determine if personal goals related to task completion are reasonable (e.g., taking on only what you can handle; not planning too many tasks per day, week, or month). (IF.B.1.In.1, IF.B.1.Su.1)

7.21. Identify the need for responsible planning of personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)
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7.22. Set realistic personal goals related to personal living arrangements (e.g., safe neighborhood, locks on windows and doors, feasible price, accessible for persons with disabilities). (IF.B.1.In.1, IF.B.1.Su.1)

7.23. Set realistic school and extracurricular goals (e.g., passing specific courses, obtaining a diploma, joining a service group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)

7.24. Set realistic personal goals related to leisure activities (e.g., join a recreational sports team, read self-help books or novels). (IF.B.1.In.1, IF.B.1.Su.1)

7.25. Set realistic personal goals related to participation in community activities (e.g., attend religious services, volunteer at a community organization, attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)

7.26. Accept assistance with and participate in expressing personal preferences and desires related to personal care, productive activities, and leisure and recreation activities. (IF.B.I.Pa.1)

Specify:  _____  ❑ home  _____  ❑ school  _____  ❑ community/workplace

Making Plans to Implement Personal Goals

7.27. Make a plan to implement personal goals (e.g., identify steps; write the steps on paper; have someone look over steps, when assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

7.28. Identify the time, space, and materials needed to accomplish goals (e.g., fixing bicycle—need an hour depending on extent of repairs, need an open space, need tools, need oil; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of past tests). (IF.B.1.In.1, IF.B.1.Su.1)

7.29. Allocate, prioritize, and schedule the time, space, and materials needed to accomplish goals. (IF.B.1.In.1, IF.B.1.Su.1)

Carrying Out Personal Plans

7.30. Commit to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plan accordingly, follow plan until project completed). (IF.B.1.In.2, IF.B.1.Su.2)

7.31. Choose to undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., general activities, school activities, leisure activities, living arrangements). (IF.B.1.In.2, IF.B.1.Su.2)

7.32. Use evaluations to improve own performance when carrying out plans related to personal goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do, develop strategy or plan to improve evaluations). (IF.B.1.In.2, IF.B.1.Su.2)
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Monitoring Progress and Making Adjustments to Personal Plans

7.33. Periodically monitor own progress when carrying out plans related to personal goals (e.g., determine current status of plans, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

7.34. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)

7.35. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

7.36. Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments in personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community/workplace

8. Use systematic approaches to solve problems encountered in school, home, and community.

CL.B.4.In.1 identify problems and examine alternative solutions.
CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
CL.C.2.In.1 plan and implement personal work assignments.
CL.C.2.Su.2 plan and implement personal work assignments—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

_____ physical prompt _____ verbal prompt _____ visual prompt
____ assistive technology _____ supervision _____ other: _________________________

Indicate assistance necessary for mastery at participatory level:

_____ physical assistance ☐ full ☐ partial _____ assistive technology ☐ full ☐ partial

Identifying School Problems

8.1. Identify that a problem exists in school, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness, being teased, getting suspended, not completing assignment). (CL.B.4.In.1, CL.B.4.Su.1)
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8.2. Identify possible reasons for existing problems in school (e.g., lack of study time, ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)

8.3. Identify problems that lead to the breakdown of major goals in school (e.g., not completing homework assignments, watching too much television, getting in fights, procrastinating). (CL.B.4.In.1, CL.B.4.Su.1)

8.4. Analyze possible outcomes associated with specific problems in school (e.g., failing courses, getting detention, getting in trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)

Identifying Work Problems

8.5. Identify that a problem exists at work, a discrepancy between what is and what should or could be (e.g., work tasks continually being completed late, not staying on task, frequent mistakes on assigned tasks, frequent arguments with boss or co-workers). (CL.B.4.In.1, CL.B.4.Su.1)

8.6. Identify possible reasons for existing problems at work (e.g., not understanding what is expected, not staying on task, frequent absence from work, not given enough time). (CL.B.4.In.1, CL.B.4.Su.1)

8.7. Identify problems that lead to the breakdown of major goals at work (e.g., turning in incomplete work, disagreeing with co-workers, being tardy frequently, treating customers with disrespect). (CL.B.4.In.1, CL.B.4.Su.1)

8.8. Analyze possible outcomes associated with specific problems at work (e.g., will not gain respect of others, may be looked over for promotions, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)

Identifying Personal Problems

8.9. Identify that a problem exists in personal life, a discrepancy between what is and what should or could be (e.g., gaining weight, not completing chores, not being allowed to see friends). (CL.B.4.In.1, CL.B.4.Su.1)

8.10. Identify possible reasons for existing problems in personal life (e.g., poor nutrition habits, lack of communication with family members). (CL.B.4.In.1, CL.B.4.Su.1)

8.11. Identify problems that lead to the breakdown of major goals in personal life (e.g., tobacco, alcohol, and other drug abuse; socializing with inappropriate groups; lack of perseverance). (CL.B.4.In.1, CL.B.4.Su.1)

8.12. Analyze possible outcomes associated with specific problems in personal life (e.g., feeling isolated, feeling that others don’t like to be with you). (CL.B.4.In.1, CL.B.4.Su.1)

8.13. Accept assistance with and participate in identifying a problem in a personal care or productive activity (e.g., indicates water glass is empty). (CL.B.4.Pa.1)
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8.14. Accept assistance with and participate in identifying a problem in a leisure activity (e.g., indicates TV is not on). (CL.B.4.Pa.1)

Applying Problem-solving Strategies

8.15. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)

Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

8.16. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)


Specify: _____ ☐ brainstorming—identifying all solutions that come to mind
_____ ☐ identifying steps—when a complicated task is involved
_____ ☐ estimating—when numbers are involved
_____ ☐ matching consequences to actions—for cause and effect
_____ ☐ troubleshooting—finding problems within a work process
_____ ☐ creative thinking—when multiple solutions are acceptable
_____ ☐ modeling—basing actions on those of a good example
_____ ☐ other: ____________________________

8.18. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)

8.19. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

8.20. Identify the separate steps of a complicated process when solving a problem involving many tasks (e.g., publishing a school newspaper—assign staff, write articles, arrange for editing and layout, send to printer; planning a surprise party—decide on location, plan entertainment, order or make refreshments, send invitations). (CL.B.4.In.1, CL.B.4.Su.1)

8.21. Estimate answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time; estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)

8.22. Match consequences to decisions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted; take in a stray cat—feed it every day, gain a companion, take it to the vet). (CL.B.4.In.1, CL.B.4.Su.1)

8.23. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling classes; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)
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8.24. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation for greater productivity; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.1, CL.B.4.Su.1)

8.25. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify behaviors of a successful student that lead to desired performance; work—identify techniques used by most productive employee, use these techniques to improve own performance; personal life—identify crowd that does not use tobacco, alcohol, and other drugs, identify their refusal skills, use same refusal skills when offered tobacco, alcohol, and other drugs). (CL.B.4.In.1, CL.B.4.Su.1)

Evaluating Alternative Solutions

8.26. Identify alternative courses of action for solving a particular problem (e.g., missed the bus—catch next bus, get a ride, walk, ride bike; project not complete at deadline—work extra hours, ask for assistance, take work home; gained 10 pounds—start exercise program, talk to a physician, eat healthier foods). (CL.B.4.In.1, CL.B.4.Su.1)

Specify: 0 personal life 0 school 0 workplace

8.27. Analyze consequences of each alternative course of action for solving a particular problem (e.g., missed the bus so walk to school—takes longer, may be late for school, exposure to the elements; poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Specify: 0 personal life 0 school 0 workplace

8.28. Accept assistance with and demonstrate awareness of cause and effect relationship during functional activities (e.g., if this switch is pressed, the TV will come on). (CL.B.4.Pa.1)

Specify setting: 0 home 0 school 0 community/workplace

Implementing Solutions

8.29. Complete tasks needed to solve problems (e.g., limited time to do homework assignments—use time management strategies, talk to teacher about extended time on some assignments; poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving; flat tire—identify jack, lug wrench, and spare tire; jack car up; loosen and take off lug nuts; remove flat; put on spare; put lug nuts back on; jack car down; put parts in trunk). (CL.B.4.In.2, CL.B.4.Su.2)

Specify: 0 personal life 0 school 0 workplace

8.30. Use appropriate techniques or tools to solve problems (e.g., computer software, assignment notebook, counseling sessions; apply active listening skills, make a checklist of work to be accomplished; apply active listening skills, make a checklist of solutions to problems). (CL.B.4.In.2, CL.B.4.Su.2)

Specify: 0 personal life 0 school 0 workplace
8.31. Seek assistance when needed to solve problems (e.g., emotional problems—seek help from school counselor, teacher, or psychologist; problems with a subject area at school—seek help from tutor, teacher, or family member; difficulty completing task—consult supervisor or co-workers; use references; consult with family member, talk with a teacher or counselor). (CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ ☐ personal life _____ ☐ school _____ ☐ workplace

8.32. Accept assistance with and participate in positioning objects for use (e.g., puts spoon on plate, turns switch toward hand). (CL.B.4.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community/workplace

8.33. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community/workplace

8.34. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community/workplace

Evaluating Effectiveness of Solution

8.35. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2, CL.B.4.Su.2)

8.36. Determine impact of decisions related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

Planning School or Work Assignments

8.37. Identify purposes of planning school or work assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)

8.38. Identify components of a plan to complete a school or work assignment (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, personnel, time, training or instruction; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)

8.39. State steps to complete a task. (Language C 31: VI)

8.40. Identify, prioritize, and schedule job or task responsibilities (e.g., list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
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8.41. Accept assistance with and participate in the sequence of tasks or activities of preparing for school, work, or volunteer service routines. (CL.C.2.Pa.1)
Specify routine: ______________________________________________________________________

Implementing School or Work Assignments

8.42. Use strategies to pace work so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ work according to schedule □ set an alarm clock as a reminder
□ track subtasks on calendar □ check off subtasks when completed
□ other: __________________________________________________________________________

8.43. Identify alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ try different techniques □ seek advice from others
□ seek assistance from others □ read the instructions or references
□ other: __________________________________________________________________________

8.44. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ use a checklist or rubric □ compare with model or example
□ use spell-check or similar tool □ look for errors
□ ask peer or co-worker to review □ ask supervisor to review
□ other: __________________________________________________________________________

8.45. Follow a systematic procedure to complete school or work tasks (e.g., janitorial—clean windows; clerical—type a letter, homework). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ identify task
□ name steps of task
□ perform task following a model or demonstration
□ perform task with decreasing feedback
□ perform task independently
□ monitor own task performance using workplace or course standards
□ evaluate own task performance using workplace or course standards
□ other: __________________________________________________________________________

8.46. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

8.47. Complete school or work assignments as specified in workbooks, lab and shop manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

8.48. Accept assistance with and participate in the sequence of tasks or activities of completing school, work, or volunteer service routines. (CL.C.2.Pa.1)
Specify routine: ______________________________________________________________________
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9. **Use appropriate skills when communicating with others.**
   
   CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
   
   CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.
   
   CO.A.1.Pa.1 participate in effective communication with others—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   
   __ physical prompt __ verbal prompt __ visual prompt
   __ assistive technology __ supervision __ other: ______________________

   Indicate assistance necessary for mastery at participatory level:
   
   __ physical assistance  □ full □ partial __ assistive technology □ full □ partial

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**Understanding the Concept of Communication**

9.1. Identify the roles and uses of language (verbal and nonverbal) in communication (e.g., interactive, personal, and informative purposes; way to convey desires, feelings, ideas, and needs; response to others). (CO.A.1.In.1, CO.A.1.Su.1)

9.2. Identify the forms of language used in communication (e.g., spoken or written words, phrases, sentences; sign language; finger spelling; symbols and icons). (CO.A.1.In.1, CO.A.1.Su.1)

9.3. Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

9.4. Identify meaning of various facial expressions while engaging in conversations (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)

9.5. Identify the difference in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)

9.6. **Differentiate appropriate styles of communication in formal and informal conversations.** (*Language B 15: V*)

9.7. Use appropriate nonverbal language and gestures when communicating.
   (CO.A.1.In.1, CO.A.1.Su.1)

   Specify: _____ □ facial expressions _____ □ sounds
   _____ □ gestures _____ □ body language
   _____ □ hand signals _____ □ other: ______________________
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9.8. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ □ home _____ □ school _____ □ community _____ □ workplace

9.9. Use voice and fluency appropriate for the social situation (e.g., when eating meals, attending a religious service, cheering at a sports event, walking in the halls). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ □ tone of voice _____ □ pitch _____ □ fluency (rate and rhythm) _____ □ loudness _____ □ duration _____ □ other: ___________________________

Listening

9.10. Identify characteristics of the listening process in order to listen more effectively in conversations, lectures, and discussions (e.g., hearing, understanding, remembering what has been said). (CO.A.1.In.1, CO.A.1.Su.1)

9.11. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)

9.12. Identify the difference between attentive and non-attentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; non-attentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)

9.13. Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ □ listening for content
_____ □ paying attention to cues—first, second..., in summary, most important
_____ □ linking to prior knowledge and experiences
_____ □ considering emotional meaning
_____ □ other: ___________________________

9.14. Use strategies to improve listening (e.g., empathize and “read” people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

9.15. Use strategies to determine if effective communication has taken place (e.g., asking if a person understands, checking the responses of others to the communication, making a follow-up call to see if the message was received). (CO.A.1.In.1, CO.A.1.Su.1)

Communicating Desires, Feelings, and Needs

9.16. Use appropriate language to express desires effectively (e.g., “May I have more potatoes?” “I want to finish this job.” “I don’t care for spinach.” “I would rather not go to that movie.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ □ requests _____ □ refusals _____ □ other: ___________________________
9.17. Participate in conveying desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)

Specify: ☐ touch referent object ☐ point to actual object
☐ vocalize or gesture ☐ use assistive or augmentative device
☐ verbalize or sign ☐ other: ____________________________

9.18. Use appropriate language to express ideas and feelings clearly (e.g., “I believe this is a valuable thing to do” “This is what really happened” “I like you a lot” “I’m upset with what you did”). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ☐ opinions ☐ facts ☐ affection ☐ anger
☐ joy ☐ sadness ☐ other: ____________________________

9.19. Use appropriate language to express need for assistance in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ☐ home ☐ school ☐ community ☐ workplace

9.20. Use appropriate language to express the need for assistance in emergency situations (e.g., ask for help, raise hand, call person’s name). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ☐ home ☐ school ☐ community ☐ workplace

9.21. Express wants and needs. (Language C 20: II)

9.22. Use language to indicate displeasure or dislike. (Language C 16: I)

9.23. Use language to give simple commands. (Language C 18: II)

9.24. Use language to indicate danger or give warnings to others. (Language C 22: III)

9.25. Participate in requesting desired person, object, or action (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)

Specify: ☐ touch referent object ☐ point to actual object
☐ vocalize or gesture ☐ use assistive or augmentative device
☐ verbalize or sign ☐ other: ____________________________


Specify: ☐ touch referent object ☐ point to actual object
☐ vocalize or gesture ☐ use assistive or augmentative device
☐ verbalize or sign ☐ other: ____________________________

Responding to Communication

9.27. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., use “I” statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ☐ home ☐ school ☐ community ☐ workplace
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9.28. Respond appropriately to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: □ home □ school □ community □ workplace

9.29. Respond to other's generosity by stating appreciation (e.g., thanking the person, telling the person how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)

9.30. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)

9.31. Respond appropriately to basic questions, directions, and informational statements (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

9.32. Respond to own name. (Language B 5: 1)

9.33. Show interest in communicating (e.g., turning head, making a nonverbal or verbal response, indicating attention or interest). (CO.A.1.Pa.1)

Specify: □ with family □ with friends □ with other familiar persons □ with unfamiliar persons

9.34. Respond to own name by using one or more observable behaviors. (CO.A.1.Pa.1)

Specify: □ intentional body or head movement—move or turn toward speaker □ facial expressions—look at speaker, smile, blink □ oral communication—respond verbally □ gesture—nod head, sign □ other: ____________________________

9.35. Respond to cued commands (e.g., verbal—saying someone's name; non-verbal signs—come here, stop, one minute). (CO.A.1.Pa.1)

Specify: □ vocalize or gesture □ point to actual object □ touch referent object □ use assistive or augmentative device □ verbalize or sign □ other: ____________________________

Using Greetings and Conversations

9.36. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

9.37. Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
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9.38. Use appropriate greetings when meeting other persons in various situations (e.g., formal—"Hello..."); informal—"Hi!" "How are you?" "Nice to see you."). (CO.A.1.In.1, CO.A.1.Su.1) Specify: □ home □ school □ community □ workplace

9.39. Use language to initiate social greetings. (Language C 23: III)

9.40. Respond appropriately to greetings in various situations (e.g., "Hello." "Thank you for inviting me." "It's nice to see you, too." "I'm doing well, and you?"). (CO.A.1.In.1, CO.A.1.Su.1) Specify: □ home □ school □ community □ workplace

9.41. Use language to respond to verbal greeting. (Language C 19: II)

9.42. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, finances, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, school, current events). (CO.A.1.In.1, CO.A.1.Su.1) Specify: □ with family □ with friends □ with other familiar persons □ with unfamiliar persons

9.43. Use language to participate appropriately in conversation. (Language C 29: V)

9.44. Use language to initiate conversation. (Language C 30: VI)

9.45. Use language to relate recent personal experiences. (Language C 26: IV)

9.46. Use appropriate language to end conversations (e.g., "It was nice talking with you." "Thank you for stopping by." "It was so good to see you again." "Let's keep in touch." "Talk to you soon." "Good-bye!"). (CO.A.1.In.1, CO.A.1.Su.1)

9.47. Identify correct verbal responses in telephone interactions (e.g., "May I ask who is calling?" "One moment, please." "May I take a message?" "May I please speak to...?" "This is she/he." "Thank you for calling."). (CO.A.1.In.1, CO.A.1.Su.1)

Giving and Receiving Feedback

9.48. Identify situations when feedback is commonly given (e.g., after you have answered a question, after you have finished a project, after you have cleaned your room or house, after you have participated in a sport). (CO.A.1.In.1, CO.A.1.Su.1)

9.49. Respond effectively to feedback given in various situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1) Specify: □ home □ school □ community □ workplace

9.50. Use feedback to make changes (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
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Specify: ☐ home  ☐ school  ☐ community  ☐ workplace

9.51. Give effective feedback to others (e.g., by saying things like “You are doing great.” “Try to do five more.” “You did well on your test.” “Keep up the good work.” “Study for an extra hour each night.”). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ☐ home  ☐ school  ☐ community  ☐ workplace
Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7963080
Course Title: Learning Strategies
Credit: Multiple

A. **Major Concepts/Content.** The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

The content should include, but not be limited to, the following:

- strategies for acquiring and storing knowledge
- strategies for oral and written expression
- strategies for problem solving
- strategies for linking new information with prior knowledge
- strategies for active participation in reading, viewing, and listening
- self-regulated use of comprehension strategies
- test-taking skills
- time management and organization skills
- social skills
- self-advocacy and planning skills

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Students with disabilities who are likely to pursue a standard high school diploma may take this course. This course is also designed primarily for students functioning at independent levels who are generally capable of living and working independently with occasional assistance. Three levels of functioning, independent,
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supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some
After successfully completing this course, the student will:

1. **Apply skills and strategies to gain information from printed materials or oral presentations (e.g., scanning, paraphrasing, rereading, retelling, self-questioning, notetaking, outlining).**

   - **CL.B.1.In.1** identify and locate oral, print, or visual information for specified purposes.
   - **CL.B.1.In.2** interpret and use oral, print, or visual information for specified purposes.

   1.1. Use cues in a document to locate specific information in a text or visual by skimming or scanning when completing functional tasks (e.g., school tasks—find word in dictionary, find information for a report; workplace tasks—locate name in a list; leisure—find information on a specific location, person, event). (CL.B.1.In.1)

   Specify: □ key words □ dates □ numbers □ charts □ graphs □ pictures □ maps □ other: ____________________________

   1.2. Skim material for specific information when completing functional tasks (e.g., reading a book, magazine, or journal for an assignment or report; quickly reading a newspaper article for the main points). (CL.B.1.In.2)

   Specify: □ answers to questions □ specific facts □ other: ____________________________

   1.3. **Answer factual questions about paragraphs. (Reading C 9: V)**

   1.4. **Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)**

   1.5. Paraphrase a sentence or phrase to clarify meaning when completing functional tasks (e.g., repeating directions, asking for clarification, requesting information). (CL.B.1.In.2)

   Specify: □ statements □ questions □ directions □ commands □ requests □ other: ____________________________

   1.6. Use strategies to determine the essential message of a paragraph, section, or document as a whole when completing functional tasks (e.g., telling someone about articles in magazines or newspapers, writing a summary of a reading assignment for school or work). (CL.B.1.In.2)

   Specify: □ identify the first sentence or topic □ paraphrase information □ note information that is repeated □ scan chapter headings □ other: ____________________________
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1.7. State the essential meaning of information by paraphrasing material found in resources when completing functional tasks (e.g., relating information to classmates, co-workers, friends, or family; writing a summary for class; writing a report for class or work; writing a letter). (CL.B.1.In.2)

1.8. Determine main idea stated in a paragraph. (Reading C 8: V)

1.9. Identify the implied main idea in a paragraph. (Reading D 18: VII)

1.10. Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)

1.11. Use strategies to identify relevant information in a text or visual by skimming or scanning when completing functional tasks (e.g., school—finding answers to study questions; workplace—identifying types of equipment available, completing work assignment). (CL.B.1.In.2)
   Specify: ______ Q match to a list of key information—dates, names, locations
   ______ Q match to questions to be answered
   ______ Q scan chapter titles and subtitles for specific words or phrases
   ______ Q other: ____________________________

1.12. Use strategies to identify irrelevant information in a text or visual when completing functional tasks (e.g., school—solving problems in school assignments; workplace—reading an announcement; personal—telling someone about a news story; leisure—following a visual diagram to assemble a piece of camping equipment, following the instructions for installing a CD player). (CL.B.1.In.2)
   Specify: ______ Q ask yourself “How does this fit?”
   ______ Q ask yourself “Is it needed?”
   ______ Q compare to similar examples or a model
   ______ Q other: ____________________________

1.13. Identify the stated cause or effect of an action or event in a paragraph. (Reading C 12: VI)

1.14. Identify the implied cause or effect in a paragraph. (Reading D 16: VII)

1.15. Distinguish between true and false statements. (Reading E 19: V)

1.16. Determine the order of events in a paragraph. (Reading C 10: V)

1.17. Use self-questioning strategies to clarify and remember information (e.g., identify the main points from a passage, determine if you understand what you are reading). (CL.B.1.In.2)
   Specify: ______ Q who, what, where, when, and how?
   ______ Q other: ____________________________
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2. Apply skills and strategies to enhance recall and understanding of information from print or oral presentations (e.g., vocabulary, associations, visual imagery, mnemonics).

   CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.

2.1. Use self-monitoring strategies to clarify and remember information obtained when reading or listening (e.g., Does what I am reading or doing make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don't know?). (CL.B.1.In.2)

2.2. Use strategies to relate and integrate new information with background knowledge (e.g., relating new concepts to those in the previous chapter, generalizing skills from one class to another). (CL.B.1.In.2)

   Specify: □ review background knowledge first
   □ identify common elements or events
   □ distinguish what is different
   □ relate new information to concepts already understood
   □ other:

2.3. Use prior knowledge to predict outcomes or meaning of information being read or heard (e.g., This is a story like...). (CL.B.1.In.2)

2.4. Determine a logical conclusion or generalization for a paragraph or passage.

   (Reading D17: VII)

2.5. Use visual imagery to clarify and remember information used in completing functional tasks. (CL.B.1.In.2)

   Specify: □ make mental pictures □ create an association or analogy
   □ other:

Organizing Information

2.6. Use mnemonic devices to identify and organize key facts, ideas, or events to increase recall (e.g., when studying for a test, when learning meanings of important vocabulary). (CL.B.1.In.3)

   Specify: □ visual devices—mental pictures, mental movies, stories, associations
   □ keyword devices—boxing, associations
   □ first-letter—acronym, sentence
   □ series—pegword, location
   □ rhyming, coding
   □ other:

2.7. Identify characteristics of methods used to organize information. (CL.B.1.In.3)

   Specify: □ chronological □ alphabetical
   □ categorical □ topical
   □ hierarchical or outlining □ other:
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2.8. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)

2.9. Organize information alphabetically when completing functional tasks (e.g., filing for later reference, listing names in order). (CL.B.1.In.3)

2.10. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)

2.11. Organize information by categories when completing functional tasks (e.g., identifying key ideas and concepts to include in a report, clustering similar kinds of information to compare and contrast concepts). (CL.B.1.In.3)

2.12. Organize information hierarchically or by outlining when completing functional tasks (e.g., identifying the relationship among the ideas or events, organizing notes for a research report). (CL.B.1.In.3)

2.13. Identify essential ideas and facts by summarizing selected lectures, reading materials, and media productions. (CL.B.1.In.3)

2.14. Identify essential ideas and facts by taking notes on selected lectures, reading materials, and media productions. (CL.B.1.In.3)

2.15. Evaluate the accuracy and reliability of information in materials used in school activities (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2)

Listening

2.16. Identify components of the listening process in order to listen more effectively to conversations, lectures, and discussions (e.g., hears, understands, and remembers what has been said). (CO.A.1.In.1)

2.17. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1)

Specify: □ relaxed □ attentive
□ social □ defensive
□ other: ____________________________

2.18. Identify the difference between active and inactive listening when participating in conversations (e.g., active—looking at speaker, taking notes, nodding head; inactive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1)
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2.19. Use critical listening skills to gain understanding. (CO.A.1.In.1)
   Specify: □ listening for content
   □ paying attention to cues—first, second...; in summary; most important
   □ linking to prior knowledge and experiences
   □ considering emotional meaning
   □ other: ________________________________

2.20. Use strategies to improve listening (e.g., be flexible in use of listening styles, be sensitive to the environment, make notes about things that are important to remember, request and accept feedback on own listening patterns). (CO.A.1.In.1)

3. Apply skills and strategies to enhance competence in oral and written communication (e.g., planning, creating drafts, editing and proofing, rehearsing, revising).
   CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
   CL.B.2.In.2 express oral, written, or visual information for specified purposes.

3.1. Identify characteristics of key elements of documents and oral communications (e.g., narrative writing—telling a story; persuasive writing—letter to the principal; technical writing—lab report). (CL.B.2.In.1)
   Specify: □ intent—objectives, target audience, purpose
   □ what components are needed—introduction, body, summary
   □ how the information should be organized
   □ what formatting should be used—layout, text, use of graphics
   □ other: ________________________________

3.2. Use strategies to create documents or oral communications that relate a series of sequential events. (CL.B.2.In.1)
   Specify: □ make a list of events in order
   □ use words such as first, next, and last to indicate order of events
   □ note dates of events
   □ other: ________________________________

3.3. Use strategies to create documents or oral communications that are organized around key ideas and relevant supporting details. (CL.B.2.In.1)
   Specify: □ use a graphic organizer to arrange main ideas and supporting details
   □ use an outline to organize main ideas and supporting details
   □ introduce the overall main idea in the beginning
   □ state the main idea in the topic sentence of the paragraph
   □ link the details to the main idea of the paragraph
   □ summarize the overall main idea in the conclusion
   □ other: ________________________________
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3.4. Use strategies to create documents or oral communications that use a logical order to express information. (CL.B.2.In.1)
   Specify: □ select the type of organization that fits the topic—specific to general, cause and effect, least important to most important, easy to difficult, chronological
   □ use a graphic organizer or outline to organize ideas
   □ indicate how the information is organized in the beginning
   □ include words throughout the text that remind the reader of the organization
   □ other: 

Formatting

3.5. Select the appropriate format for documents and oral communications to accomplish functional tasks. (CL.B.2.In.1)
   Specify: □ note—give directions, let your school know that you will be late
   □ memo—announce an event to your co-workers at the office
   □ letter—friendly, complaint, request, application
   □ message—let a family member know that someone called
   □ report—describe progress in completing a project
   □ other: 

3.6. Create written communications that are appropriate to the audience, subject matter and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, give a presentation). (CL.B.2.In.2)
   Specify: □ note □ memo or e-mail
   □ letter □ brief description
   □ report □ cards and invitations
   □ other: 

Writing Process

3.7. Use the writing process to develop documents and other types of written communications. (CL.B.2.In.1)
   Specify: □ organize ideas □ write first draft
   □ review draft □ revise
   □ edit □ write final copy
   □ other: 

3.8. Use complete sentences to express desired information when writing or speaking. (CL.B.2.In.1)
   Specify: □ simple □ compound
   □ complex □ compound or complex

3.9. Write simple sentences. (Writing D 10: V)

3.10. Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)
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3.11. Use self-monitoring strategies to assist in writing complete sentences. (CL.B.2.In.1)
Specify: □ select the kind of sentence □ think about the meaning
□ think about the words □ review the sentence when finished
□ other: ____________________________________________

3.12. Use the standard conventions of grammar, punctuation, and mechanics in preparing written text. (CL.B.2.In.1)
Specify: □ agreement □ use of punctuation within sentences
□ tense and case □ use of punctuation within words
□ mechanics—use of capital letters, abbreviations, and numbers
□ other: ____________________________________________

3.13. Capitalize the first letter of own first and last name. (Writing C 6: IV)

3.14. Write a sentence with correct capitalization of the first word and ending punctuation. (Writing C 7: V)

3.15. Capitalize and punctuate common titles (e.g., Mr., Mrs., Dr.), proper nouns which name persons, days of the week, months of the year, and names of streets, cities, and countries. (Writing C 8: VI)

3.16. Use correct punctuation and capitalization when writing a letter and addressing an envelope. (Writing C 9: VI)

3.17. Use appropriate resources to aid in spelling. (CL.B.2.In.1)
Specify: □ spelling dictionary □ specialized electronic aid
□ people □ spell-check utility in software program
□ other: ____________________________________________

3.18. Spell frequently used words from a specified word list (e.g., Dolch, SSAT, survival, and consumer words). (Writing B 4: V, VI, VII)

3.19. Proofread written communications to identify errors and needed revisions. (CL.B.2.In.1)
Specify: □ spelling □ grammar
□ sentence structure □ word choice
□ formatting—margins, spacing, legibility
□ punctuation □ other: ______________________________

3.20. Proofread to locate and correct spelling errors. (Writing B 5: VI, VII)
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3.21. Revise documents and written communications to improve meaning and focus. (CL.B.2.In.1)
Specify: 
- unity and coherence—words, phrases, and clauses agree and work together
- content—no irrelevant details
- organization—logical order
- clarity—ideas clearly expressed
- style—no run-on sentences or unintentional fragments, word choice
- formatting—margins, spacing, legibility
- grammar
- other: 

4. Apply skills and strategies to enhance ability to solve problems.
CL.B.3.In.1 identify mathematical concepts and processes to solve problems.
CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
CL.B.4.In.1 identify problems and examine alternative solutions.
CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

Solving Mathematical Problems

Specify: 
- determine nature of the problem
- select correct technique
- make reasonable estimate of results
- apply operation or procedures to obtain result
- check results for accuracy and reliability
- explain results
- other: 

4.2. Determine whether insufficient, sufficient, or extraneous information is given in solving particular mathematical problems. (CL.B.3.In.2, CL.B.4.In.1)

Specify: 
- drawing pictures or diagrams
- paraphrasing
- using concrete objects
- using models
- other: 

Identifying Problems

4.4. Identify that a problem exists in school, in personal life, or at work, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness, failure to complete chores). (CL.B.4.In.1)
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4.5. Identify possible reasons for existing problems in school, in personal life, or at work (e.g., lack of study time, ineffective study habits, material too difficult). (CL.B.4.In.1)

4.6. Identify problems that lead to the breakdown of major goals in school, in personal life, or at work (e.g., not completing homework assignments, watching too much television, getting in fights, procrastinating). (CL.B.4.In.1)

4.7. Analyze possible consequences associated with specific problems in school, in personal life, or at work (e.g., failing courses, getting detention, trouble with parents and local authorities, not graduating). (CL.B.4.In.1)

Applying Problem-solving Strategies

4.8. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1)

Specify: _______ Q school _______ Q work _______ Q personal life

4.9. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1)

4.10. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1)

Specify: _______ Q brainstorming—identifying all solutions that come to mind
_______ Q identifying steps—when a complicated task is involved
_______ Q estimating—when numbers are involved
_______ Q matching consequences to actions—for cause and effect
_______ Q troubleshooting—finding problems within a work process
_______ Q creative thinking—when multiple solutions are acceptable
_______ Q modeling—basing actions on those of a good example
_______ Q other: ____________________________

4.11. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1)

4.12. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1)

4.13. Identify the separate steps of a complicated process when solving a problem involving many tasks (e.g., conducting a science experiment, completing a community service project). (CL.B.4.In.1)

4.14. Construct estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1)
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4.15. Match consequences to decisions when solving problems involving cause and effect (e.g. doing extra credit work to make up for low grades). (CL.B.4.In.1)

4.16. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating class conflicts prior to scheduling classes). (CL.B.4.In.1)

4.17. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation for greater production). (CL.B.4.In.1)

4.18. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify study techniques used by successful student and apply to own work; work—identify techniques used by most productive employee, use these techniques to improve own performance; personal life—identify crowd that does not use drugs, identify their refusal skills, drugs, use same skills when offered drugs). (CL.B.4.In.1)

Evaluating Alternative Solutions

4.19. Identify alternative courses of action for solving a particular problem at school, in personal life, or at work (e.g., tape recording class lecture or taking notes). (CL.B.4.In.1)

4.20. Analyze consequences of each alternative course of action for solving a particular problem at school, in personal life, or at work (e.g., using tape recorder—tape it to listen to again; writing notes—have brief outline to study). (CL.B.4.In.1)

Implementing Solutions

4.21. Complete tasks needed to solve problems at school, in personal life, or at work (e.g., limited time to do homework assignments—use time management strategies, talk to teacher about extended time on some assignments). (CL.B.4.In.2)

4.22. Use appropriate techniques or tools to solve problems at school, in personal life, or at work (e.g., computer software, assignment notebook, counseling sessions). (CL.B.4.In.2)

4.23. Seek assistance when needed to solve problems at school, in personal life, or at work (e.g., emotional problems—seek help from school counselor, teacher or psychologist; problems with a subject area at school—seek help from tutor, teacher, or family member). (CL.B.4.In.2)

Evaluating Effectiveness of Solution

4.24. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2)

4.25. Determine impact of decisions and activities related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2)
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5. Use effective time management and organization strategies to complete class and work assignments.

CL.C.2.In.1 plan and implement personal work assignments.

Planning Class and Work Assignments

5.1. Identify purposes of planning class and work assignments (e.g., clarifies what is required, helps to stay on task, identifies needed time and resources). (CL.C.2.In.1)

5.2. Identify components of a plan to complete class and work assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, personnel, time, training or instruction; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1)

5.3. State steps to complete a task. (Language C 31: VI)

5.4. Identify, prioritize, and schedule job responsibilities (e.g., make a to-do list, list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1)

Implementing Work Assignments

5.5. Use strategies to pace work so that assignment is completed according to a schedule. (CL.C.2.In.1)

Specify: ☐ work according to schedule ☐ set an alarm clock as a reminder
☐ track subtasks on calendar ☐ check off subtasks when completed
☐ ☐ other:

5.6. Identify alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1)

Specify: ☐ try different tools or techniques ☐ visualize the steps
☐ seek assistance from others ☐ read the instructions or references
☐ ☐ other:

5.7. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1)

Specify: ☐ use a checklist or rubric ☐ compare with model or example
☐ use spell-check or similar tool ☐ look for errors
☐ ask peer or co-worker to review ☐ ask teacher or supervisor to review
☐ ☐ other:
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5.8. Follow a systematic procedure to complete specific tasks with increasing independence. (CL.C.2.In.1)

Specify: □ identify task
□ name steps of task
□ perform task following a model or demonstration
□ perform task with decreasing feedback
□ perform task independently
□ monitor own task performance using applicable standards
□ evaluate own task performance using applicable standards
□ other: ________________________________

5.9. Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)

Using Tools, Equipment, and Supplies

5.10. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2)

Specify: □ use a checklist with pictures or descriptions of supplies, tools, and equipment
□ set up workstation with all needed supplies and equipment before starting
□ identify available sources of needed supplies and equipment
□ other: ________________________________

5.11. Select and use the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, references; printing a letter—paper, wordprocessor, printer). (CL.C.2.In.2)

5.12. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)

5.13. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

5.14. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

5.15. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2)

Specify: □ personal calendar  □ school  □ work

5.16. Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)

5.17. Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)

5.18. Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)
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6. Use effective test-taking skills (e.g., previewing, allocating time, outlining response to essays, reviewing answers).
   CL.B.4.In.1 identify problems and examine alternative solutions.
   CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

6.1. Use strategies to prepare for successful performance on tests. (CL.B.4.In.1, CL.B.4.In.2)
   Specify:   ☐ clarify what is being tested—check notes, check with peers or teacher
              ☐ review and rehearse expected responses to anticipated questions
              ☐ practice with similar questions
              ☐ perform task with decreasing feedback
              ☐ other: ______________________________________________________

6.2. Use strategies to perform successfully on tests. (CL.B.4.In.2)
   Specify:   ☐ preview the test by reading instructions and skimming questions
              ☐ ask for clarification, if appropriate
              ☐ determine the order for completing each section
              ☐ schedule time for each section
              ☐ create a brief outline of responses to essay questions before answering
              ☐ skip difficult questions and come back to them
              ☐ notice particular use of words and phrases in test items
              ☐ monitor own time
              ☐ check answers to avoid careless mistakes
              ☐ other: ______________________________________________________

6.3. Use strategies to improve performance on subsequent tests. (CL.B.4.In.2)
   Specify:   ☐ note questions answered correctly
              ☐ review own preparation practices, noting strengths and weaknesses
              ☐ debrief performance with peer or teacher
              ☐ make a list of behaviors to change when taking the next test
              ☐ other: ______________________________________________________

7. Use effective social and interpersonal skills to interact appropriately with peers and adults in a variety of settings.
   IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
   IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
   IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
   SE.A.1.In.1 cooperate in a variety of group situations.
   SE.A.1.In.2 assist in establishing and meeting group goals.
   SE.A.1.In.3 function effectively within formal organizations.
   SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
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Social Behaviors

7.1. Identify characteristics of behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1)
   Specify: □ considerate — makes polite comments, shares resources with others
   □ cooperative — does share of work on projects, accepts others' suggestions
   □ assertive — raises hand to participate in class, makes needs known to others
   □ positive response to humor or teasing — laughs without drawing attention, ignores
   □ positive response to criticism — makes needed changes, acknowledges others' views
   □ other: ________________________________________________________________

7.2. Identify characteristics of behaviors that prevent one from functioning effectively in a variety of social situations. (IF.B.2.In.1)
   Specify: □ inconsiderate — won't wait for turn, does not clean up after finished with task
   □ uncooperative — won't help others with task, keeps all supplies for self
   □ unassertive — lets others take over equipment
   □ negative response to humor or teasing — makes loud noises, gets angry
   □ negative response to criticism — takes personally, makes negative comments
   □ other: ________________________________________________________________

7.3. Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)

7.4. Identify situational factors that support effective functioning in a variety of social situations (e.g., availability of choices, availability of positive role models, opportunities to make decisions about activities). (IF.B.2.In.1)

7.5. Identify situational factors that prevent one from functioning effectively in a variety of social situations (e.g., ignorance of or noncompliance with rules and requirements, lack of options or personal choices, threats, peer pressure, lack of encouragement). (IF.B.2.In.1)

7.6. Identify social expectations of a variety of situations and characteristics of conduct and interactions that are appropriate for each (e.g., class discussion, pep rally, funeral, family dinner, concert). (SE.A.2.In.1)
   Specify: □ home □ school □ community □ workplace

7.7. Demonstrate behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1, SE.A.2.In.2)
   Specify behavior: □ consideration □ assertiveness □ response to humor or teasing □ response to criticism □ cooperation
   Specify setting: □ home □ school □ community □ workplace

7.8. Cooperate with peers. (Social and Personal G 51: III)

7.9. Show respect for property of others. (Social and Personal G 52: III)
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7.10. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: VI)

7.11. Use language to initiate conversations. (Language C 30: VI)

7.12. Monitor own behaviors that enable one to function effectively in a variety of social situations and make adjustments if needed. (IF.B.2.In.1, SE.A.2.In.2)
Specify: ___ ☐ home ___ ☐ school ___ ☐ community ___ ☐ workplace

7.13. Identify ways to handle unexpected events and specific emergency situations (e.g., identify the current status of events, note the individuals involved, check on previous experiences, ask for assistance). (IF.B.2.In.3)

7.14. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3)
Specify: ___ ☐ home ___ ☐ school ___ ☐ community ___ ☐ workplace

Working in a Group

7.15. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1)

7.16. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, friction between members, arguments arising, hostility between two or more members). (SE.A.1.In.1)

7.17. Identify various roles and responsibilities individuals may have when working in a group (e.g., roles—leader, recorder, timekeeper, equipment manager, worker; responsibilities—personal effort toward task completion, sharing equipment). (SE.A.1.In.1)

7.18. Identify behaviors that contribute positively to group effort (e.g., coming to work on time, staying on task, limiting comments to assigned topics, complimenting contributions of others, sharing authority, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control and restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1)

7.19. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

7.20. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

7.21. Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing members’ efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early, ganging up against other members). (SE.A.1.In.1)
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7.22. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don’t interrupt, show appreciation). (SE.A.1.In.1)

7.23. Identify steps for group problem solving. (SE.A.1.In.1)
Specify:
- discuss the problem
- individually list possible causes
- record individual group members’ suggestions and clarifications
- discuss and determine causes
- implement corrective action, or solution
- report results
- move on to the next most probable cause if initial action is ineffective
- other: ___________

7.24. Use appropriate steps for group problem solving in various situations. (SE.A.1.In.1)
Specify:
- home
- school
- community
- workplace

7.25. Use appropriate interpersonal communication skills when working in a group (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticisms, providing feedback). (SE.A.1.In.1)
Specify:
- home
- school
- community
- workplace

7.26. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, understanding rules, abiding by rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1)
Specify:
- home
- school
- community
- workplace

Leadership Skills

7.27. Identify characteristics of leadership in a group activity (e.g., good speaking skills, confidence in expressing opinions, knowledgeable, respected, ability to influence group members, ability to facilitate decisions, and initiate conversation between group member). (SE.A.1.In.2)

7.28. Identify the effects that different kinds of leaders have on a group’s effectiveness. (SE.A.1.In.2)
Specify:
- supportive leaders—more participation by group members, more flexible
- controlling leaders—group members may operate in fear
- negligent leaders—group members may not stay on task
- other: ___________

7.29. Identify individual styles when working in groups (e.g., relaxed worker, conscientious worker, quiet worker, expressive worker, productive worker). (SE.A.1.In.2)

7.30. Identify appropriate methods for giving feedback to group members (e.g., offering constructive criticism, offering suggestions or ideas, using a group reflection, providing opinions). (SE.A.1.In.2)
7.31. Identify behaviors that are used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action). (SE.A.1.In.2)

Functioning in Organizations

7.32. Identify aspects of organizations that require different kinds of behaviors (e.g., rigid—line of command, support for individual problem solving, opportunity for group collaboration, working at a distance, flexible work schedule, concern for others in the organization). (SE.A.1.In.3)

7.33. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from the organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, keeping drugs and alcohol out of the organization). (SE.A.1.In.3) Specify: □ school □ community □ workplace

7.34. Identify the impact of personal values, choices, and behaviors on an individual’s ability to work in an organization (e.g., personal ethical or moral issues may conflict with the expectations of the organization, personal choices may conflict with moving to a new location or transferring to a new site, personal choices may conflict with rearranging work schedule, personal behaviors such as being disruptive can conflict with working on a job). (SE.A.1.In.3)

8. Demonstrate awareness of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Understanding the Components of the Individual Educational Plan

8.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1)

8.2. Identify the benefits of and reasons for participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1)

8.3. Identify characteristics of steps in IEP development. (IF.B.1.In.1) Specify: □ participate in premeeting activities
□ determine school and post-school outcome desires
□ determine present levels of performance
□ develop annual goals and related short-term objectives or benchmarks
□ assign responsibility for objectives
□ identify needed services, modifications, and supports

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8.4. Identify important areas to explore for transition planning. (IF.B.1.In.1)
Specify:      ☐ employment
            ☐ instruction and continuing education
            ☐ community participation
            ☐ independent living
            ☐ agency support
            ☐ daily living skills

8.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1)

Participating in the Development of the Plan

8.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1)

8.7. Identify desired long-term outcomes. (IF.B.1.In.1)
Specify:      ☐ in-school—course of study, diploma, extracurricular activities
            ☐ post-school—postsecondary training, employment
            ☐ post-school—living arrangements, community participation

8.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1)

8.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1)

8.10. Assist in identifying the risks and benefits of each option considered in the individual plan. (IF.B.1.In.1)

8.11. Assist in setting realistic annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1)

8.12. Assist in identifying the time and resources needed to implement the IEP. (IF.B.1.In.1)

8.13. Assist in allocating, prioritizing, and scheduling time and resources to implement the IEP (e.g., assign responsibilities, determine timelines, set criteria for completion). (IF.B.1.In.1)

8.14. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals, participate in discussion, make wants and desires known to participants, make preferences known to participants, express disagreement, if appropriate). (IF.B.1.In.1)
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9. Apply skills and strategies that promote self-advocacy and goal setting for personal needs.

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.

Functioning Independently

9.1. Identify characteristics of behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1)

Specify: _____ □ self-initiation—begins tasks on own, asks for additional tasks upon completion

_____ □ self-management—self-monitoring, self-instruction, and self-reinforcement

_____ □ self-control—manages unstructured time, controls responses to events

_____ □ self-advocacy—requests needed resources, questions practices that appear unfair, requests needed modification and service

_____ □ self-esteem—sets challenging goals, says no to peer pressure

_____ □ other: ____________________________

9.2. Identify characteristics of behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1)

Specify: _____ □ self-initiation—waits until the last minute to start, avoids starting at all

_____ □ self-management—waits for others to check progress

_____ □ self-control—gets upset when unexpected events occur

_____ □ self-advocacy—lets others take all needed supplies, does not request needed modification and service

_____ □ self-esteem—won’t try new tasks, makes negative comments about self

_____ □ other: ____________________________

9.3. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1)

9.4. Identify factors that prevent one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1)

9.5. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2)

Specify behavior: _____ □ self-initiation _____ □ self-management _____ □ self-control

_____ □ self-advocacy _____ □ self-esteem

_____ □ other: ____________________________

Specify setting: _____ □ home _____ □ school _____ □ community _____ □ workplace

9.6. Stay on task until its completion. (Social and Personal C 20: III)
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9.7. Seek help and accept assistance. (Social and Personal C 21: III)

9.8. Stay on task to completion within a given time frame. (Social and Personal C 22: IV)

9.9. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.2)
Specify: ☐ home ☐ school ☐ community ☐ workplace

Planning Process for Personal Goals

9.10. Identify the benefits of using a planning process to set personal goals (e.g., helps stay on track, useful in monitoring progress, can be motivating). (IF.B.1.In.1)

9.11. Describe steps to be followed when making a plan. (IF.B.1.In.1)
Specify: ☐ identify goal or outcome
 ☐ identify needed resources
 ☐ determine major tasks
 ☐ schedule tasks
 ☐ obtain assistance and resources, if needed
 ☐ other: ________________________________

9.12. Identify ways that planning and goal setting affect one’s feeling of self-control and effectiveness (e.g., anticipate problems, work around barriers, make own choices). (IF.B.1.In.1)

9.13. Identify ways that a lack of planning can have negative outcomes for personal situations (e.g., may not have enough time or resources, can’t handle emergencies, may lack direction). (IF.B.1.In.1)

9.14. Use self-appraisal to indicate personal strengths or weaknesses (e.g., physical appearance, relating to others, personality, how others see you, performance in school, performance outside of school, performance on the job, performance outside the job, interests, preferences for activities). (IF.B.1.In.1)

9.15. Evaluate the results of self-appraisal to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses). (IF.B.1.In.1)

9.16. Identify personal strengths and weaknesses. (Social and Personal G 59: VI)

9.17. Identify how positive view of self can affect personal goals (e.g., makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1)

9.18. Identify the risks and benefits associated with choices available to reach personal goals (e.g., deciding to go to college, taking a part-time job). (IF.B.1.In.1)

9.19. Identify previous personal experiences related to making realistic personal goals (e.g., visiting a homeless shelter and then volunteering for a community program, reading a self-help book and then making improvements in personal relationships). (IF.B.1.In.1)
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9.20. Set realistic personal goals after selecting from options. (IF.B.1.In.1)
   Specify: ___ ☐ short-term goals
           ___ ☐ long-term goals
           ___ ☐ other: __________________________

9.21. Allocate, prioritize, and schedule the time, space, and materials needed to
      accomplish goals. (IF.B.1.In.1)

9.22. Commit to pursue the project when carrying out plans related to personal
      goals (e.g., start project at decided time, follow plans accordingly, follow plan
      until project is completed). (IF.B.1.In.2)

9.23. Periodically monitor and evaluate own progress in a specific activity when carrying
      out plans related to personal goals (e.g., determine current state, determine if on
      schedule or on track, ask for opinions of others). (IF.B.1.In.2)

9.24. Adapt plan and goals in response to changing situations and requirements
      (e.g., determine that goal is out of reach—reevaluate goal, determine more obtainable
      goal, adjust plan). (IF.B.1.In.2)
Subject Area: Special Skills Courses
Course Number: 7963090
Course Title: Skills for Students who are Gifted
Previous Course Title: Skills for Gifted Learners
Credit: Multiple

A. Major Concepts/Content. The purpose of this course is to enable students who are gifted to acquire and apply the knowledge and skills needed to enhance personal and academic achievement.

The content should include, but not be limited to, the following:

- academic subject matter
- higher-order thinking skills
- communication
- leadership
- self-evaluation and self-awareness
- planning and goal setting
- decision making

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Instructional activities used to meet course requirements and address individual student needs may occur in the schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to personal academic achievement.
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The performance objectives listed below are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

C. Course Requirements.

After successfully completing this course, the student will:

1. Use creativity, problem-solving, and higher-order thinking skills when completing tasks and projects.

Creativity

1.1. Demonstrate understanding of characteristics of the processes and results of creative-thinking (e.g., fluency, flexibility, originality, elaboration).

1.2. Identify situations when creative-thinking processes are effective and beneficial and situations when creative-thinking processes are not helpful.

1.3. Use creative-thinking processes effectively in initiating, carrying out, and completing tasks and projects.

Higher-order Thinking

1.4. Demonstrate understanding of characteristics of the processes and results of higher-order thinking. Specify: ☐ analysis—whole to part
☐ synthesis—part to whole
☐ evaluation—comparing results
☐ identifying patterns and trends
☐ identifying relationships—causes and correlations
☐ systems thinking
☐ modeling
☐ other: ________________________________

1.5. Identify situations when higher-order thinking processes are effective and beneficial and situations when higher-order thinking processes are not helpful.

1.6. Use higher-order thinking processes effectively in initiating, carrying out, and completing tasks and projects.
Course Number: 7963090 - Skills for Students who are Gifted

Problem Solving

1.7. Demonstrate understanding of characteristics of problem-solving strategies.
 Specify:  
- □ brainstorming—identifying all solutions that come to mind
- □ identifying steps—when a complicated process is involved
- □ estimating—when numbers are involved
- □ analyzing probability—when making predictions
- □ matching consequences to actions—for cause and effect
- □ troubleshooting—finding problems within a process
- □ creative-thinking—when multiple solutions are acceptable
- □ modeling—basing actions on those of a good example
- □ other: ____________________________

1.8. Apply a general model for solving problems when completing tasks and projects (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results).

1.9. Use a discrepancy analysis of actual versus ideal conditions to describe the nature of a problem when completing tasks and projects.

1.10. Analyze a problem, identifying its component elements, when completing tasks and projects (e.g., causes; effects; social culture; expectations; availability of time, space, and resources).

1.11. Differentiate between problems individuals can solve by themselves and those that require assistance from others.
 Specify:  
- □ determine the scope of the problem
- □ determine the severity of the problem
- □ evaluate how to accomplish a solution
- □ determine if individual has the necessary knowledge, skills, and tools
- □ seek assistance if necessary

1.12. Select and use effective problem-solving strategies based on requirements of the situation.

Identifying Solutions

1.13. Describe the similarities and differences between a targeted problem and other problems that are familiar to identify possible effective solutions.

1.14. Identify available resources to solve a problem when completing tasks and projects (e.g., time, space, money, personnel, information).

1.15. Establish criteria for evaluating possible solutions to a problem to determine the likelihood of improving the situation when completing tasks and projects.

1.16. Evaluate the possible solutions, using identified evaluation criteria, to determine preferred course of action when completing tasks and projects.
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Implementing a Solution

1.17. Choose to implement a preferred solution to a problem when completing tasks and projects.

1.18. Establish and follow a procedure to monitor own progress in solving a problem and make adjustments as circumstances require.

1.19. Reflect on the problem-solving process when completing tasks and projects to analyze what worked, why it worked, what could be improved, and how the problem-solving process could be improved.

2. Convey information, concepts, and ideas using appropriate and/or advanced language, graphics, representations, styles, organization, and format.

2.1. Use vocabulary that is specific to the discipline and topic to convey information, concepts, and ideas effectively (e.g., technical language, jargon, idioms, slang).

2.2. Use graphics to convey information, concepts, and ideas effectively (e.g., pictures, diagrams, models, concept maps, flow charts, organizational charts, tables, graphs, symbols, icons).

2.3. Use a style of communication that effectively reflects the content and purpose of the information, concepts, and ideas conveyed (e.g., narrative, descriptive, expository, persuasive, dramatic, poetic).

2.4. Use a tone of communication that effectively reflects the purpose of the information, concepts, and ideas conveyed as well as the expectations of the intended audience (e.g., informal, business, academic, technical, humorous).

2.5. Use an organizational structure that effectively represents the content and supports the intended purpose of the information, concepts, and ideas conveyed.

Specify: □ chronological □ hierarchical
□ importance (most to least, least to most) □ categorical
□ cause-effect □ other: _______________________

2.6. Use formatting that emphasizes the essential nature and the purpose of the information, concepts, and ideas conveyed (e.g., layout, use of illustrations, type and size of fonts).

2.7 Use electronic tools to prepare written text and visuals (e.g., word processor, presentation software, desktop publishing software, printer).
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3. **Demonstrate evidence of measurable cognitive and affective growth in targeted academic subject areas.**

3.1. Create a plan to improve own cognitive and affective growth in targeted academic subject areas that emphasizes in-depth learning of concepts and theories and applies to real-world issues and interdisciplinary connections.

3.2. Measure own cognitive and affective baseline abilities in targeted academic subject areas.
   Specify: _____ □ identify indicators of growth
   _____ □ use self-assessment tool to gather information
   _____ □ compile results
   _____ □ other: ________________________________

3.3. Compare results of self-assessment with results of other types of assessments including teacher-made tests, teacher observations, peer review, and standardized tests to measure own cognitive and affective growth in targeted academic subject areas.

3.4. Analyze discrepancies among results of other types of assessments and between the results of self-assessment and the results of each other type of assessment to evaluate own cognitive and affective growth in targeted academic subject areas.

3.5. Carry out plan to improve own cognitive and affective growth in targeted academic subject areas.

3.6. Analyze results of subsequent self-evaluations and other types of assessments to evaluate own cognitive and affective growth in targeted academic subject areas.

3.7. Use appropriate technology to plan, monitor, and evaluate own plan for cognitive and affective growth.

4. **Use effective leadership skills in specific situations (e.g., community service, school project).**

4.1. Demonstrate understanding of knowledge and skills required for effective and successful participation in leadership roles (e.g., understanding the purpose and intent of the project, using strategies for effective management and organization, using conflict resolution and negotiation strategies, accessing broad and deep knowledge base, using effective speaking and listening skills, using self-control, exhibiting mutual respect, motivating and persuading members of the group, facilitating decision making).

4.2. Demonstrate understanding of different leadership styles and the impact of each style on group behavior and accomplishments.
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4.3. Use behaviors characteristic of an appropriate style of leadership, based on the requirements of the situation, membership of the group, and expected accomplishments.

4.4. Demonstrate respect for the ideas, feelings, and abilities of others by ensuring opportunities for active participation by each member of the group when initiating, organizing, and carrying out tasks and projects.

4.5. Demonstrate knowledge and understanding of the needs of diverse social, ethnic, economic, and gender groups when initiating, organizing, and carrying out tasks and projects.

4.6. Establish reasonable group goals related to completion of project (e.g., set deadlines for each step in the process, assign roles to each member of the group, revise schedule as needed).

4.7. Use skills to keep group on task when initiating, organizing, and carrying out tasks and projects (e.g., establishing ground rules collaboratively, setting goals, planning to achieve goals according to a timeline, continuously monitoring progress toward goals, exchanging information, processing information, adhering to time schedules, staying on task, revising plans as needed).

4.8. Use skills to maintain group efforts when initiating, organizing, and carrying out tasks and projects (e.g., maintaining open communication, managing conflict, providing resources of time and supplies, being enthusiastic and positive, complimenting contributions of others, sharing power, sharing resources, practicing self-control when disagreeing).

4.9. Identify possible sources of conflict in a group when initiating, organizing, and carrying out tasks and projects (e.g., viewpoints, styles of communication and behavior, motivation, personalities).

4.10. Use conflict resolution skills when faced with a problem when initiating, organizing, and carrying out tasks and projects (e.g., identify the conflict, deal with feelings, pinpoint the cause of conflict, choose a strategy to resolve the conflict [avoidance, delay, confrontation, negotiation, collaboration], allow time for negotiation).

4.11. Implement steps for group problem-solving when initiating, organizing, and carrying out activities and projects (e.g., identify a problem, discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and verify causes, reach consensus on a solution, implement solution, report results, move on to the next most probable course of action if initial action is ineffective).

4.12. Monitor and evaluate effectiveness of own leadership skills on group process, accomplishments of group as a whole, and accomplishments of individual members.
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5. Set personal, academic, and career goals by developing realistic and systematic plans for achievement and make progress toward achieving these goals.

Setting Personal, Academic, and Career Goals

5.1. Use self-appraisal to identify own strengths that relate to personal, academic, and career goals.
   Specify: □ self-concept and values clarification
   □ personality characteristics and personal style
   □ motivational patterns and personal preferences
   □ occupational interests
   □ personal and educational background
   □ work history and experience
   □ key accomplishments and successes
   □ satisfying and dissatisfying experiences
   □ other: ____________________________

5.2. Conduct self-assessment to determine personal, academic, and career goals and desires.
   Specify: □ analysis of current lifestyle—school program, activities, job
   □ values, skills, and abilities—professional or technical, managerial, personal
   □ insight into capabilities—personal qualities, developmental needs
   □ ideal job description
   □ preferred working environment
   □ ideal life-style
   □ career goals
   □ other: ____________________________

5.3. Identify alternatives and choices available to reach personal, academic, or career goals (e.g., careers in technology, the arts, science, business).

5.4. Identify the risks and benefits associated with each alternative choice.

5.5. Set goals that relate to personal, academic, and career goals that reflect one's strengths, interests, and desires.

5.6. Identify educational and experiential requirements for preferred career(s).
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Developing a Comprehensive Plan

5.7. Use a systematic planning process to identify tasks and timelines for accomplishing personal, academic, or career goals.
   Specify: □ identifying goal or outcome
   □ identifying needed information, resources, or training
   □ determining major tasks
   □ scheduling tasks

5.8. Integrate personal, academic, and career goals into a comprehensive plan, with a detailed action plan and timeline for the achievement of each goal.

5.9. Monitor completion of the tasks and timelines of the plan to determine any necessary changes.

5.10. Revise the plan as personal, academic, and career-related strengths, interests, and/or goals change.

6. Demonstrate decision-making skills and meaningful operational planning.

Decision-making Skills

6.1. Demonstrate understanding of the characteristics of effective decision-making skills (e.g., clearly understanding situational factors, evaluating consequences before acting, considering impact on other events or on other individuals).

6.2. Use effective decision-making skills in carrying out tasks and projects.
   Specify: □ recognizing there is a problem to be resolved or decision to be made
   □ generating alternatives
   □ considering alternatives
   □ evaluating the effectiveness of each alternative and its possible consequences
   □ making a decision

Operational Planning

6.3. Demonstrate understanding of purposes and benefits of planning tasks and projects (e.g., clarifying what is required, helping to stay on task, identifying needed time and resources).

6.4. Identify components of a plan to complete tasks and projects (e.g., identifying the goal or end product, including quality standards—how well, how accurate, how fast; identifying resources needed—equipment, supplies, personnel, time, training or instruction; determining substeps needed to accomplish the task; determining schedule for completing task).

6.5. Identify, prioritize, and schedule task and project responsibilities (e.g., make a to-do list, list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task).
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6.6. Use strategies to monitor own work so that task or project is completed according to expectations or required standards.
Specify: □ use a checklist or rubric □ compare with model or example
□ ask peer or coworker to review □ other: __________________________

6.7. Use appropriate technology to plan, monitor, and evaluate a task or project.


Self-awareness

7.1. Identify individual physical strengths and areas of need, including talents, attributes, and interests.

7.2. Identify individual social strengths and areas of need, including talents, attributes, and interests.

7.3. Identify individual emotional strengths and areas of need, including talents, attributes, and interests.

7.4. Identify individual cognitive strengths and areas of need, including talents, attributes, and interests.

7.5. Identify options for meeting individual physical, social, emotional, and cognitive needs (e.g., reading primary sources in a targeted academic subject area to meet cognitive need for complexity; asking teacher and peers for emotional support while performing a challenging task).

Self-evaluation

7.6. Identify options for developing one’s strengths, talents, attributes, and interests.

7.7. Set standards for achieving quality (a commitment to continuous improvement) in individual physical, social, emotional, and cognitive tasks.
Specify: □ define individual quality standards
□ monitor one’s progress in meeting those standards
□ assess potential impact of standards on self and others
□ adjust standards based on self-monitoring of their impact
□ other: __________________________

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Self-actualization

7.8. Identify understanding of own accomplishments and achievements.

7.9. Express personal points of view, even when those opinions are contrary to the accepted ideas expressed by others.

7.10. Respond receptively and critically to ideas that are new or divergent from one's own.

7.11. Use coping skills to deal effectively with change (e.g., flexibility, openness, willingness to risk, tolerance of the unknown).
Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7963110
Course Title: Skills for Students with Autism
Previous Course Title: Skills for Autistic Learners
Credit: Multiple

A. Major Concepts/Content. The purpose of this course is to provide instruction in the unique skills to be mastered by a student with autism. The skills are divided into learning, living, social, and communication areas.

The content should include, but not be limited to, the following:

- activities of daily living, recreation, and leisure
- behavioral and social functioning
- language and communication
- academic skills
- functional academics
- sensory motor integration

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
CL.A.1.Pa.1 participate in activities of peers’ addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with autism. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired
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post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.

  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require...
that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

**After successfully completing this course, the student will:**

1. **Demonstrate hygiene in personal care and socially appropriate toileting, grooming, and eating skills.**
   
   IF.A.1.In.2  complete personal care, health, and fitness activities.
   
   IF.A.1.Su.2  complete personal care, health, and fitness activities—with guidance and support.
   
   IF.A.1.Pa.2  participate in personal care, health, and safety routines—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   
   - physical prompt
   - verbal prompt
   - visual prompt
   - assistive technology
   - supervision
   - other: ________________________

   Indicate assistance necessary for mastery at participatory level:
   
   - physical assistance  □ full  □ partial
   - assistive technology  □ full  □ partial

1.1. **Identify persons, objects, tasks, and areas associated with common personal care activities.** (IF.A.1.In.2, IF.A.1.Su.2)

   Specify: □ eating  □ dressing  □ hygiene  □ grooming  □ other: ________________________

1.2. **Use specific knowledge and skills when completing personal care activities**
   
   (e.g., cutting food correctly, putting on and taking off clothing, bathing and shampooing). (IF.A.1.In.2, IF.A.1.Su.2)

   Specify: □ home  □ school  □ community  □ workplace

1.3. **Use adaptive or assistive devices, as needed, to complete personal care activities.** (IF.A.1.Su.2, IF.A.1.Pa.2)

   Specify: □ home  □ school  □ community  □ workplace

1.4. **Take off clothing which does not require fasteners.** (Social and Personal A 1: II)

1.5. **Wash and dry face and hands and brush teeth.** (Social and Personal A 2: III)
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1.6. **Take off clothing with fasteners.** (Social and Personal A 3: III)

1.7. **Put on clothing which does not require fasteners.** (Social and Personal A 4: III)

1.8. **Identify appropriate dress for occasion and weather.** (Social and Personal A 5: IV)

1.9. **Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste).** (Social and Personal A 6: IV)

1.10. **Feed self with spoon independently.** (Social and Personal B 8: II)

1.11. **Feed self independently with utensils.** (Social and Personal B 9: III)

1.12. **Use appropriate table manners (e.g., passing food, sharing condiments).** (Social and Personal B 12: IV)

1.13. **Follow correct lunch procedures.** (Social and Personal B 13: IV)


Specify home routines: _____ ☐ morning _____ ☐ after school _____ ☐ evening

Specify school routines: _____ ☐ meals _____ ☐ during class _____ ☐ after school

Specify routines in community: ___________________________________________

2. **Demonstrate knowledge and skills needed to deal appropriately with personal health care and safety, including sexuality, first aid, and avoidance of danger.**

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.

IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.

IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.

IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.

IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.

IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.

IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.

IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situation—with assistance.
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Indicate guidance and support necessary for mastery at supported level:

- __ physical prompt
- __ verbal prompt
- __ visual prompt
- __ assistive technology
- __ supervision
- __ other: ____________________

Indicate assistance necessary for mastery at participatory level:

- __ physical assistance  □ full  □ partial
- __ assistive technology  □ full  □ partial

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Health Care

2.1. Identify persons, objects, tasks, and areas associated with health care activities involved in maintaining wellness. (IF.A.1.In.2, IF.A.1.Su.2)

Specify:

- □ getting routine medical care, periodic dental and medical check-ups
- □ getting regular rest and exercise
- □ maintaining a nutritious diet, according to the Food Guide Pyramid
- □ maintaining a positive mental attitude
- □ other: ____________________

2.2. Use specific knowledge and skills when creating a wellness plan (e.g., identifying eating habits, maintaining a regular exercise program, planning nutrition according to the Food Guide Pyramid, using medicines for minor aches and pains, identifying sources of stress, balancing activities). (IF.A.1.In.2, IF.A.1.Su.2)

Specify:

- □ home
- □ school
- □ community
- □ workplace

2.3. Discriminate food items from nonfood items. (Social and Personal B 10: III)

2.4. Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal E 38: III)

2.5. Recognize those illnesses and injuries which require a doctor’s or dentist’s attention. (Social and Personal E 40: IV)

2.6. Identify appropriate storage and use of medications. (Social and Personal E 41: V)

2.7. Use strategies related to wellness effectively and efficiently and on a regular basis (e.g., develop a wellness routine and follow it, participate in wellness activities with a friend, keep nonprescription drugs stored together, check expiration dates on nonprescription drugs every six months, ask doctor and dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)

2.8. Accept assistance with and participate in activities and tasks associated with wellness. (IF.A.1.Pa.2)

Specify:

- □ home
- □ school
- □ community/workplace
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Social Behaviors

2.9. Identify behaviors that enable one to function safely and effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.1)
   Specify: ____________
   - consideration—makes polite comments, shares resources with others
   - cooperation—does share of work on projects, accepts others’ suggestions
   - assertiveness—raises hand to participate in class, makes needs known to others
   - responding to humor or teasing—laughs without drawing attention, ignores
   - responding to criticism—makes needed changes, acknowledges others’ views
   - other: ___________________________

2.10. Identify characteristics of behaviors that inhibit one from functioning safely and effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.2)
   Specify: ____________
   - inconsiderate—won’t wait for turn, won’t clean up after finished with task
   - uncooperative—won’t help others with task, keeps all supplies
   - unassertive—lets others take over equipment
   - responding to humor or teasing—makes loud noises, gets angry
   - responding to criticism—takes personally, makes negative comments
   - other: ___________________________

2.11. Identify factors that support safe and effective functioning in a variety of social situations (e.g., availability of choices, availability of positive role models, opportunities to make decisions about activities). (IF.B.2.In.1)

2.12. Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)

2.13. Identify factors that inhibit one from functioning safely and effectively in a variety of social situations (e.g., lack of control by persons in the environment, ignorance or non-compliance with rules and requirements, lack of options or personal choices, threats, peer pressure, lack of encouragement). (IF.B.2.In.1)

2.14. Demonstrate behaviors that enable one to function safely and effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.2)
   Specify behavior: ____________
   - consideration
   - assertiveness
   - positive response to humor or teasing
   - positive response to criticism
   - cooperation
   Specify setting: ____________
   - home
   - school
   - community
   - workplace

2.15. Cooperate with peers. (Social and Personal G 51: III)

2.16. Show respect for property of others. (Social and Personal G 52: III)

2.17. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

2.18. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)
2.19. Monitor own behaviors that enable one to function safely and effectively in a variety of social situations and make adjustments if needed. (IF.B.2.In.1, IF.B.2.Su.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

2.20. Cooperate when being assisted physically to engage in daily routines of interaction with others (e.g., smiles at others, reaches for objects). (IF.B.2.Pa.1)
Specify routine: ________________________________

Identifying Potentially Dangerous Situations

2.21. Identify situations that are potentially dangerous (e.g., an intruder such as a stranger at the door, at the window, or attempting to enter the home; flood, fire; hurricane; tornado). (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

2.22. Identify the hazards associated with adverse weather conditions (e.g., rainstorms—thunder, lightning, strong winds, poor visibility, dangerous driving conditions; hurricanes and tornadoes—dangerously high winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)

2.23. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

2.24. Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)

2.25. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she doesn't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)

2.26. Identify responses to inappropriate physical contact from others that will protect the person (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

2.27. Identify sources of assistance if one experiences inappropriate physical contact from others. (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)

2.28. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

2.29. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

2.30. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community/workplace
2.31. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)
   Specify: ☐ home ☐ school ☐ community ☐ workplace

2.32. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)

2.33. Ask appropriate persons or agencies for assistance in various situations and emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

2.34. Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)

2.35. Identify and use emergency number (0-911) on the telephone in an appropriate manner. (Social and Personal H 61: IV)

2.36. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber’s commands, later report to police). (IF.B.2.In.3, IF.B.2.Su.3)
   Specify: ☐ home ☐ school ☐ community ☐ workplace

2.37. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
   Specify: ☐ home ☐ school ☐ community ☐ workplace

2.38. Use safety equipment and procedures when necessary. (Social and Personal D 32: VI)

2.39. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)

2.40. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, look for smoke under doors, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)
   Specify: ☐ home ☐ school ☐ community ☐ workplace

2.41. Behave in ways that comply with fire drill and emergency procedures. (IF.B.2.In.3, IF.B.2.Su.3)
   Specify: ☐ home ☐ school ☐ community ☐ workplace
2.42. Identify safety procedures used during adverse weather conditions (e.g., rainstorms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornados and hurricanes—stay away from windows, go into bathroom, go to inner hallway). (IF.B.2.In.3, IF.B.2.Su.3) Specify: _____ □ home _____ □ school _____ □ community _____ □ workplace

2.43. Behave in ways that comply with safety procedures used during adverse weather conditions. (IF.B.2.In.3, IF.B.2.Su.3) Specify: _____ □ home _____ □ school _____ □ community _____ □ workplace

2.44. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2) Specify: _____ □ home _____ □ school _____ □ community/workplace

First Aid

2.45. Identify persons, objects, tasks, and areas associated with first aid. (IF.A.1.In.2, IF.A.1.Su.2) Specify: _____ □ stopping bleeding and applying bandages _____ □ taking care of burns, poisons, and wounds _____ □ getting help when needed _____ □ other: __________________________

2.46. Identify when first aid is needed (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when somebody is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2) Specify: _____ □ home _____ □ school _____ □ community _____ □ workplace

2.47. Use specific knowledge and skills when providing first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, knowing the methods of stopping bleeding, knowing how to properly clean and apply medicines to wounds and burns, knowing when to not move an injured person, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2) Specify: _____ □ home _____ □ school _____ □ community _____ □ workplace

2.48. Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)

2.49. Use strategies related to first aid effectively and efficiently and on a regular basis (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2) Specify: _____ □ home _____ □ school _____ □ community _____ □ workplace

2.50. Accept assistance with and participate in activities and tasks associated with first aid treatment. (IF.A.1.Pa.2) Specify: _____ □ home _____ □ school _____ □ community/workplace
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Avoiding Tobacco, Alcohol, and Other Drug Abuse

2.51. Identify persons, objects, tasks, and areas associated with preventing tobacco, alcohol, and other drug abuse. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ identifying the appropriate use of prescription and nonprescription drugs
□ identifying physical dangers of tobacco, alcohol, and other drug abuse
□ identifying mental and social dangers of tobacco, alcohol, and other drug abuse
□ identifying legal control of tobacco, alcohol, and other drug use
□ identifying the role of peer pressure
□ other: ___________________________________________________________________

2.52. Identify when health care activities are needed to control tobacco, alcohol, and other drug use and abuse (e.g., using tobacco and alcohol habitually, taking drugs when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ home □ school □ community □ workplace

2.53. Use specific knowledge and skills related to controlling tobacco, alcohol, and other drug use (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by legal restrictions; knowing the characteristics of addiction; knowing how to resist negative peer pressure; identifying the impact of advertising and media on tobacco, alcohol, and other drug abuse). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ home □ school □ community □ workplace

2.54. Recognize the health risk associated with substance abuse. (Social and Personal E 42 :V)

2.55. Use strategies related to controlling tobacco, alcohol, and other drug use effectively and efficiently and on a regular basis (e.g., keep a list of names and dosages of all prescription medications in wallet or purse; list dates to renew prescriptions; keep a list of recommendations or warnings with the prescriptions you take regularly—take with food or do not drink alcohol; do not drink alcohol if under 21; join a support group for tobacco, alcohol, or other drug abusers, if needed; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ home □ school □ community □ workplace

2.56. Accept assistance with and participate in activities and tasks associated with prevention and treatment of tobacco, alcohol, and other drug abuse. (IF.A.1.Pa.2)
Specify: □ home □ school □ community/­­workplace

3. Use knowledge and skills for functioning productively in the home and community (e.g., money management, care of home, participation in community events).
IF.A.1.In.1 complete productive and leisure activities used in the home and community.
IF.A.1.Su.1. complete productive and leisure activities used in the home and community— with guidance and support.
IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.
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___ physical prompt  ___ verbal prompt  ___ visual prompt
___ assistive technology  ___ supervision  ___ other: _______________________

Indicate assistance necessary for mastery at participatory level:
___ physical assistance  □ full  □ partial  ___ assistive technology  □ full  □ partial

Managing Money and Personal Finances

3.1. Identify persons, objects, tasks, and areas involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: ___ □ preparing weekly and monthly budgets
       ___ □ managing and protecting personal cash
       ___ □ using checking and savings accounts
       ___ □ paying bills, contributing to charities
       ___ □ using comparative shopping to make wise purchases
       ___ □ using a credit, debit, or ATM card
       ___ □ paying income and other taxes
       ___ □ saving and investing money
       ___ □ other: _______________________

3.2. Identify when specific productive activities are needed for managing money and personal finances (e.g., depositing paychecks into a checking or savings account, withdrawing money from a checking or savings account, paying bills by due date, establishing a savings or checking account, preparing budgets for monthly food and bills, preparing budgets for trips and leisure activities, saving money for emergencies, filing taxes on time, determining sales tax on a purchase). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: ___ □ home  ___ □ school  □ community  ___ □ workplace

3.3. Use specific knowledge and skills when completing productive activities involving managing money and personal finances (e.g., donating money to charities, filing taxes, counting money or check amount to deposit, opening a savings or checking account, reviewing and paying monthly bills and statements, paying bills by the due date, using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: ___ □ home  ___ □ school  □ community  ___ □ workplace

3.4. Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)

3.5. Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)

3.6. Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)

3.7. Complete forms associated with a savings account. (Mathematics E 45: VI)

3.8. Solve applied problems involving comparison shopping. (Mathematics E 46: VII)
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3.9. Use strategies related to managing money and personal finances to complete activities effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, use a log to track monthly bill payments, pay bills at regularly scheduled times—1st and 15th of month). (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: ☐ home ☐ school ☐ community ☐ workplace

3.10. Accept assistance with and participate in activities and tasks related to managing money and personal finances. (IF.A.1.Pa.1)
   Specify: ☐ home ☐ school ☐ community/workplace

Care of Home

3.11. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink, washing raw foods, setting the oven temperature, turning off burner when cooking is completed, selecting and marking the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: ☐ selecting and planning what to eat—balanced meal, healthy snack
   ☐ preparing foods and beverages
   ☐ following a recipe—measuring, cutting, mixing, cooking, cooling
   ☐ washing raw food
   ☐ storing food—organizing by type
   ☐ determining food conditions—spoiled, raw, cooked, frozen, defrosted
   ☐ using adaptive devices in preparing food
   ☐ other: ____________________________


3.13. Service self from food containers. (Social and Personal B 14: IV)

3.14. Follow a simple recipe. (Social and Personal B 15: V)

3.15. Select and operate kitchen appliances for food preparation. (Social and Personal B 16: V)

3.16. Identify proper storage areas for food. (Social and Personal B 17: V)

3.17. Plan and prepare a meal. (Social and Personal B 18: VI)
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3.18. Use strategies related to household cleaning, safety, and maintenance of interior and exterior areas of home or apartment to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., store chemicals safely, use special labels on cleaning agents, arrange furniture to facilitate easy flow of traffic, organize cupboards and other storage areas). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ______ □ identifying areas and objects that need to be cleaned or maintained
________ □ selecting appropriate products, tools, and equipment for housekeeping
________ □ using products, tools, and equipment for household cleaning
________ □ securing the home with locks on windows and doors
________ □ maintaining a comfortable temperature in house
________ □ maintaining exterior, including outdoor light fixtures
________ □ using adaptive devices in household and exterior maintenance
________ □ getting assistance if needed for tasks
________ □ other: __________________________________________

3.19. Return items after use to a proper place. (Social and Personal F 46: III)

3.20. Pick up trash and dispose properly. (Social and Personal F 47: III)

3.21. Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)

3.22. Perform laundry tasks. (Social and Personal F 49: V)

3.23. Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)

3.24. Accept assistance with and participate in the sequence of tasks or activities of daily home care routines. (IF.A.1.Pa.1)

Specify routine: ______ □ home ______ □ school ______ □ community

Informal Gatherings in the Community

3.25. Identify specific activities in the community that involve informal gatherings of community members and neighbors (e.g., providing food for a family in distress, participating in a team activity, having a neighborhood picnic). (IF.A.1.In.1, IF.A.1.Su.1)

3.26. Use specific knowledge and skills when participating in informal gatherings involving community members and neighbors (e.g., working with others; showing concern for others; organizing a picnic—selecting the food, inviting others to attend, preparing the food). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ______ □ home ______ □ school ______ □ community

3.27. Use strategies to identify informal gatherings of community members and neighbors (e.g., look at past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ______ □ home ______ □ school ______ □ community
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3.28. Accept assistance with and participate in activities and tasks related to informal gatherings in the community. (IF.A.1.Pa.1)
Specify: _____ ☐ home  _____ ☐ school  _____ ☐ community

Using Community Resources

3.29. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)
Specify: _____ ☐ home  _____ ☐ school  _____ ☐ community

3.30. Use basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying for services). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ☐ hair care  _____ ☐ laundromat  _____ ☐ dry cleaner
 _____ ☐ other: __________________________________________

3.31. Use basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ☐ library  _____ ☐ parks and recreation  _____ ☐ public safety
 _____ ☐ other: __________________________________________

3.32. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate a store, finding the desired items to purchase, using comparison shopping techniques, paying for item). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ☐ department store  _____ ☐ convenience store
 _____ ☐ drug store  _____ ☐ grocery store
 _____ ☐ hardware store  _____ ☐ specialty store
 _____ ☐ flea market  _____ ☐ second-hand store
 _____ ☐ garage sale  _____ ☐ other: __________________________

3.33. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate a restaurant, ordering from a menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ☐ restaurants  _____ ☐ cafeterias  _____ ☐ fast food chains
 _____ ☐ refreshment stands  _____ ☐ vending machines
 _____ ☐ other: __________________________________________

3.34. Identify services provided by local community agencies. (Social and Personal E 43: V)

3.35. Use coin-operated machines. (Social and Personal H 63: V)

3.36. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate an event, buying a ticket, finding a reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ ☐ skating rinks  _____ ☐ arenas  _____ ☐ museums—science, art, historical
 _____ ☐ video arcades  _____ ☐ movies  _____ ☐ other: ________________
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3.37. Use basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., locating the bank, depositing money, getting a money order, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)
   Specify: □ banks □ credit unions □ savings and loans

3.38. Use basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, making an appointment, filling out a medical history, paying for services). (IF.A.2.In.1, IF.A.2.Su.1)
   Specify: □ clinics □ hospitals □ health departments □ doctors' offices □ mental health and guidance clinics □ other:

4. Demonstrate appropriate vocational skills, including basic employability and job-seeking skills.
   CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
   CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
   CL.C.1.In.3 make general preparations for entering the work force.
   CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
   CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.
   CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.
   CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.
   CL.C.2.In.1 plan and implement personal work assignments.
   CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
   CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
   CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
   CL.C.2.In.5 apply employability skills in the workplace.
   CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
   CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
   CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
   CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
   CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.
   CL.C.2.Pa.1 participate in work or community activities—with assistance.
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Indicate guidance and support necessary for mastery at supported level:

- physical prompt  - verbal prompt  - visual prompt
- assistive technology  - supervision  - other: ___________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance  - full  - partial  - assistive technology  - full  - partial

Knowledge of the Workplace

4.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)

4.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)

4.3. Identify specific jobs associated with selected occupations and career clusters (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; marketing—cashier, salesperson; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

4.4. Identify entry-level skills needed to fulfill performance requirements for specific jobs within a career cluster (e.g., secretary—reading, writing, keyboarding; seamstress—ability to sew, taking measurements, using fractions; truck driver—reading maps, writing in travel logs, passing licensing exams; dishwasher—manual dexterity, ability to stand for long periods of time). (CL.C.1.In.1, CL.C.1.Su.1)

4.5. Identify educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school diploma or equivalency, technical school training; millwright—apprenticeship; cashier—high school education, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)

4.6. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security benefits, investment plans, overtime, maternity leave, contracts, unemployment benefits, minimum wage, workman’s compensation). (CL.C.1.In.1, CL.C.1.Su.1)

4.7. Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)

4.8. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protects civil rights, provides workplace accommodations, provides accessibility to businesses, increases public awareness of individual’s rights, encourages self-advocacy, provides legal services). (CL.C.1.In.2, CL.C.1.Su.2)

4.9. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney). (CL.C.1.In.2, CL.C.1.Su.2)

4.10. Identify the characteristics and purposes of workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee protection, behavioral guidelines, consequences for breaking rules). (CL.C.1.In.2, CL.C.1.Su.2)
4.11. Identify ways of getting information and clarification about workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee handbooks, supervisor, bulletin boards, company web sites). (CL.C.1.In.2, CL.C.1.Su.2)

4.12. Identify strategies that employees may use to achieve job retention (e.g., using a planner, checking with supervisor when assistance is needed, following a checklist to complete all parts of the job). (CL.C.1.In.2, CL.C.1.Su.2)

4.13. Identify proper procedures for terminating a job (e.g., provide written and verbal notice; inform all superiors—boss, manager, supervisor, regional manager; allow two weeks). (CL.C.1.In.2, CL.C.1.Su.2)

4.14. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find a job opening, make a resume, fill out application, contact employer, set up interview, prepare for interview). (CL.C.1.In.3, CL.C.1.Su.3)

4.15. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)

4.16. Identify resources for finding employment. (Social and Personal C 30: VI)

4.17. Identify items that are generally included in a resume and a portfolio (e.g., resume—name, address, phone number, work experience, education, job training, awards; portfolio—sample of drawings, photographs, and artwork; positive work evaluations; video of task performance). (CL.C.1.In.3, CL.C.1.Su.3)

4.18. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)

Specify:  □ work history  □ related experiences
□ training  □ career goals
□ personal strengths and interests  □ other: ____________

4.19. Identify personal strengths and weaknesses. (Social and Personal G 59: VI)

4.20. Identify inappropriate grooming and attire for job interview (e.g., revealing clothes, dirty clothes, excessive perfume or cologne, uncombed hair). (CL.C.1.In.3, CL.C.1.Su.3)

4.21. Identify purposes of job application forms (e.g., provide personal information, serve as a basis for matching individual to job opening, describe special needs of job). (CL.C.1.In.3, CL.C.1.Su.3)

4.22. Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)

4.23. Identify types of information provided by references (e.g., name, address, business title, telephone number, relationship with individual, opinions about applicant's work ethic, applicant's performance abilities, letters of recommendation). (CL.C.1.In.3, CL.C.1.Su.3)
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4.24. Identify types of follow-up procedures to use when seeking a job (e.g., thank-you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)

4.25. Identify common legal documents necessary for employment (e.g., identification card, driver's license, birth certificate, Social Security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)

4.26. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or workplace activities. (CL.C.1.Pa.1)
   Specify: ■ home ■ school ■ community/workplace

Planning Work Assignments

4.27. Identify purposes of planning work assignments (e.g., clarifies what is required, helps to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)

4.28. Identify components of a plan to complete a work assignment (e.g., identify the goal or end product; including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, personnel, time, training or instruction; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)

4.29. State steps to complete a task. (Language C 31: VI)

4.30. Accept assistance with and participate in the sequence of tasks or activities of preparing for work or volunteer service routines. (CL.C.2.Pa.1)
   Specify routine: ____________________________________________

Implementing Work Assignments

4.31. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

4.32. Sort like objects. (Social and Personal C 19: II)

4.33. Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)

4.34. Accept assistance with and participate in the sequence of tasks or activities of completing work or volunteer service routines. (CL.C.2.Pa.1)
   Specify routine: ■ shopping ■ personal care
   ■ health care ■ leisure and recreation
   ■ other: ____________________________________________
Using Tools, Equipment, and Supplies

4.35. Select and use the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, references; painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, computer, printer). (CL.C.2.In.2, CL.C.2.Su.2)

4.36. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)

4.37. Organize materials and supplies to complete work assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

4.38. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

4.39. Clean and maintain tools and equipment (e.g., copy machine—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)

4.40. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

4.41. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in cubby, closet, or locker; personal work supplies in personal work area; cleaning supplies in cupboard). (CL.C.2.In.2, CL.C.2.Su.2)

4.42. Accept assistance with and participate in recognizing and relating to familiar objects used in work assignments (e.g., turns toward own workstation, reaches for own jacket when leaving). (CL.C.2.Pa.1)
   Specify routine: ________________________________

4.43. Accept assistance with and participate in recognizing and using adaptive or assistive devices used in work assignments (e.g., switch to turn on computer, raised workstation). (CL.C.2.Pa.1)
   Specify routine: ________________________________

4.44. Accept assistance with and participate in requesting objects to produce desired effects during work assignments (e.g., bag to place supplies in, device to communicate). (CL.C.2.Pa.1)

4.45. Identify the importance of being dependable when working (e.g., work is done efficiently, work is done consistently, work always meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)

4.46. Identify the importance of being flexible when working (e.g., adapts to changes in time, expectations, and processes; compromises with others; is open to others’ opinions). (CL.C.2.In.3, CL.C.2.Su.3)
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4.47. Identify the importance of being responsible and having self-control when working (e.g., controls emotions, has willpower and self-restraint, accepts criticism, accepts blame, admits when wrong). (CL.C.2.In.3, CL.C.2.Su.3)

4.48. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions.* (Social and Personal G 56: V)

4.49. Identify the importance of being self-directed in the workplace (e.g., keeps motivated and enthusiastic, makes decisions independently, sets goals, does not procrastinate, paces work assignments). (CL.C.2.In.3, CL.C.2.Su.3)

4.50. Identify the importance of paying attention to details when working (e.g., stays focused, meets expectations, meets quality standards). (CL.C.2.In.3, CL.C.2.Su.3)

4.51. Identify reasons for good attendance and punctuality on the job (e.g., responsibility to employer, production quotas, deadlines, promotion). (CL.C.2.In.3, CL.C.2.Su.3)

4.52. Identify the consequences of not being punctual on the job (e.g., docked pay, loss of respect and trust, demotion, loss of job). (CL.C.2.In.3, CL.C.2.Su.3)

4.53. Identify actions to be taken if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

4.54. Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)

4.55. Distinguish among appropriate types of clothing for school, work, and leisure activities (e.g., school—uniform if required, no short or tight clothing, shirts tucked in; work—uniform if required, clothes ironed, no short or tight clothing; leisure—casual, comfortable). (CL.C.2.In.3, CL.C.2.Su.3)

4.56. Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)

4.57. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)

**Employability Skills**

4.58. Identify examples and non-examples of appropriate employee/employer interactions. (CL.C.2.In.5, CL.C.2.Su.5)

Specify: □ examples—being punctual, following rules, showing respect for superiors
□ non-examples—disrupting work, making negative statements about co-workers

4.59. *Identify characteristics of a good employee.* (Social and Personal C 23: IV)
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4.60. Identify the importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, treating authority figures with respect, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.5, CL.C.2.Su.5)

4.61. Identify appropriate verbal responses to interactions from supervisors and co-workers (e.g., sir, ma'am, please, thank you, excuse me). (CL.C.2.In.5, CL.C.2.Su.5)

4.62. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

4.63. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

4.64. Identify types of inappropriate physical contact with others and self within a work setting (e.g., hugging, patting, kissing, hitting, pushing). (CL.C.2.In.5, CL.C.2.Su.5)

5. Select and use leisure and recreation activities that are appropriate for the student's age and capabilities.

IF.A.1.In.1 complete productive and leisure activities used in the home and community.
IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________________

Indicate assistance necessary for mastery at participatory level:
___ physical assistance ☑ full ☐ partial ___ assistive technology ☑ full ☐ partial

5.1. Use specific knowledge and skills when completing a variety of leisure and recreation activities (e.g., taking turns, following the rules, keeping track of the scores, participating in movement routines, using free weights, keeping track of progress, mentally picturing the game pattern, using a graphic representation of playing area). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ☑ indoor team or pairs games—basketball, racquetball, volleyball
☐ outdoor team or pairs games—softball, horseshoes, tennis, boating
☐ exercise programs—aerobics, strength training, jogging
☐ dance, gymnastics
☐ other: ______________________________________________________________________

5.2. Distinguish between work and leisure time activities. (Social and Personal G 53: IV)

5.3. Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)
5.4. Use adaptive or assistive devices to perform leisure activities involved in common leisure and recreation activities (e.g., bowling rail, beeping ball, special game boards). (IF.A.1.Su.1)

5.5. Accept assistance with and participate in performing various physical activities involved in common leisure and recreation activities. (IF.A.1.Pa.1)
Specify routine: ________________________________

5.6. Accept assistance with and participate in using adaptive or assistive devices to perform various leisure and recreation activities. (IF.A.1.Pa.1)
Specify routine: ________________________________

5.7. Identify activities in the community involved with gatherings of community members, friends, and neighbors (e.g., voting, neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)

5.8. Use strategies related to seeking out social contacts with peers and family when participating in community gatherings on a regular basis (e.g., investigate past group activities to see if they are things you like to do; ask neighbors about the gatherings; ask a trusted friend or relative; listen to announcements on TV or the radio; check hotlines). (IF.A.1.In.1, IF.A.1.Su.1)

5.9. Identify community service agencies, businesses, or other resources that assist individuals with transportation needs (e.g., city buses, taxis, trains, dial-a-ride programs, airlines, car rental services, shuttles). (IF.A.2.In.1, IF.A.2.Su.1)

5.10. Identify ways of contacting community service agencies, businesses, or other resources that assist individuals with transportation needs (e.g., call on the telephone, personal visit, fax, e-mail). (IF.A.2.In.1, IF.A.2.Su.1)

5.11. Accept assistance with and participate in a sequence of tasks or activities of leisure activities at home. (IF.A.1.Pa.2)
Specify routine: _____ ☐ active _____ ☐ inactive _____ ☐ entertainment
____ ☐ hobbies _____ ☐ other: ________________________________

5.12. Accept assistance with and participate in a sequence of tasks or activities of leisure activities at school or in the community. (IF.A.1.Pa.2)
Specify routine: _____ ☐ active _____ ☐ inactive _____ ☐ entertainment
____ ☐ hobbies _____ ☐ other: ________________________________
Specify setting: _____ ☐ school _____ ☐ community
6. Use appropriate interpersonal skills, including social communication, decreased negative stereotypic or perseverative behaviors, and increased socially appropriate behaviors.

SE.A.1.In.1 cooperate in a variety of group situations.
SE.A.1.In.2 assist in establishing and meeting group goals.
SE.A.1.In.3 function effectively within formal organizations.
SE.A.1.Su.1 cooperate in group situations—with guidance and support.
SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
SE.A.1.Pa.1 participate effectively in group situations—with assistance.
SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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<th>Physical prompt</th>
<th>Verbal prompt</th>
<th>Visual prompt</th>
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<tr>
<th>Assistive technology</th>
<th>Supervision</th>
<th>Other:</th>
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Indicate assistance necessary for mastery at participatory level:

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<th>Physical assistance</th>
<th>Full</th>
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<th>Assistive technology</th>
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Interpersonal Skills

6.1. Identify communications which promote good relationships with others (e.g., using kind language, making polite comments). (SE.A.2.In.1, SE.A.2.Su.1)

6.2. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper name, using calm tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.Su.1)

6.3. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., criticizing others, being vengeful to others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)

6.4. Identify attitudes and behaviors toward others that maintain good working relationships (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)

6.5. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of a religious group, community members). (SE.A.2.In.1, SE.A.2.Su.1)
6.6. Identify interpersonal skills to maintain a close relationship with family, friends, and peers (e.g., visit others, write to others, call others, show continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)

6.7. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, mean people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

6.8. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, asking another's name, stating what your role is in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)

6.9. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

6.10. Identify personal feelings. (Social and Personal G 54: IV)

6.11. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all others have been seated). (SE.A.2.In.1, SE.A.2.Su.1)

6.12. Respond appropriately to situations involving teasing (e.g., ignore, ask person to stop, call for assistance). (SE.A.2.In.1, SE.A.2.Su.1)

6.13. Demonstrate respect for other's rights and property (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)

6.14. Offer assistance to peers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)

6.15. Display self-control in social situations (e.g., control temper, accept friendly teasing, accept disappointments, accept constructive criticism). (SE.A.2.In.1, SE.A.2.Su.1)

6.16. Accept assistance with and participate in group situations. (SE.A.1.Pa.1)

Specify: _____ ☐ home  _____ ☐ school  _____ ☐ community/workplace

Leadership Skills

6.17. Identify characteristics of leadership in a group activity (e.g., strong speaking skills, confidence in expressing opinions, wide knowledge, respect of others, ability to influence group members, ability to facilitate decisions, initiate conversation between group members). (SE.A.1.In.2)

6.18. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions or ideas, using a group reflection, providing opinions.) (SE.A.1.In.2)
6.19. Identify behaviors that are used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action). (SE.A.1.In.2)

6.20. Identify occasions when one must assume a leadership role based on the demands of the situation (e.g., when the leader gets ill, when members of the group are in conflict). (SE.A.1.In.2)

Organizations

6.21. Identify organizations in which individuals participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

6.22. Identify common characteristics of formal organizations (e.g., structure, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)

6.23. Identify existing rules and code of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)

Specify:
- □ policy manuals
- □ rules and regulations
- □ security systems
- □ other: ________________________________

6.24. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)

Specify:
- □ school
- □ agencies
- □ businesses
- □ institutions
- □ workplace
- □ other: ________________________________

6.25. Identify behaviors that may conflict with expectations of organizations (e.g., rearranging work schedule without approval, interacting inappropriately with people in authority). (SE.A.1.In.3, SE.A.1.Su.2)

6.26. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Specify:
- □ home
- □ school
- □ community
- □ workplace

6.27. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., personal ethical or moral issues may conflict with the job, personal choices may conflict with moving to a new location or transferring to a new site, personal choices may conflict with rearranging work schedule, disruptive personal behaviors can conflict with working on a job). (SE.A.1.In.3, SE.A.1.Su.2)
6.28. Accept assistance with and participate effectively in activities of organizations. (SE.A.1.Pa.1)
Specify: □ home □ school □ community/workplace

6.29. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: □ home □ school □ community/workplace

7. Use attending, relational, and on-task behaviors appropriate in a learning environment.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ______________________

Indicate assistance necessary for mastery at participatory level:
□ physical assistance □ full □ partial □ assistive technology □ full □ partial

Independent Behaviors

7.1. Identify behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: □ self-initiation—begins tasks on own, asks for additional tasks upon completion
□ self-management—uses self-monitoring, self-instruction, and self-reinforcement techniques
□ self-control—manages unstructured time, controls responses to events
□ self-advocacy—requests needed resources, questions practices that appear unfair
□ self-esteem—sets challenging goals, says no to negative peer pressure
□ other: ______________________

7.2. Identify behaviors that inhibit one from functioning independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.2)
Specify: □ procrastinates—waits until the last minute to start, avoids starting at all
□ dependent—waits for others to check progress
□ lacks self-control—gets upset when unexpected events occur
□ passive—lets others take all needed supplies
□ low self-esteem—won’t try new tasks, makes negative comments about self
□ other: ______________________

7.3. Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)
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7.4. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1, IF.B.2.Su.1)

7.5. Identify factors that inhibit one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.2)

7.6. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.2).

Specify behavior: 0 self-initiation 0 self-management 0 self-control
0 self-advocacy 0 self-esteem 0 other: __________________

Specify setting: 0 home 0 school 0 community 0 workplace

7.7. Stay on task until its completion. (Social and Personal C 20: III)


7.9. Stay on task to completion within a given time frame. (Social and Personal C 22: IV)

7.10. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.1, IF.B.2.Su.2)

Specify: 0 home 0 school 0 community 0 workplace

8. Use language functions to comprehend and transmit communicative intent appropriate to the social context.

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

0 physical prompt 0 verbal prompt 0 visual prompt

0 assistive technology 0 supervision 0 other: __________________

Indicate assistance necessary for mastery at participatory level:

0 physical assistance 0 full 0 partial

0 assistive technology 0 full 0 partial

8.1. Identify meaning of various facial expressions while engaging in conversations (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)
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8.2. Identify the difference in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)

8.3. Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)

8.4. Use appropriate nonverbal language and gestures when communicating.
   (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ facial expressions □ sounds
            □ gestures □ body language
            □ hand signals □ other: ________________________

8.5. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ home □ school □ community □ workplace

8.6. Use appropriate grammar and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ home □ school □ community □ workplace

8.7. Use voice and fluency appropriate for the social situation (e.g., when eating meals, attending a religious service, cheering at a sports event, or talking in the halls in school). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ tone of voice □ pitch
            □ fluency (rate and rhythm) □ loudness
            □ duration □ other: ________________________

8.8. Use correct articulation to produce words and sounds correctly. (CO.A.1.In.1, CO.A.1.Su.1)

8.9. Imitate or approximate speech sounds. (Language A 3: I)

8.10. Imitate or approximate words. (Language A 4: II)

8.11. Use language to indicate displeasure or dislike. (Language C 16: I)

8.12. Express self-identity by telling first name. (Language C 17: II)

8.13. Use language to give simple commands. (Language C 18: II)


8.15. Use language to indicate danger or give warnings to others. (Language C 22: III)

8.16. Ask questions to obtain information and expand knowledge. (Language C 27: IV)
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8.17. *Express personal beliefs or opinions.* (Language C 28: V)

Using Expressive Communication

8.18. Use appropriate language to express desires effectively (e.g., “May I have more potatoes?” “I want to finish this job.” “I don’t care for spinach.” “I would rather not go to that movie.”). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ requests □ refusals □ other: ________________

8.19. Use appropriate language to express ideas and feelings clearly (e.g., “I believe this is a valuable thing to do.” “This is what really happened.” “I like you a lot.” “I’m upset with what you did.”). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ opinions □ facts □ affection
   □ anger □ happiness □ sadness
   □ other: ________________

8.20. Use appropriate language to express need for assistance in various situations (e.g., ask for help, raise hand, call person’s name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ home □ school □ community □ workplace

8.21. Use appropriate language to express need for assistance in emergency situations (e.g., ask for help, raise hand, call person’s name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ home □ school □ community □ workplace

8.22. *Express wants and needs.* (Language C 20: II)

8.23. Respond appropriately to basic questions, directions, and informational statements (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

8.24. Use verbal and nonverbal communication with appropriate style and tone for the audience and occasion when participating in conversation, discussion, dialogue, and/or group presentations. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify style and tone: ________________________________
   Specify audience and occasion: __________________________

Responding to Communication

8.25. Show interest in communicating (e.g., turning head, making a nonverbal or verbal response, indicating attention or interest). (CO.A.1.Pa.1)
   Specify: □ with family □ with friends
   □ with other familiar persons □ with unfamiliar persons
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8.26. Change body tone or produce body movements in response to one or more stimuli. (CO.A.1.Pa.1)
Specify: ☐ turn head ☐ move toward stimuli
☐ move eyes ☐ change facial expression
☐ raise or lower voice ☐ other: _______________________
Specify type of stimuli: ☐ auditory ☐ tactile ☐ voice
☐ visual ☐ olfactory

8.27. **Respond to a voice or environmental sound.** (Language A 1: 1)

8.28. Respond to own name by using one or more observable behaviors. (CO.A.1.Pa.1)
Specify: ☐ intentional body or head movement—move or turn toward speaker
☐ facial expressions—look at speaker, smile, blink
☐ oral communication—respond verbally
☐ gestures—nod head
☐ other: _______________________

8.29. **Respond to own name.** (Language B 5: 1).

8.30. Respond to cued commands (e.g., verbal—saying someone’s name; nonverbal signs—come here, stop, one minute). (CO.A.1.Su.1, CO.A.1.Pa.1)
Specify: ☐ vocalization ☐ body movements
☐ facial expressions ☐ gestures
☐ other: _______________________

8.31. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., using “I” statements, making apologies, acknowledging discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ☐ home ☐ school ☐ community ☐ workplace

8.32. Respond to other’s generosity by stating appreciation (e.g., thanking the person, telling the person how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ☐ home ☐ school ☐ community ☐ workplace

8.33. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ☐ home ☐ school ☐ community ☐ workplace

Using Greetings and Conversations

8.34. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ☐ home ☐ school ☐ community ☐ workplace
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8.35. Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

8.36. Use appropriate greetings when meeting other persons in various situations (e.g., formal—Hello...; informal—Hi! "How are you?" "Nice to see you."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

8.37. **Use language to initiate social greeting.** *(Language C 23: III)*

8.38. Respond appropriately to greetings in various situations (e.g., "Hello," "Thank you for inviting me." "It's nice to see you, too." "I'm doing well, and you?"). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

8.39. **Use language to respond to verbal greetings.** *(Language C 19: II)*

8.40. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, finances, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify persons: □ with family □ with friends □ with other familiar persons □ with unfamiliar persons
Specify setting: □ home □ school □ community □ workplace

8.41. **Use language to participate appropriately in conversation.** *(Language C 29: V)*

8.42. **Use language to initiate conversation.** *(Language C 30: VI)*

8.43. **Use language to relate recent personal experiences.** *(Language C 26: IV)*

8.44. Use appropriate language to end conversations (e.g., "It was nice talking with you.
"Thank you for stopping by." "It was so good to see you again." "Let's keep in touch." "Talk to you soon." "Good-bye!"). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

8.45. Identify correct verbal responses in telephone interactions (e.g., "May I ask who is calling?" "One moment please." "May I take a message?" "May I please speak to ...?" "This is she/he." "Thank you for calling."). (CO.A.1.In.1, CO.A.1.Su.1)
8.46. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ☐ initiating topics
☐ maintaining topics
☐ taking turns
☐ ending a conversation
☐ repairing communication breakdowns
☐ showing sensitivity to cultural differences
☐ other: ____________________________

9. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:
☐ physical prompt  ☐ verbal prompt  ☐ visual prompt
☐ assistive technology  ☐ supervision  ☐ other: ____________________________

Indicate assistance necessary for mastery at participatory level:
☐ physical assistance  ☐ full  ☐ partial  ☐ assistive technology  ☐ full  ☐ partial

Understanding the Components of the Individual Educational Plan

9.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

9.2. Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1, IF.B.1.Su.1)

9.3. Identify characteristics of steps in the IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: ☐ determine school and post-school outcome desires
☐ determine present levels of performance
☐ develop annual goals and related short-term objectives or benchmarks
☐ assign responsibility for objectives
☐ identify needed services, modifications, and supports

9.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: ☐ employment
☐ instruction and continuing education
☐ community participation
☐ independent living
☐ agency support
☐ daily living skills
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9.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Individual Educational Plan

9.6. Identify sources of information about personal interests, preferences, strengths, and needs for use in the IEP meeting (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

9.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: □ in-school—course of study, diploma, extracurricular activities
            □ post-school—postsecondary training, employment
            □ post-school—living arrangements, community participation

9.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

9.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

9.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

9.11. Assist in setting IEP annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

9.12. Apply self-advocacy and self-determination skills in the IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion, make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

9.13. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)
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9.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Individual Educational Plan

9.6. Identify sources of information about personal interests, preferences, strengths, and needs for use in the IEP meeting (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

9.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: ______ □ in-school—course of study, diploma, extracurricular activities
______ □ post-school—postsecondary training, employment
______ □ post-school—living arrangements, community participation

9.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

9.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

9.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

9.11. Assist in setting IEP annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

9.12. Apply self-advocacy and self-determination skills in the IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion, make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

9.13. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)
A. Major Concepts/Content. The purpose of this course is to provide instruction and reinforcement in the unique skills needed by the student who is deaf-blind. The content should include, but not be limited to, the following:

- sensory awareness
- self-concept
- self-direction
- orientation and mobility
- social skills
- communication skills
- functional living skills
- household management
- vocational training
- leisure and recreation skills

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers’ addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the
student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with dual sensory impairments. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

For each course requirement and performance objective, mastery should be determined with consideration of the student’s individual sensory limitations and ability to use sensory and tactual cues provided by others.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.

  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils
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The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may be arranged to be extended beyond scheduled school hours.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Compensate for distorted or absent visual and auditory processes to maximize learning.
   - CL.B.4.In.1 identify problems and examine alternative solutions.
   - CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
   - CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
   - CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
____ physical prompt ______ verbal prompt ______ visual prompt
____ assistive technology ______ supervision ______ other: _______________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance □ full □ partial ______ assistive technology □ full □ partial

1.1. Actively respond to pleasurable sensory stimulation. (CL.B.4.Pa.1)
Note: Students at this level will only learn their responses have communicative intent when they truly want the presented stimulus to continue.

Specify: ______ □ voluntary movement ______ □ facial expression
____ □ vocalization ______ □ other: _______________________

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1.2. Discriminate between presence or absence of vibration associated with music, speech, or environmental sounds. (CL.B.4.Pa.1)
Specify type of sounds: ________________________________

1.3. Use touch and smell to locate desired food items, people, or preferred activities if vision is absent or unreliable. (CL.B.4.In.2, CL.B.4.Su.2)
Specify: ________________________________

1.4. Alert to environmental cues such as vibration, touch, movement, smell, and any usable vision or hearing awareness. (CL.B.4.Pa.1)
Specify: ☐ voluntary movement ☐ facial expression
☐ vocalization ☐ other: ________________________________

1.5. Anticipate activities and events from whole body cues or signals (e.g., sitting at a table, standing up, walking to a certain location, swinging). (CL.B.4.In.1, CL.B.4.Su.1)
Specify cues or signals: ________________________________

1.6. Anticipate routine events or activities when given an object of reference, gesture, sign, picture, or other cue. (CL.B.4.In.1, CL.B.4.Su.1)
Specify cues or signals: ________________________________

1.7. Participate and accept assistance in direct, first-hand experiences in natural contexts to compensate for impaired vision and hearing. (CL.B.4.Pa.1)
Specify experience: ________________________________

1.8. Distinguish between distinctively different shapes or objects by tactile and/or visual means. (CL.B.4.In.2, CL.B.4.Su.2)
Note: The student may be able to match shapes or familiar objects by shape, size, texture, and/or color if some vision is present.
Specify objects: ________________________________

1.9. Associate familiar objects with function or routine tasks. (CL.B.4.Pa.2)
Specify objects: ________________________________

1.10. Demonstrate ability to use a combination of sensory input to recognize and orient oneself to place, activity, people, and objects in the immediate environment. (CL.B.4.In.2, CL.B.4.Su.2)
Specify: ☐ place: ________________________________
☐ activity: ________________________________
☐ people: ________________________________
☐ objects: ________________________________
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1.11. Demonstrate understanding of cause and effect in the context of various situations (e.g., standing by the door to request going outside). (CL.B.4.In.1, CL.B.4.Su.1)

Specify: 
- interacting socially
- activating reactive items
- using behavior as a means to gain a specific outcome
- other: 

1.12. Demonstrate ability to perform needed gross motor movements (e.g., clapping; rocking; moving head, arms, legs, or trunk) during structured activities. (CL.B.4.In.2, CL.B.4.Su.2)

1.13. Cooperate with an intervenor or teacher to actively participate in a variety of movement-based experiences (e.g., bending to pick up an object on the floor, carrying objects to the table, pushing a cart, moving through an obstacle course). (CL.B.4.Pa.1)


2. Display a realistic and positive self-concept and self-direction to help in independent functioning and in establishing appropriate relationships with peers and adults.

| IF.B.1.In.1 | make plans about personal and career choices after identifying and evaluating personal goals, options, and risks. |
| IF.B.1.In.2 | carry out and revise plans related to decisions about personal and career choices. |
| IF.B.1.Su.1 | make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support. |
| IF.B.1.Su.2 | carry out plans and adjust to changing circumstances—with guidance and support. |
| IF.B.1.Pa.1 | participate in expressing personal needs—with assistance. |
| IF.B.2.In.1 | identify patterns of conduct that comply with social and environmental expectations in specified situations. |
| IF.B.2.In.2 | demonstrate patterns of conduct that comply with social and environmental expectations in specified situations. |
| IF.B.2.In.3 | respond effectively to unexpected events and potentially harmful situations. |
| IF.B.2.Su.1 | identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support. |
| IF.B.2.Su.2 | demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support. |
| IF.B.2.Su.3 | respond effectively to unexpected events and potentially harmful situations—with guidance and support. |
| IF.B.2.Pa.1 | participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance. |
| IF.B.2.Pa.2 | participate in responding appropriately to unexpected events and potentially harmful situations—with assistance. |
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Indicate guidance and support necessary for mastery at supported level:
- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ____________________

Indicate assistance necessary for mastery at participatory level:
- physical assistance
- full
- partial
- assistive technology
- full
- partial

Self-concept

2.1. Differentiate between self, objects, and others during activities such as taking turns. (CL.B.1.Pa.1)

2.2. Recognize his or her name (written, spoken, signed, or gestured). (CL.B.1.In.1, CL.B.1.Su.1)

2.3. Identify self as male or female. (CL.B.1.In.1, CL.B.1.Su.1)

2.4. Provide personal data such as last name, address (or city), or show ID card. (CL.B.2.In.1, CL.B.2.In.2)

2.5. Recognize familiar objects belonging to him or herself. (CL.B.1.In.1, CL.B.1.Su.1)

Planning

2.6. Identify personal situations that call for a plan (e.g., moving to a new apartment, getting a job, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

2.7. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: ______ ___ individuals—family members, supervisors, teachers
   ______ ___ agencies—government agencies, religious organizations, schools
   ______ ___ other: __________________________________________

2.8. Identify personal strengths and weaknesses. (Social and Personal G 59: VI)

2.9. Identify alternatives and choices available to reach personal goals (e.g., dieting to lose weight—start exercise program, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)

2.10. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

Setting Personal Goals

2.11. Set personal goals after selecting from options. (IF.B.1.In.1, IF.B.1.Su.1)
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2.12. Accept assistance with and participate in expressing personal preferences and desires related to personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)
   Specify: □ home  □ school □ community □ workplace

2.13. Make a plan to implement personal goals (e.g., identify steps; record the steps; have someone review steps, if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

2.14. Commit to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)

2.15. Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

2.16. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)

2.17. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

Functioning Independently

2.18. Identify behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
   Specify: □ self-initiation—begins tasks on own, asks for additional tasks upon completion
   □ self-management—uses self-monitoring, self-instruction, and self-reinforcement techniques
   □ self-control—manages unstructured time, controls responses to events
   □ self-advocacy—requests needed resources, questions practices that appear unfair
   □ self-esteem—sets challenging goals, says no to negative peer pressure
   □ other: ______________________________

2.19. Identify behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)
   Specify: □ procrastinates—waits until the last minute to start, avoids starting at all
   □ dependent—waits for others to check progress
   □ lacks self-control—gets upset when unexpected events occur
   □ passive—lets others take all needed supplies
   □ low self-esteem—won't try new tasks, makes negative comments about self
   □ other: ______________________________

2.20. Identify behaviors which reflect a positive attitude toward self.
      (Social and Personal G 58: VI)
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2.21. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2, IF.B.2.Su.2)
   Specify behavior: □ self-initiation □ self-management □ self-control
   □ self-advocacy □ self-esteem □ other: ________________________
   Specify setting: □ home □ school □ community □ workplace

2.22. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.2, IF.B.2.Su.2)
   Specify: □ home □ school □ community □ workplace

2.23. Accept assistance with and participate in various situations, using behavior appropriate to the specific situation. (IF.B.2.Pa.1)
   Specify: □ home □ school □ community □ workplace

Handling Emergencies

2.24. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

2.25. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)

2.26. Ask appropriate persons or agencies for assistance in various situations and emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

2.27. Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)

2.28. Identify and use emergency number (0-911) on the telephone in an appropriate manner. (Social and Personal H 61: IV)

2.29. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm, etc.; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume, etc.; robbery—stay calm, do not try to be a hero, comply with robber’s demands). (IF.B.2.In.3, IF.B.2.Su.3)

2.30. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
   Specify: □ home □ school □ community □ workplace

2.31. Use safety equipment and procedures when necessary. (Social and Personal D 32: VI)

2.32. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

2.33. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
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Specify: ______ □ home       ______ □ school       ______ □ community/workplace

3. Show sensitivity to others and comply with social rules and norms in a variety of social contexts.

SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

_ _ physical prompt       _ _ verbal prompt       _ _ visual prompt
_ _ assistive technology       _ _ supervision       _ _ other: _______________________

Indicate assistance necessary for mastery at participatory level:

_ _ physical assistance □ full □ partial       _ _ assistive technology □ full □ partial

Recognizing Others

3.1. Demonstrate awareness that he or she is in the presence of others. (SE.A.2.Pa.1)

3.2. Identify familiar persons in close proximity by residual sight, hearing, personal greeting, touch, or smell. (SE.A.2.In.1, SE.A.2.Su.1)

3.3. Identify individuals associated with specific activities they perform with the student. (SE.A.2.In.1, SE.A.2.Su.1)

3.4. Identify preferred individuals and family members by touch, smell, sight, or voice sounds. (SE.A.2.In.1, SE.A.2.Su.1)

3.5. Participate in identifying others by residual sight, hearing, greeting, touch, or smell. (SE.A.2.Pa.1)

Identifying Types of Relationships

3.6. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of religious groups, community members). (SE.A.2.In.1, SE.A.2.Su.1)

3.7. Identify interpersonal skills needed to maintain a close relationship with family, friends, and peers (e.g., keeping in touch—visit others, call others, show continuous concern for others). (SE.A.2.In.1, SE.A.2.Su.1)

3.8. Identify the effects of negative peer pressure on interpersonal relationships (e.g., persuading a person to do something he or she does not want to do, breaking a rule or law, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)
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Interpersonal Communication Skills

3.9. Demonstrate communication which promotes good relationships with others in various situations (e.g., smile, shake hands, turn toward person, attend to social interaction from them). (SE.A.2.In.1, SE.A.2.Su.1)
   Specify: □ home □ school □ community □ workplace

3.10. Express likes or dislikes through appropriate behavior, facial expressions, body movement, or gestures when interacting with others. (SE.A.2.In.1, SE.A.2.Su.1)

3.11. Accept assistance with and participate in expressing likes or dislikes through appropriate behavior or facial expressions. (SE.A.2.Pa.1)
   Specify: □ home □ school □ community □ workplace

3.12. Accept assistance with and participate in expressing likes or dislikes through appropriate behaviors or facial expressions. (SE.A.2.Pa.1)

Using Appropriate Behavior

3.13. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, taking turns, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)

3.14. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., taking things without permission, physically hurting others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)

3.15. Cooperate with peers. (Social and Personal G 51: III)

3.16. Initiate interactions with peers, family, co-workers, and friends. (SE.A.2.In.1)
   Specify: □ home □ school □ community □ workplace

3.17. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
   Specify: □ home □ school □ community □ workplace

3.18. Show respect for property of others. (Social and Personal G 52: III)

3.19. Exhibit socially acceptable behavior in the company of others in a variety of situations. (SE.A.2.In.1, SE.A.2.Su.1)
   Specify: □ home □ school □ community □ workplace

3.20. Identify personal feelings. (Social and Personal G 54: IV)
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3.21. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

3.22. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

3.23. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

3.24. Accept assistance with and participate in initiating interaction with others.
(SE.A.2.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

3.25. Accept assistance with and participate in interacting with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

3.26. Demonstrate use of strategies to resolve interpersonal difficulties.
(Social and Personal G 60: VI)

Physical Contact

3.27. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

3.28. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

3.29. Accept assistance with and participate in making physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

3.30. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she doesn't want to be touched, hugging someone that you do not know, striking others). (SE.A.2.In.1, SE.A.2.Su.1)

3.31. Identify responses to inappropriate physical contact from others that will protect the person (e.g., asks person to stop, walks away from person, backs away from person, seeks assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

3.32. Identify sources of assistance if a person experiences inappropriate physical contacts from others. (e.g., neighbors, peers, family, teachers, police, pedestrians). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace
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3.33. Use effective responses to inappropriate physical contact from others that will protect the person (e.g., ask person to stop, walk away from person, back away from person, seek assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: □ home □ school □ community □ workplace

3.34. Seek assistance if a person experiences inappropriate physical contact from others (e.g., neighbor, peer, family member, teacher, police officer). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: □ home □ school □ community □ workplace

3.35. Accept assistance with and participate in alerting others to inappropriate physical contact with others. (SE.A.2.Pa.1)
Specify: □ home □ school □ community □ workplace

4. Comprehend and use primary forms of communication and vocabulary of the student's peer group and school and home environment for meaningful communication of survival needs and basic wants.

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: _______________________

Indicate assistance necessary for mastery at participatory level:
□ physical assistance □ full □ partial □ assistive technology □ full □ partial

Using Communication

4.1. Identify the meaning of gestures, body language, and hand signals through touch while engaging in communications (e.g., gestures—head nod, wave; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

4.2. Identify meaning of various facial expressions through touch while engaging in conversations (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)

4.3. Identify the difference in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing; informal—use first names, use slang or casual terminology, use informal greeting and closing). (CO.A.1.In.1, CO.A.1.Su.1)

4.4. Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)
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4.5. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify: ______ □ facial expressions ______ □ sounds
________ □ gestures ______ □ body language
________ □ hand signals ______ □ other: ____________________________

4.6. Use vocabulary to communicate messages clearly and effectively when sharing ideas, opinions, and information in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

4.7. Imitate or approximate words. (Language A 4: II)

Communicating Desires, Feelings, and Needs

4.8. Seek the attention of another person through vocalizations, gestures, body movements, or mechanical devices such as a buzzer. (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)

4.9. Take turns with a familiar adult or dependable peer during a routine activity when provided touch cues. (CO.A.1.Pa.1)

4.10. Imitate gesture, sign, or movement to signal a basic want or need. (CO.A.1.Su.1)
Specify: ______ □ toileting ______ □ eating
________ □ drinking ______ □ preferred activity
________ □ person ______ □ object
________ □ other: ____________________________

4.11. Use language to express desires effectively to familiar persons. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ______ □ requests ______ □ refusals ______ □ other: ____________________________

4.12. Use appropriate language to express ideas and feelings clearly. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ______ □ opinions ______ □ facts ______ □ affection
________ □ anger ______ □ happiness ______ □ sadness
________ □ other: ____________________________

4.13. Use appropriate language to express need for assistance in various situations, including emergencies (e.g., ask for help, raise hand, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

4.14. Use language to indicate displeasure or dislike. (Language C.16: I)

4.15. Ask questions to obtain information and expand knowledge. (Language C 27: IV)

4.16. Express personal beliefs or opinions. (Language C 28: V)
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4.17. Express wants and needs. (Language C 20: II)

4.18. Use language to give simple commands. (Language C 18: II)

4.19. Accept assistance with and participate in conveying feelings and physical needs effectively to familiar persons (e.g., express discomfort, ask for a drink of water when thirsty). (CO.A.1.Pa.1)

   Specify method: 
   - touch referent object
   - point to actual object
   - vocalize or gesture
   - verbalize or sign
   - use assistive/augmentative device
   - other: 

4.20. Accept assistance with and participate in requesting desired person, object, or action (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)

   Specify method: 
   - touch referent object
   - point to actual object
   - vocalize or gesture
   - verbalize or sign
   - use assistive/augmentative device
   - other: 

4.21. Accept assistance with and participate in requesting help or assistance. (CO.A.1.Pa.1)

   Specify method: 
   - touch referent object
   - point to actual object
   - vocalize or gesture
   - verbalize or sign
   - use assistive/augmentative device
   - other: 

4.22. Use language to indicate danger or give warnings to others. (Language C 22: III)

Responding to Communication

4.23. Respond appropriately to communication cues (e.g., natural context—running water in a tub; movement—swinging leg to kick a ball; touch—touching lip to indicate open mouth for food; objects—keys mean time to go; gestures—waving good-bye; presented symbols—pictures, line drawings, textured symbols; verbal language or signs—speech, written words, braille words, fingerspelling). (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)

   Specify: 
   - natural context cues
   - movement cues
   - touch cues
   - object cues
   - gesture cues
   - presented symbols
   - verbal language or signs
   - other: 

4.24. Respond to a voice or environmental sound. (Language A 1: I)

4.25. Respond to own name by using one or more observable behaviors. (CO.A.1.In.1, CO.A.1.Su.1)

   Specify: 
   - intentional body or head movement—move or turn toward speaker
   - facial expressions—look at speaker, smile
   - oral communication—respond verbally or sign
   - gestures—head nod
   - other: 

4.26. Respond to own name. (Language B 5: I)
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4.27. Respond to cued commands (e.g., verbal—saying someone's name; nonverbal signs—come here, stop, wait a minute). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify method: 
   - vocalization or gesture
   - body movements
   - facial expressions
   - verbalization or signing
   - other:

4.28. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., returning a friendly greeting). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify:
   - home
   - school
   - community
   - workplace

4.29. Respond appropriately to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, applauding in a theatre). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify:
   - home
   - school
   - community
   - workplace

4.30. Respond to nonverbal messages and body language in ways that demonstrate understanding. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify:
   - home
   - school
   - community
   - workplace

4.31. Respond appropriately to basic questions, directions, and informational statements. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify:
   - home
   - school
   - community
   - workplace

Using Greetings and Conversations

4.32. Use acceptable gestures, body language, and hand signals to initiate communication in various situations (e.g., gestures—head nod, wave; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify:
   - home
   - school
   - community
   - workplace

4.33. Use acceptable symbols, words, or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify:
   - home
   - school
   - community
   - workplace

4.34. Use appropriate greetings when meeting other persons in various situations (e.g., formal—"Hello."); informal—"Hi!" "How are you?" "Nice to see you."). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify:
   - home
   - school
   - community
   - workplace

4.35. Use language to initiate social greeting. (Language C 23: III)

4.36. Respond appropriately to greetings in various situations (e.g., "Hello." "Thank you for inviting me." "It's nice to see you, too." "I'm doing well, and you?"). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify:
   - home
   - school
   - community
   - workplace

4.37. Use language to respond to verbal greetings. (Language C 19: II)

4.38. Use language to participate appropriately in conversation. (Language C 29: V)
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4.39. *Use language to initiate conversation.* (Language C 30: VI)

4.40. *Use language to relate recent personal experiences.* (Language C 26: IV)

4.41. Use appropriate language to end conversations (e.g., “It was nice talking with you.” “Thank you for stopping by.” “It was so good to see you again.” “Let’s keep in touch.” “Talk to you soon.” “Good-bye!”). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ______  ☑  home  ☑  school  ______  ☑  community  ______  ☑  workplace

4.42. Identify correct verbal responses in telephone interactions (e.g., “May I ask who is calling?” “One moment, please.” “May I take a message?” “May I please speak to ...?” “This is she/he.” “Thank you for calling”). (CO.A.1.In.1, CO.A.1.Su.1)

4.43. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ______  ______  initiating topics  maintaining topics  ______  ______  taking turns  ______  ______  ending a conversation  ______  ______  repairing communication breakdowns  ______  ______  showing sensitivity to cultural differences  ______  ______  other: ____________________________

5. *Demonstrate the appropriate use of alternative, augmentative, and technological communication.*

Indicate guidance and support necessary for mastery at supported level:

____  physical prompt  ______  verbal prompt  ______  visual prompt
____  assistive technology  ______  supervision  ______  other: ____________________________

Indicate assistance necessary for mastery at participatory level:

____  physical assistance  ☑  full  ☑  partial  ______  assistive technology  ☑  full  ☑  partial

5.1. Use a communication system for acquiring information and communicating that matches linguistic, physical, and cognitive ability. (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)

Specify: ______  ☑  sign language  ______  ☑  total communication
____  ☑  Signed English  ______  ☑  augmentative communication
____  ☑  finger spelling  ______  ☑  braille reading and writing
____  ☑  touch cues  ______  ☑  large print reading and writing
____  ☑  object symbols  ______  ☑  picture symbols
____  ☑  lip-reading speech  ______  ☑  Tadoma method of speech reading
____  ☑  other: ____________________________
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5.2. Identify need for own communication system and request its use in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify setting: ❑ home ❑ school ❑ community ❑ workplace
Specify system: ____________________________

5.3. Initiate communication using own communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify setting: ❑ home ❑ school ❑ community ❑ workplace
Specify system: ____________________________

5.4. Identify and use basic maintenance procedures for own communication system. (CO.A.1.In.1, CO.A.1.Su.1)
Specify setting: ❑ home ❑ school ❑ community ❑ workplace
Specify system: ____________________________

5.5. Use one or more access modes in a functional way to access own communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify:
❑ activate a switch, manual board, electronic device
❑ use a scanning array (linear, row/column, block, circular, quadrant, group)
❑ use direct selection (touching)
❑ other: ____________________________

5.6. Use a presented symbol system to communicate in various situations. (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify:
❑ objects
❑ realistic pictures
❑ blackline drawings
❑ icons (multiple meanings)
❑ written words
❑ other: ____________________________

5.7. Use appropriate social language skills when using an augmentative communication system in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify:
❑ initiating topics
❑ maintaining topics
❑ taking turns
❑ ending a conversation
❑ repairing communication breakdowns
❑ showing sensitivity to cultural differences
❑ other: ____________________________

5.8. Select and modify systems of communication to accommodate a variety of settings so that a reciprocal relationship can be established (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ❑ home ❑ school ❑ community ❑ workplace

5.9. Express and/or interpret ideas, information, attitudes, relationships, and experiences using own communication system. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ❑ home ❑ school ❑ community ❑ workplace

5.10. Receive communication through speech reading, finger spelling, and sign language with the aid of an interpreter in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ❑ home ❑ school ❑ community ❑ workplace

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6. Use functional skills necessary for performance of personal, daily living, and community activities.
   IF.A.1.In.1 complete productive and leisure activities used in the home and community.
   IF.A.1.In.2 complete personal care, health, and fitness activities.
   IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
   IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
   IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—
   IF.A.2.In.1 complete productive and leisure activities used in the home and community.
   IF.A.2.In.2 complete personal care, health, and fitness activities.
   IF.A.2.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
   IF.A.2.Pa.1 complete personal care, health, and fitness activities with guidance and support.
   IF.A.3.In.1 participate in productive and leisure activities used in the home and community with assistance.
   IF.A.3.In.2 participate in personal care, health, and safety routines—
   IF.A.3.Pa.1 participate in productive and leisure activities used in the home and community—
   IF.A.3.Pa.2 participate in personal care, health, and safety routines—
   IF.A.4.In.1 select and use community resources and services for specified purposes.
   IF.A.4.In.2 use community resources and services—
   IF.A.4.Pa.1 select and use community resources and services for specified purposes.
   IF.A.4.Pa.2 use community resources and services with assistance.

Indicate guidance and support necessary for mastery at supported level:
   __ physical prompt
   __ verbal prompt
   __ visual prompt
   __ assistive technology
   __ supervision
   __ other: ______________________

Indicate assistance necessary for mastery at participatory level:
   __ physical assistance  ❑ full  ❑ partial
   __ assistive technology  ❑ full  ❑ partial

Wellness

6.1. Identify persons, objects, tasks, and areas associated with health care activities involved in maintaining wellness. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: ______ ❑ scheduling routine medical care and periodic dental and medical check-ups
   ______ ❑ getting regular rest and exercise
   ______ ❑ maintaining a nutritious diet, using the Food Guide Pyramid
   ______ ❑ taking steps to maintain a positive mental attitude
   ______ ❑ other: ______________________

6.2. Identify when health care activities are needed for maintaining wellness (e.g., seeing the general practitioner, gynecologist, and ophthalmologist annually or as needed; seeing the dentist every six months for a cleaning; taking time for yourself each day). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: ______ ❑ home  ______ ❑ school  ______ ❑ community  ______ ❑ workplace

6.3. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying eating habits, maintaining a regular exercise program, using nonprescription medicines, identifying sources of stress, balancing activities). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: ______ ❑ home  ______ ❑ school  ______ ❑ community  ______ ❑ workplace

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6.4. Use strategies related to wellness to complete health care activities effectively and efficiently and on a regular basis (e.g., participate in wellness activities with a friend; keep nonprescription drugs stored together; have doctor and dentist send out reminders for annual physicals or six-month checkups; ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

6.5. Accept assistance with and participate in activities and tasks associated with wellness. (IF.A.1.Pa.2)
   Specify: ______ □ home ______ □ school ______ □ community/workplace

Diseases

6.6. Identify persons, objects, tasks, and areas associated with health care and diseases. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: ______ □ identifying communicable diseases and their symptoms
   ______ □ knowing ways to avoid contact with communicable diseases
   ______ □ knowing possible treatments for communicable diseases
   ______ □ knowing about causes and symptoms of cancer, heart attack, and other major illnesses
   ______ □ knowing how to get treatment for diseases and illnesses
   ______ □ other: ____________________________

6.7. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don't feel well enough to continue an activity, when you are in pain). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

6.8. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed, knowing how to get medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

6.9. Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal E 38: III)

6.10. Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)

6.11. Identify appropriate storage and use of medications. (Social and Personal E 41: V)

6.12. Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)

6.13. Use strategies related to disease control to complete health care activities effectively and efficiently and on a regular basis (e.g., ask a friend or relative, put daily medicines in compartmentalized container, connect taking of medicine with other daily routine such as a meal). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace
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Specify: _____ □ home   _____ □ school   _____ □ community/workplace

First Aid

6.15. Identify persons, objects, tasks, and areas associated with first aid. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ □ stopping bleeding and applying bandages
 _____ □ getting help when needed
 _____ □ other: _____________________________

6.16. Identify when first aid is needed (e.g., after an accident; after skin has been wounded; when somebody is choking). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ □ home   _____ □ school   _____ □ community   _____ □ workplace

6.17. Use specific knowledge and skills when giving first aid (e.g., applying a bandage properly, cleaning cuts and wounds properly, knowing when assistance is needed, knowing how to get medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ □ home   _____ □ school   _____ □ community   _____ □ workplace

6.18. Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)

6.19. Use strategies related to first aid effectively and efficiently and on a regular basis (e.g., keep first aid supplies together, code emergency numbers for automatic dialing). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ □ home   _____ □ school   _____ □ community   _____ □ workplace

6.20. Accept assistance with and participate in activities and tasks associated with first aid treatment. (IF.A.1.Pa.2)
Specify: _____ □ home   _____ □ school   _____ □ community/workplace

Avoiding Tobacco, Alcohol, and Other Drug Abuse

6.21. Identify persons, objects, tasks, and areas associated with health care issues involved in tobacco, alcohol, and other drug use and abuse. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ □ identifying the appropriate use of prescription and nonprescription drugs
 _____ □ identifying physical dangers of tobacco, alcohol, and other drug abuse
 _____ □ identifying mental and social dangers of tobacco, alcohol, and other drug abuse
 _____ □ identifying legal control of tobacco, alcohol, and other drug use
 _____ □ identifying the role of peer pressure
 _____ □ other: _____________________________

6.22. Identify when health care activities are needed for controlling tobacco, alcohol, and other drug abuse (e.g., using alcohol and tobacco habitually, taking drugs when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ □ home   _____ □ school   _____ □ community   _____ □ workplace
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6.23. Use specific knowledge and skills to use drugs safely and avoid tobacco, alcohol, and other drug abuse (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by legal restrictions; knowing the characteristics of addiction; knowing how to resist negative peer pressure; identifying the negative impact of advertising and media related to tobacco, alcohol, and other drug abuse). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

6.24. Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)

6.25. Use strategies related to controlling tobacco, alcohol, and other drug use and abuse effectively and efficiently and on a regular basis (e.g., keep a list of names and dosages of all prescription medications in wallet or purse; list dates to renew prescriptions; keep a list of recommendations or warnings with the prescriptions you take regularly—take with food or do not drink alcohol; set and honor personal limits on alcohol use if over 21; join a support group for tobacco, alcohol, or other drug abusers, if needed; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

Specify: ______ □ home ______ □ school ______ □ community/workplace

Disability Awareness and Management

6.27. Identify personal care activities involved in disability awareness and management. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ______ □ managing daily medical needs
______ □ requesting assistance with disability needs when necessary
______ □ other: ____________________________

6.28. Use specific knowledge and skills when completing personal care activities involving disability awareness and management (e.g., appropriately administering self-medication, appropriately finding assistance with disability needs, knowing causal factors related to disability and the implications, knowing treatment for disability and any associated problems, knowing limitations due to disability). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

6.29. Use strategies related to disability awareness and management to complete personal care activities effectively and efficiently and on a regular basis (e.g., keep all papers related to eligibility for various services in a safe place; join an advocacy group; get on a mailing list of disability advocacy groups; ask friends with similar disabilities; keep a list of agencies to call for assistance or to answer questions—hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

6.30. Accept assistance with and participate in activities and tasks associated with disability awareness and management. (IF.A.1.Pa.2)
Specify: ______ □ home ______ □ school ______ □ community/workplace
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Eating

6.31. Identify familiar persons, objects, tasks, and areas, including assistive or adaptive equipment as appropriate, associated with eating. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify:  ☐ selecting and using dishes, glasses, and utensils properly
          ☐ using table manners, including cleaning up
          ☐ other: ______________________________________

6.32. Use specific knowledge and skills when completing activities involved in eating (e.g., selecting the appropriate utensil or dish, cutting food correctly, using a napkin, initiating eating when appropriate, knowing which foods are finger foods). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify:  ☐ home  ☐ school  ☐ community  ☐ workplace

6.33. Feed self with spoon independently. (Social and Personal B 8: II)

6.34. Feed self independently with utensils. (Social and Personal B 9: III)

6.35. Discriminate food items from nonfood items. (Social and Personal B 10: III)

6.36. Use appropriate table manners (e.g., passing food, sharing condiments). (Social and Personal B 12: IV)

6.37. Follow correct lunch procedures. (Social and Personal B 13: IV)

6.38. Accept assistance with and participate in activities and tasks associated with daily eating routines. (IF.A.1.Pa.2)
   Specify home routines:  ☐ morning  ☐ after school  ☐ evening
   Specify school routines:  ☐ breakfast  ☐ lunch  ☐ snack
   Specify community routines:  ☐ eating out  ☐ workplace or volunteer activities

Dressing

6.39. Identify familiar persons, objects, tasks, and areas, including assistive or adaptive equipment as appropriate, associated with dressing. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify:  ☐ selecting clothing for weather, occasion, and activity
            ☐ putting on clothing, closing fasteners
            ☐ taking off clothing, opening fasteners
            ☐ other: ______________________________________

6.40. Use specific knowledge and skills when dressing (e.g., tying shoes, buttoning a shirt correctly, dressing appropriately to fit occasion, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify:  ☐ home  ☐ school  ☐ community  ☐ workplace

6.41. Take off clothing which does not require fasteners. (Social and Personal A 1: II)

6.42. Take off clothing with fasteners. (Social and Personal A 3: III)
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6.43. Put on clothing which does not require fasteners. (Social and Personal A 4: III)

6.44. Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)

6.45. Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)

6.46. Use strategies related to dressing effectively and efficiently and on a regular basis (e.g., use alternative approaches—clip-on tie, Velcro shoe straps; hang matching clothes together; ask a roommate or same-age friend attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify:  ☐ home  ☐ school  ☐ community  ☐ workplace

6.47. Accept assistance with and participate in activities and tasks associated with daily dressing routines. (IF.A.1.Pa.2)
   Specify home routines:  ☐ morning  ☐ after school  ☐ evening
   Specify school routines:  ☐ arrival  ☐ during day  ☐ departure
   Specify community routines:  ☐ workplace or volunteer activities  ☐ special events

Grooming

6.48. Identify objects, tasks, and areas, including assistive or adaptive equipment as appropriate, associated with grooming. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify:  ☐ hair—shampooing, drying, combing, styling, cutting
            ☐ nails—cutting, polishing, cleaning, filing
            ☐ cosmetics—applying, removing
            ☐ shaving
            ☐ other: ________________________________

6.49. Use specific knowledge and skills when completing grooming activities (e.g., brushing and combing hair, using cosmetics). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify:  ☐ home  ☐ school  ☐ community  ☐ workplace

6.50. Use strategies related to grooming effectively and efficiently and on a regular basis (e.g., mark recurring events on a calendar; ask friend, relative, or doctor about appropriate choice of cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify:  ☐ home  ☐ school  ☐ community  ☐ workplace

6.51. Accept assistance with and participate in activities and tasks associated with daily grooming routines. (IF.A.1.Pa.2)
   Specify home routines:  ☐ morning  ☐ after school  ☐ evening
   Specify school routines:  ☐ arrival  ☐ during day  ☐ departure
   Specify community routines:  ☐ workplace or volunteer activities  ☐ special events
Hygiene

6.52. Identify persons, objects, tasks, and areas, including assistive or adaptive equipment as appropriate, associated with personal hygiene. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ washing and bathing □ dental care □ using the toilet □ menstrual care □ other: ___________________________

6.53. Use specific knowledge and skills when completing personal hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, cleaning up afterwards, knowing how to make the water the correct temperature for bathing or hand washing, knowing how to flush the toilet, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ home □ school □ community □ workplace

6.54. Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)

6.55. Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)

6.56. Use strategies related to personal hygiene to complete activities effectively and efficiently and on a regular basis (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning, personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: □ home □ school □ community □ workplace

6.57. Accept assistance with and participate in activities and tasks associated with daily personal hygiene routines. (IF.A.1.Pa.2)
Specify home routines: □ morning □ after school □ evening
Specify school routines: □ arrival □ during day □ departure
Specify community routines: □ workplace or volunteer activities □ special events

Managing Money and Personal Finances

6.58. Identify persons, objects, tasks, and areas involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: □ preparing weekly and monthly budgets □ managing and protecting personal cash □ using checking and savings accounts □ paying bills, contributing to charities □ using comparative shopping to make wise purchases □ using a credit, debit, or ATM card □ paying income taxes □ saving and investing money □ other: ___________________________
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6.59. Use specific knowledge and skills when managing money and personal finances (e.g., donating money to charities, filing taxes, counting money or check amount to deposit, opening a savings or checking account, reviewing and paying monthly bills and statements, paying bills by the due date using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ □ home _____ □ school _____ □ community _____ □ workplace

6.60. Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)

6.61. Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)

6.62. Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)

6.63. Complete forms associated with a savings account. (Mathematics E 45: VI)

6.64. Solve applied problems involving comparison shopping. (Mathematics E 46: VII)

6.65. Use strategies related to managing money and personal finances to complete activities effectively and efficiently and on a regular basis (e.g., use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, use a log to track monthly bill payments, pay bills at regularly scheduled times—1st and 15th of month). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ □ home _____ □ school _____ □ community _____ □ workplace

6.66. Accept assistance with and participate in activities and tasks related to managing money and personal finances. (IF.A.1.Pa.1)

Specify: _____ □ home _____ □ school _____ □ community _____ □ workplace

Home Care

6.67. Use specific knowledge and skills in activities involving food preparation, serving, and storage, including the use of assistive adaptive equipment as appropriate. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ □ selecting and planning what to eat—balanced meal, healthy snack
_____ □ preparing foods and beverages
_____ □ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ □ storing food—organizing by type
_____ □ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ □ using adaptive devices in preparing food
_____ □ other: ____________________________________________

6.68. Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)

6.69. Serve self from food containers. (Social and Personal B 14: IV)

6.70. Follow a simple recipe. (Social and Personal B 15: V)
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6.71. Select and operate kitchen appliances for food preparation. (Social and Personal B 16: V)

6.72. Identify proper storage areas for food. (Social and Personal B 17: V)

6.73. Plan and prepare a meal. (Social and Personal B 18: VI)

6.74. Use strategies and skills related to household cleaning, safety, and maintenance of interior areas, including the use of assistive adaptive equipment as appropriate, to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., store chemicals safely, use special labels on cleaning agents, arrange furniture to facilitate easy flow of traffic, organize cupboards and other storage areas). (IF.A.1.In.1, IF.A.1.Su.1)

Specify:

- identifying areas and objects that need to be cleaned or maintained
- selecting appropriate products, tools, and equipment for housekeeping
- using products, tools, and equipment for household cleaning
- securing the home with locks on doors and windows
- maintaining a comfortable temperature in house
- maintaining exterior, including outdoor light fixtures
- using adaptive devices in household and exterior maintenance
- getting assistance with tasks, if needed
- other:

6.75. Accept assistance with and participate in the sequence of tasks or activities of daily home care routines. (IF.A.1.Pa.1)

Specify routine:

6.76. Return items after use to a proper place. (Social and Personal F 46: III)

6.77. Pick up trash and dispose properly. (Social and Personal F 47: III)

6.78. Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)

6.79. Perform laundry tasks. (Social and Personal F 49: V)

6.80. Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)

Participating in the Community

6.81. Use specific knowledge and skills when completing activities with community members and neighbors (e.g., working with others; showing concern for others; helping organize a picnic—selecting the food, inviting others to attend, preparing the food). (IF.A.1.In.1, IF.A.1.Su.1)
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6.82. Use strategies to choose informal gatherings of community members and neighbors effectively and efficiently and on a regular basis (e.g., look at past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

6.83. Accept assistance with and participate in activities and tasks involved in informal gatherings in the community. (IF.A.1.Pa.1)

Specify: __________________________

Using Community Resources

6.84. Use basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service; making an appointment; paying for service; accessing interpreters, intervenors, or sighted guides). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _______ ☐ hair care _______ ☐ laundromat _______ ☐ dry cleaner

_______ ☐ other: __________________________

6.85. Use basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _______ ☐ library _______ ☐ parks and recreation _______ ☐ public safety

_______ ☐ other: __________________________

6.86. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate a store, finding the desired items to purchase, using comparison shopping techniques, paying for item). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _______ ☐ department store _______ ☐ convenience store _______ ☐ drug store

_______ ☐ grocery store _______ ☐ hardware store _______ ☐ specialty store

_______ ☐ flea market _______ ☐ second-hand store _______ ☐ garage sale

_______ ☐ other: __________________________

6.87. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate a restaurant, ordering from a menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _______ ☐ restaurants _______ ☐ cafeterias _______ ☐ fast food chains

_______ ☐ refreshment stands _______ ☐ vending machines

_______ ☐ other: __________________________

6.88. Identify services provided by local community agencies. (Social and Personal E 43: V)

6.89. Use coin-operated machines. (Social and Personal H 63: V)
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6.90. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate an event, buying a ticket, finding a reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: __ ___ movies __ ___ arenas __ ___ skating rinks
__ ___ video arcades __ ___ museums—science, art, historical
__ ___ other: ____________________________

6.91. Use basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, getting a money order, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: __ ___ banks __ ___ credit unions __ ___ savings and loan
__ ___ other: ____________________________

6.92. Use basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, making an appointment, filling out a medical history, paying for service). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: __ ___ clinics __ ___ hospitals __ ___ doctors’ offices
__ ___ health department __ ___ mental health and guidance clinics
__ ___ other: ____________________________

6.93. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)
Specify type of resource: __________________________________________________________________

7. Use orientation and mobility skills related to developing safe, efficient, and independent travel skills.
IF.A.2.In.2 demonstrate safe travel within and beyond the community.
IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—
with assistance.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________________

Indicate assistance necessary for mastery at participatory level:
___ physical assistance ___ full ___ partial ___ assistive technology ___ full ___ partial
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Learning Spatial Concepts

7.1. Identify information related to concepts of space needed for independent travel.
Specify: ___ □ body concepts—parts of body, location, movement, relationship, and functions
___ □ spatial concepts of shapes
___ □ measurement concepts—distances, time, rate
___ □ positional and relational concepts—compass, position in space

7.2. Identify information related to environmental and spatial concepts used in independent travel.
Specify: ___ □ topography
___ □ temperature
___ □ differences among fixed and moveable objects
___ □ acoustics and sound reflection

Using Perceptual and Cognitive Processes

7.3. Use compass directions in everyday travel.
Specify: ___ □ read a compass
___ □ identify direction of destination
___ □ other: __________________________

7.4. Use knowledge of spatial concepts in interpreting a map.
Specify: ___ □ read and interpret a tactile or visual map
___ □ identify locations of origin and destination
___ □ trace intended route
___ □ other: __________________________

7.5. Use sensory information to apply concepts of space and the environment when traveling. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: ___ □ estimate distances both in a room and out of doors using feet and yards.
___ □ relate travel time to rate of travel
___ □ use spatial updating to establish self-to-object relationships
___ □ use knowledge of spatial layout (object-to-object relationship)
___ □ use knowledge of perimeter and gridline search patterns
___ □ use reference systems
___ □ other: __________________________

7.6. Use knowledge of rules, principles, and systems of spatial concepts for establishing and maintaining orientation while traveling (e.g., landmarks and clues, numbering systems, compass directions, measurement concepts). (IF.A.2.In.2, IF.A.2.Su.2)

Moving within an Enclosed Space or Room

7.7. Identify and locate appropriate area in a classroom (e.g., vacant seat in a classroom).
(IF.A.2.In.2, IF.A.2.Su.2)
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7.8. Identify and find specific locations in home or apartment when completing functional tasks (e.g., living areas, eating areas, kitchen, bath, recreation areas, laundry areas, waste disposal, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

7.9. Move to appropriate location in a room safely and effectively (e.g., use least obtrusive route, time to reach desired location). (IF.A.2.In.2, IF.A.2.Su.2)

7.10. Accept assistance with and participate in the sequence of tasks or activities of moving about the home, school, or community. (IF.A.2.Pa.2)

Specify routine: ___________ ☐ within a room ___________ ☐ between rooms ___________ ☐ using stairs ___________ ☐ other: ____________________________

Moving within Buildings and Schools

7.11. Identify and find specific locations in the school environment when completing functional tasks (e.g., classrooms, administrative offices, gymnasiums, media centers, eating areas, restrooms, recreation areas, waste disposal area, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

7.12. Identify and find specific locations using landmarks to confirm orientation. (IF.A.2.In.2, IF.A.2.Su.2)

Note: Landmarks include any familiar object, sound, odor, temperature, or tactile method that is permanent, constant, and easily recognized.

7.13. Operate a self-service elevator when moving about a (familiar or unfamiliar) building (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)

7.14. Use an escalator or moving walkway safely (e.g., step on, hold on to rail, step off). (IF.A.2.In.2, IF.A.2.Su.2)

7.15. Enter and exit buildings through appropriate doorways (e.g., attend to “In,” “Out,” “Enter,” and “Exit” designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)

Specify methods: ____________________________

7.16. Avoid entering doorways and corridors in buildings and other places designated as “No Entry” or open to “Authorized Personnel Only” when traveling in (familiar or unfamiliar) buildings. (IF.A.2.In.2, IF.A.2.Su.2)

7.17. Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)

7.18. Accept assistance with and participate in the sequence of tasks or activities involved in moving in the school or other buildings in the community. (IF.A.1.Pa.2)

Specify routine: ___________ ☐ within a structured space ___________ ☐ between structured areas ___________ ☐ on a walkway ___________ ☐ within an unstructured area ___________ ☐ other: ____________________________

Specify setting: ___________ ☐ school ___________ ☐ community ___________ ☐ workplace
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Traveling within the Community

7.19. Select appropriate transportation (e.g., is financially feasible, has appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)


Specify: □ curbs, steps, ramps
□ turnstiles, sliding doors, revolving doors
□ crossing streets
□ other:

7.21. Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)

7.22. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)

7.23. Recognize changes in walking surfaces and use these to orient self and travel safely (e.g., stay on sidewalk, feel edge of carpet). (IF.A.2.In.2, IF.A.2.Su.2)

7.24. Move about in the immediate neighborhood from one location to another (e.g., walking, bicycle, car, roller blades or roller skates). (IF.A.2.In.2, IF.A.2.Su.2)

Specify mode:

7.25. Use available modes of transportation to reach desired locations in the community (IF.A.2.In.2, IF.A.2.Su.2)

Specify modes: □ walking  □ bicycle  □ bus
□ taxi  □ car  □ other:

7.26. Accept assistance with and participate in the sequence of tasks or activities of moving outdoors. (IF.A.2.Pa.2)

Specify activity: □ within a structured space  □ between structured areas
□ on a walkway  □ within an unstructured area
□ other:

Specify setting: □ home  □ school  □ community  □ workplace

Using Adaptive Aids and Equipment

7.27. Use cane techniques when traveling. (IF.A.2.In.2, IF.A.2.Su.2)

Specify: □ diagonal and diagonal trailing
□ ascending/descending stairs
□ touch, touch and slide, touch and drag
□ constant contact, 3 point touch
□ other:

7.28. Use telescopic aids for reading signs when traveling. (IF.A.2.In.2, IF.A.2.Su.2)
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7.29. Use mobility techniques to travel within areas of the local community, including school grounds. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: □ sighted guide
□ protective (hand and forearm) skills
□ advanced techniques, such as cane or electronic aids
□ adaptive mobility aids such as wheelchairs, walkers, braces, orthopedic canes
□ other: ___________________________________________

Planning Travel

7.30. Identify and find specific locations in unfamiliar buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)

7.31. Locate a specific room, apartment, or office (e.g., use directional signs, numbers or letters on doors, directories). (IF.A.2.In.2, IF.A.2.Su.2)

7.32. Identify and find specific locations in unfamiliar stores or restaurants when completing functional tasks (e.g., cashier, specific department, telephone, restroom, hostess station). (IF.A.2.In.2, IF.A.2.Su.2)

7.33. Demonstrate effective behaviors when approaching others to seek assistance (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

7.34. Identify situations when it is appropriate to approach a stranger for assistance in traveling, and when it is not appropriate. (IF.A.2.In.2, IF.A.2.Su.2)

7.35. Identify personal rights, responsibilities, manners, and etiquette with respect to travel. (SE.A.2.In.1, SE.A.2.Su.1)

8. Select and demonstrate appropriate vocational skills, including basic employability and job-seeking skills.

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.

CL.C.1.In.3 make general preparations for entering the work force.

CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.

CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.
Exploring Careers

8.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)

8.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)

8.3. Identify advantages and disadvantages of occupations in various clusters (e.g., yard care—outdoors, varied in tasks; recycling—helpful to environment, time-consuming to sort items, dependent on transportation to collect; construction—outdoors, labor intensive, dangerous). (CL.C.1.In.1, CL.C.1.Su.1)

8.4. Identify entry-level skills needed to fulfill performance requirements for specific jobs within a career cluster (e.g., secretary—reading, writing, keyboarding; seamstress—ability to sew, to measure, and to use fractions; dishwasher—manual dexterity, physical stamina, speed). (CL.C.1.In.1, CL.C.1.Su.1)

8.5. Identify trends in the local job market for different career clusters and occupations (e.g., use of computer skills; environmental issues, use of technology, hiring of the elderly, minorities, and the handicapped; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)
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8.6. Evaluate present and future local job market of a specific occupation or career cluster. (CL.C.1.In.1, CL.C.1.Su.1)

Understanding Rights and Responsibilities

8.7. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pension, Social Security benefits, investment plan, overtime, maternity leave, contracts, unemployment benefits, minimum wage, workman’s compensation). (CL.C.1.In.1, CL.C.1.Su.1)

8.8. Identify ways in which individuals who are employed help society (e.g., contributing goods and services, paying taxes). (CL.C.1.In.2, CL.C.1.Su.2)

8.9. Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)

8.10. Identify the purposes and protections of the Americans with Disabilities Act (e.g., protects civil rights, provides workplace accommodations, provides accessibility to businesses, increases public awareness of individual rights, encourages self-advocacy, provides legal services). (CL.C.1.In.2, CL.C.1.Su.2)

8.11. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney). (CL.C.1.In.2, CL.C.1.Su.2)

Finding a Job

8.12. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find a job opening, make a resume, fill out application, contact employer, set up interview, prepare for interview). (CL.C.1.In.3, CL.C.1.Su.3)

8.13. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)


8.15. Identify the items that are generally included in a resume and portfolio (e.g., resume—name, address, phone number, work experience, education, job training, awards; portfolio—sample of writing or artwork; positive work evaluations; video of task performance). (CL.C.1.In.3, CL.C.1.Su.3)

8.16. Identify people or agencies who can assist a person in writing a resume and preparing a portfolio (e.g., parents, teachers, friends, employment agencies). (CL.C.1.In.3, CL.C.1.Su.3)

8.17. Identify the importance of a job interview (e.g., provide positive first impression, identify job requirements, build rapport, learn about an organization). (CL.C.1.In.3, CL.C.1.Su.3)
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8.18. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)
   Specify: ☐ work history ☐ related experiences
   ☐ training ☐ career goals
   ☐ personal strengths and interests ☐ other:

8.19. Identify inappropriate grooming and attire for job interview (e.g., low-cut shirts, dirty clothes, excessive perfume or cologne, uncombed hair). (CL.C.1.In.3, CL.C.1.Su.3)

8.20. Identify specific information requested on job application forms (e.g., personal history, job interests and skills, references and education, employment records). (CL.C.1.In.3, CL.C.1.Su.3)

8.21. Using appropriate sources for information, complete job-related applications forms. (Social and Personal C 31: VI)

8.22. Identify common tests necessary for employment (e.g., drug test, eye and physical examinations). (CL.C.1.In.3, CL.C.1.Su.3)

8.23. Identify special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., separate setting, extra time). (CL.C.1.In.3, CL.C.1.Su.3)

8.24. Identify sources of assistance in obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., private agencies, public agencies, equal opportunity offices, counselors). (CL.C.1.In.3, CL.C.1.Su.3)

8.25. Identify purposes of obtaining references when looking for a job (e.g., employer can talk to applicant's former employer, employer can gain insight into applicant's responsibility, work ethic, and personality traits). (CL.C.1.In.3, CL.C.1.Su.3)

8.26. Identify kinds of information that the person requesting the reference should provide to the potential references (e.g., a description of job that you are seeking, why you want the job, personal information). (CL.C.1.In.3, CL.C.1.Su.3)

8.27. Identify types of follow-up procedures to use when seeking a job (e.g., thank you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)

8.28. Identify common legal documents necessary for employment (e.g., identification card, driver's license, birth certificate, Social Security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)

8.29. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or workplace activities. (CL.C.1.Pa.1)
   Specify: ☐ home ☐ school ☐ community/workplace
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Effective Work Habits

8.30. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

8.31. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ work according to schedule □ use an alarm clock as a reminder
□ track subtasks on calendar □ check off subtasks when completed
□ other: __________________________________________

8.32. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ try different techniques □ seek advice from others
□ seek assistance from others □ read the instructions or references
□ other: __________________________________________

8.33. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ use a checklist or rubric □ compare with model or example
□ use spellchecker or similar tool □ look for errors
□ ask peer or co-worker to review □ ask supervisor to review
□ other: __________________________________________

8.34. Identify characteristics of a good employee. (Social and Personal C 23: IV)

8.35. Follow a systematic procedure to complete job-specific tasks (e.g., janitorial—clean windows, clerical—type a letter) (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ identify task
□ name steps of task
□ perform task following a model or demonstration
□ perform task with decreasing feedback
□ perform task independently
□ monitor own task performance using workplace or industry standards
□ evaluate own task performance using workplace or industry standards
□ other: __________________________________________

8.36. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

8.37. Sort like objects. (Social and Personal C 19: II)

8.38. Complete assignments as specified in workbooks, lab and shop manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)
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8.39. Accept assistance with and participate in routine work tasks (CL.C.2.Pa.1)
Specify: ____________________________________

Using Tools, Equipment, and Supplies

8.40. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: ____ ☐ supplies—seeds, detergent, oil, paper
____ ☐ equipment—computer, copier
____ ☐ tools—shovel, ruler
____ ☐ other: ________________________________

8.41. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)

8.42. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: ____ ☐ use box with compartments for each component
____ ☐ set up workstation with all needed supplies and equipment before starting
____ ☐ other: ________________________________

8.43. Organize materials and supplies to complete work assignments (e.g., tool box, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

8.44. Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don’t overload an electrical outlet, safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)

8.45. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

8.46. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

8.47. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)

8.48. Use measuring devices appropriately to complete functional tasks on the job (e.g., rulers; beakers; flasks; scales; tapes; instruments such as micrometers, calipers, and depth gauges). (CL.C.2.In.2, CL.C.2.Su.2)

8.49. Use a telephone to complete work-related tasks (e.g., make a call to a customer, get information about a delivery). (CL.C.2.In.2, CL.C.2.Su.2)

8.50. Use the various capabilities of e-mail to complete work-related tasks (e.g., send a co-worker or supervisor messages, notes, letters, instructions, or other information; send a co-worker or supervisor an attached file; send a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)
Work Ethic

8.51. Demonstrate dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)

8.52. Demonstrate flexibility when working (e.g., completes task even if requirements have changed, considers the opinions of others, adapts to changes in procedures). (CL.C.2.In.3, CL.C.2.Su.3)

8.53. Demonstrate responsibility and self-control when working (e.g., do not cry or get angry when criticized; do not argue with co-workers; do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)

8.54. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)

Attendance

8.55. Use strategies to maintain an acceptable attendance record at work (CL.C.2.In.3, CL.C.2.Su.3)

Specify: ______ q report to work regularly and be on time
______ q stay until quitting time
______ q return from breaks promptly
______ q inform supervisor if unable to work—illness, lateness, scheduling conflict
______ q other: _________________________________

8.56. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

8.57. Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)

Employability Skills

8.58. Demonstrate a positive work attitude (e.g., do not complain when given a difficult task, do not talk negatively about supervisor or co-workers, talk positively about the job when not at work). (CL.C.2.In.3, CL.C.2.Su.3)

8.59. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)

8.60. Identify appropriate responses to interactions from supervisors and co-workers (e.g., sir, ma'am, please, thank you, excuse me). (CL.C.2.In.3, CL.C.2.Su.3)

8.61. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)
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8.62. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

8.63. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.3, CL.C.2.Su.3, CL.C.2.Pa.1)

8.64. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.3, CL.C.2.Su.3)

8.65. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)

8.66. Follow safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves, hardhat; use an oven mitt; do not use electrical appliances near water). (CL.C.2.In.4, CL.C.2.Su.4)

8.67. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)

8.68. Demonstrate specific skills in completing health and safety activities in the workplace (e.g., washing hands after toileting, removing objects from walkway, reporting dangerous situations). (CL.C.2.In.4, CL.C.2.Su.4)

8.69. Demonstrate the meaning of laws and regulations which help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—requires worker to be over 18 to operate dangerous machinery such as meat cutters, requires worker to acquire work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or drug use while on duty, may require tests prior to employment, provides treatment for employees with drug or alcohol problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)

8.70. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)

8.71. Identify the responsibility of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)

8.72. Stay on-task for the duration of a work activity (e.g., work on only one task at a time, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)

8.73. Stay on task until its completion. (Social and Personal C 20: III)
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8.74. *Stay on task to completion within a given time frame.* (Social and Personal C 22: IV)

8.75. Demonstrate self-management skills necessary for job performance (e.g., staying on tasks, setting goals, monitoring daily and monthly tasks necessary to fulfill short- and long-term goals, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)

8.76. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
   Specify: □ use a timer or alarm clock to monitor time or deadlines
              □ keep a model of final product for reference
              □ use breaks appropriately
              □ other: ___________________________________________________________________

8.77. Demonstrate behavior that complies with the existing rules and code of conduct of the workplace (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

8.78. Use strategies to assist with the maintenance of on-task behavior when on the job. (IF.B.2.In.2, IF.B.2.Su.2)
   Specify: □ work on only one task at a time
              □ pace work so tasks are completed on time
              □ do not take prolonged or unnecessary breaks
              □ reward yourself periodically for completing subtasks
              □ other: ___________________________________________________________________

8.79. *Identify mistakes on task assignments with and without assistance.* (Social and Personal C 28: V)

8.80. Demonstrate how to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)

8.81. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5, CL.C.2.Pa.1)

8.82. *Seek help and accept assistance.* (Social and Personal C 21: III)

8.83. Evaluate the quality of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)

8.84. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5, CL.C.2.Pa.1)
   Specify: □ work schedule □ work duties
              □ work site □ supervisor
              □ other: ___________________________________________________________________
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Grooming and Hygiene

8.85. Identify characteristics of appropriate grooming and attire selection for work for specified jobs (e.g., clean clothes, no short skirts or shorts, neatly styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)

8.86. Arrive at work clean and dressed properly (e.g., take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)

8.87. Use strategies to achieve acceptable grooming and hygiene when completing work-related activities effectively and efficiently and on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothes the night before). (CL.C.2.In.3, CL.C.2.Su.3)

8.88. Accept assistance and participate in needed grooming and hygiene routine when preparing for work. (CL.C.2.Pa.1)

Specify:

9. Select and use leisure and recreation activities appropriate for the student's age and capabilities.

IF.A.1.In.1 complete productive and leisure activities used in the home and community.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.

IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt  - verbal prompt  - visual prompt
- assistive technology  - supervision  - other: _______________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance  ☑ full ☑ partial  - assistive technology  ☑ full ☑ partial

Leisure Activities

9.1. Identify the benefits of leisure and recreational activities (e.g., help you to meet new people, relieve stress, keep mind off worries, help you to learn new things, keep you active, occupy leisure time). (IF.A.1.In.1, IF.A.1.Su.1)

9.2. Distinguish between work and leisure time activities. (Social and Personal G 53: IV)

9.3. Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)
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9.4. Identify persons, objects, tasks, and areas associated with common leisure activities.
(IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ indoor card and board games
_____ ☐ outdoor sports
_____ ☐ other: ________________________________

9.5. Indicate choice of leisure activity after exploring, identifying, or being shown choices through vision, sound, touch, smell, movement, or demonstration.
(IF.A.1.In.1, IF.A.1.Su.1, IF.A.1.Pa.1)

9.6. Use specific knowledge and skills when completing leisure activities (e.g., taking turns, following the rules, counting the points, using tools and supplies). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

9.7. Occupy self for an appropriate amount of time with a preferred leisure activity.
(IF.A.1.Pa.1)

9.8. Accept assistance with and participate in activities and tasks related to leisure activities. (IF.A.1.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Attending Cultural Activities and Sporting Events

9.9. Identify persons, objects, tasks, and areas involving attending cultural activities and sporting events. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ musical performances—concerts, dance performances
_____ ☐ theatre and plays
_____ ☐ celebrations—holidays, parades, festivals, exhibits
_____ ☐ school or professional sporting events
_____ ☐ other: ________________________________

9.10. Use specific knowledge and skills when attending cultural activities and sporting events (e.g., obtaining tickets for a performance, following the rules of behavior for the attendees, participating in a production, playing on a team). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

9.11. Accept assistance with and participate in activities and tasks related to attending or participating in cultural activities or sporting events. (IF.A.1.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

Outdoor Activities

9.12. Identify persons, objects, tasks, and areas associated with common outdoor leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ ☐ outdoor sports—camping, hiking
_____ ☐ water sports—swimming, fishing, boating
_____ ☐ other: ________________________________

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Course Number: 7963120 – Skills for Students who are Deaf-Blind

9.13. Use specific knowledge and skills when completing leisure activities involving outdoor activities (e.g., walking on a trail, following safety procedures). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ______  □  home    ______  □  school    ______  □  community


Specify: ______  □  home    ______  □  school    ______  □  community

10. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.

Indicate guidance and support necessary for mastery at supported level:

____ physical prompt    ____ verbal prompt    ____ visual prompt
____ assistive technology    ____ supervision    ____ other: ___________________________

Indicate assistance necessary for mastery at participatory level:

____ physical assistance  □  full  □  partial    ____ assistive technology  □  full  □  partial

Understanding the Components of the Individual Educational Plan

10.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

10.2. Identify the benefits of participation in own (IEP) meetings (e.g., planning for school year, planning for post-school career and living). (IF.B.1.In.1, IF.B.1.Su.1)

10.3. Identify characteristics of steps in the IEP development. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: ______  □  determine school and post-school outcome desires

____ □  determine present levels of performance

____ □  develop annual goals and related short-term objectives or benchmarks

____ □  assign responsibility for objectives

____ □  identify needed services, modifications, and supports

10.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: ______  □  employment

____ □  instruction and continuing education

____ □  community participation

____ □  independent living

____ □  agency support

____ □  daily living skills

10.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)
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Participating in the Development of the Individual Educational Plan

10.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

10.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: ______ □ in-school—course of study, diploma, extracurricular activities
______ □ post-school—post-secondary training, employment
______ □ post-school—living arrangements, community participation
______ □ other: ____________________________________________

10.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

10.9. Assist in identifying alternatives and choices available to reach IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

10.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

10.11. Assist in setting IEP annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

10.12. Apply self-advocacy and self-determination skills in the IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

10.13. Accept assistance with and participate in activities related to developing own IEP. (IF.B.1.Pa.1)

Specify: ________________________________________________
Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Special Skills Courses
Course Number: 7963130
Course Title: Unique Skills: 9-12
Credit: Multiple

A. Major Concepts/Content. The purpose of this course is to enable students with disabilities to acquire skills that are needed to achieve the maximum level of independent functioning.

The content should include, but not be limited to, the following:

- living skills
- social skills
- learning skills
- communication skills

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Students with disabilities who are pursuing a standard diploma may take this course for elective credit. This course is also designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.
Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  
  Physical prompt—a touch, pointing, or other type of gesture as a reminder
  Verbal prompt—a sound, word, phrase, or sentence as a reminder
  Visual prompt—color coding, icons, symbols, or pictures as a reminder
  Assistive technology—an alarm, an electronic tool
  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: use of straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.
C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Demonstrate living skills that enable an individual to function as independently as possible in personal and home care and home and community living.**
   - IF.A.1.In.1 complete productive and leisure activities used in the home and community.
   - IF.A.1.In.2 complete personal care, health, and fitness activities.
   - IF.A.1.Su.1 complete productive and leisure activities used in the home and community— with guidance and support.
   - IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
   - IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.
   - IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.
   - IF.A.2.In.1 select and use community resources and services for specified purposes.
   - IF.A.2.In.2 demonstrate safe travel within and beyond the community.
   - IF.A.2.Su.1 use community resources and services—with guidance and support.
   - IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
   - IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.
   - IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th>Physical prompt</th>
<th>Verbal prompt</th>
<th>Visual prompt</th>
<th>Assistive technology</th>
<th>Supervision</th>
<th>Other</th>
</tr>
</thead>
</table>

Indicate assistance necessary for mastery at participatory level:

<table>
<thead>
<tr>
<th>Physical assistance</th>
<th>Full</th>
<th>Partial</th>
<th>Assistive technology</th>
<th>Full</th>
<th>Partial</th>
</tr>
</thead>
</table>
Course Number: 7963130 – Unique Skills

PRODUCTIVE ACTIVITIES IN THE HOME AND COMMUNITY

General Food Preparation, Serving, and Storage

1.1. Identify persons, objects, tasks, and areas associated with common productive activities in the home involved in food preparation, serving, and storage. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: □ selecting and planning what to eat—following the Food Guide Pyramid for meals and snacks
 □ serving already prepared food
 □ preparing simple cold foods—salad, sandwich
 □ preparing simple hot foods—soup, hot beverages
 □ preparing more complicated foods—cookies, stews, roasts
 □ using small appliances in preparing food—blender, mixer, toaster
 □ using large appliances in preparing food—stove, oven, refrigerator
 □ following a recipe—measuring, cutting, mixing, cooking, cooling
 □ setting table and serving food
 □ cleaning up table, dishes, and kitchen
 □ storing food—opened food packages, leftovers
 □ determining food conditions—raw, cooked, frozen, defrosted, spoiled
 □ using adaptive devices in preparing food
 □ other: ____________________________________________

1.2. Identify when specific activities in the home are needed for food preparation and storage (e.g., preparing a balanced breakfast, lunch, and dinner; clearing food from a dining table; preparing drinks and snacks for a group of friends; disposing of food left after preparation or dinner—placing food in garbage disposal, placing leftovers in refrigerator). (IF.A.1.In.1, IF.A.1.Su.1)

1.3. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink to obtain water for making iced tea, setting the oven temperature according to recipe directions, setting the timer on a stove or microwave for cooking purposes, turning off burner when cooking is completed, placing food in garbage disposal, selecting the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: □ home □ school □ community

1.4. Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)

1.5. Serve self from food containers. (Social and Personal B 14: IV)

1.6. Follow a simple recipe. (Social and Personal B 15: V)

1.7. Select and operate kitchen appliances for food preparation. (Social and Personal B 16: V)

1.8. Identify proper storage areas for food. (Social and Personal B 17: V)

1.9. Plan and prepare a meal. (Social and Personal B 18: VI)
Course Number: 7963130 – Unique Skills

1.10. Use strategies related to food preparation and storage effectively and efficiently and on a regular basis (e.g., color code measuring tools, use a recipe with pictures of steps to follow, create a menu for the week with pictures of each food or meal using the Food Guide Pyramid, write date on packages when stored in freezer, indicate with words or icons which containers should be used for wet or dry storage, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

1.11. Accept assistance with and participate in activities and tasks related to food preparation, serving, and storage routines. (IF.A.1.Pa.1)
Specify: _____ □ home _____ □ school _____ □ community

Selecting and Caring for Clothing

1.12. Identify persons, objects, tasks, and areas associated with productive activities in the home involved in selecting and caring for clothing. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ □ selecting and planning what to wear based on occasion, weather, or activity
_____ □ washing and drying clothes, hanging or folding clothes, ironing clothes
_____ □ using a washing machine and clothes dryer
_____ □ determining which clothes require dry cleaning
_____ □ mending clothes
_____ □ organizing and maintaining clothing in closets or drawers
_____ □ recognizing when clothing should no longer be worn
_____ □ other: ____________________________

1.13. Identify when specific productive activities in the home are needed in selecting and caring for clothing (e.g., identifying when clothing needs to be cleaned; determining which clothes to hang to dry and which clothes to be put in the dryer; identifying when clothes should no longer be worn—wrong size, stained). (IF.A.1.In.1, IF.A.1.Su.1)

1.14. Use specific knowledge and skills when completing activities involving selecting and caring for clothing (e.g., setting an iron to the appropriate heat level for various fabrics; performing simple mending—hemming, replacing buttons, patching tears; sorting clothes by color and type before washing; pre-setting temperature dial of a washing machine; donating clothes that are too small to local charities; throwing clothes away that can’t be worn; organizing clothing—place all shorts in one drawer, match socks before putting away). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ □ home _____ □ school _____ □ community

1.15. Perform laundry tasks. (Social and Personal F 49: V)

1.16. Use strategies related to selecting and caring for clothing effectively and efficiently and on a regular basis (e.g., do laundry every weekend; put dirty clothes into separate baskets according to color; lay out clothes to wear the night before; hang matching outfits together; hang clothes together by seasonal use; make a chart with words of pictures of what type cleansing agent and washer or dryer temperature to use for which types of clothing; ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

1.17. Accept assistance with and participate in activities and tasks related to selecting and caring for clothing routines. (IF.A.1.Pa.1)
Specify: _____ □ home _____ □ school _____ □ community
Course Number: 7963130 – Unique Skills

Selecting Personal Living Environments

1.18. Identify persons, objects, tasks, and areas associated with productive activities involved in selecting personal living environments. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: □ identifying types of residential alternatives
   □ selecting and planning where to live
   □ selecting and obtaining utilities and services—telephone, electricity, cable, waste removal
   □ identifying information contained in a mortgage or lease
   □ selecting and obtaining tenant or homeowner insurance
   □ identifying obligations and responsibilities associated with living independently
   □ identifying costs associated with obtaining and maintaining a house
   □ other: ________________________________

1.19. Identify when specific productive activities are needed for selecting personal living environments (e.g., when moving, when renting a room, when looking for a roommate, when making a budget for home expenses). (IF.A.1.In.1, IF.A.1.Su.1)

1.20. Use specific knowledge and skills when completing activities involving selecting personal living environments (e.g., verifying accuracy of mortgage statement or lease agreement; determining if cable, phone, and utilities are included in rental costs; identifying costs associated with buying a house—insurance needs, taxes, mortgage, deposits, repairs, utilities, maintenance; evaluating types of residential alternatives—owning or renting, group homes, living alone or with a roommate, living at home with parents; identify and abide by rules of lease agreement—no pets, no smoking, late fees for rent, dates of move in and move out, fees for damage, repairs, inspections, parking spaces). (IF.A.1.In.1, IF.A.1.Su.1)

1.21. Use strategies to select personal living environments effectively and efficiently (e.g., keep track of listings in classified ads, make a list of desired features—number of bedrooms, parking, washer and dryer hookups; make a list of questions to ask potential landlord; check with others who have lived there before). (IF.A.1.In.1, IF.A.1.Su.1)

1.22. Accept assistance with and participate in activities and tasks related to selecting a personal living environment. (IF.A.1.Pa.1)

Selecting and Caring for Furniture, Appliances, and Other Personal Goods

1.23. Identify persons, objects, tasks, and areas associated with productive activities in the home involved in selecting and caring for furniture, appliances, and other personal goods. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: □ selecting needed furniture, appliances, and personal goods
   □ obtaining furniture, appliances, and personal goods by purchasing or borrowing
   □ observing warning precautions on appliances and furniture
   □ storing all manuals and warranties
   □ caring for needed furniture, appliances, and personal goods
   □ replacing furniture, appliances, and personal goods when needed
   □ other: ________________________________
Course Number: 7963130 – Unique Skills

1.24. Identify when specific activities are needed for selecting and caring for furniture, appliances, and other personal goods (e.g., identifying sources for purchasing furnishings and appliances, comparing prices before purchasing or leasing furniture or appliances, observing warning precautions and care instructions before cleaning stains off furniture). (IF.A.1.In.1, IF.A.1.Su.1)

1.25. Use specific knowledge and skills when completing activities involving selecting and caring for furniture, appliances, and other personal goods (e.g., comparing prices of furniture and appliances at different stores, storing all manuals and warranties in a safe location, using appropriate cleaning supplies on furniture, reading care and use instructions, knowing where you have stored personal possessions). (IF.A.1.In.1, IF.A.1.Su.1)

1.26. Use strategies related to selecting and caring for furniture, appliances, and other personal goods effectively and efficiently and on a regular basis (e.g., put all cleaning materials in a plastic bin, keep a list of items to purchase, clean dryer lint trap after drying clothes, wipe off stove after each use). (IF.A.1.In.1, IF.A.1.Su.1)

1.27. Accept assistance with and participate in activities and tasks related to selecting and caring for furniture, appliances and other personal goods. (IF.A.1.Pa.1)

Household Cleaning and Maintenance of Interior Areas

1.28. Identify persons, objects, tasks, and areas associated with productive activities in the home involved in household cleaning, safety, and maintenance of interior areas. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ☐ identifying areas and objects that need to be cleaned or maintained
☐ selecting appropriate products, tools, and equipment for housekeeping
☐ scheduling tasks that are done daily, weekly, monthly
☐ recycling items
☐ using products, tools, and equipment for home maintenance tasks
☐ securing the home
☐ maintaining a comfortable temperature in house
☐ getting assistance, if needed, for tasks
☐ other: _____________________________

1.29. Identify when specific productive activities in the home are needed for household cleaning, safety, and maintenance of interior areas (e.g., changing light bulbs when they burn out; adjusting thermostat when the weather outside is cold; unclogging drains; painting a room; changing air filters; replacing items—broken ladders, soiled rugs; storing home cleaning supplies safely; cleaning a bathroom; keeping windows and doors locked; using a fire extinguisher when there is a fire; reporting to the authorities if there is a power outage; selecting a broom, dust rag, or vacuum for cleaning; setting the speed of an electric fan when cooling is needed). (IF.A.1.In.1, IF.A.1.Su.1)

1.30. Use specific knowledge and skills when completing productive activities in the home involving household cleaning, safety, and maintenance of interior areas (e.g., separating cans and paper items for recycling; securing home by locking windows and doors; using a screwdriver for simple home maintenance; selecting correct supplies to clean bathroom; vacuuming floor; adjusting thermostat, changing light bulbs; unclogging drains; painting; knowing if home repairs should be made by professionals or self). (IF.A.1.In.1, IF.A.1.Su.1)
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1.31. Return items after use to a proper place. (Social and Personal F 46: III)

1.32. Pick up trash and dispose properly. (Social and Personal F 47: III)

1.33. Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)

1.34. Use strategies related to household cleaning, safety, and maintenance of interior areas effectively and efficiently and on a regular basis (e.g., mark major cleaning activities on the calendar; place a picture of an object to be cleaned on cleaning agent; associate maintenance activities with each other or another event [check the battery in the smoke detector each time the air conditioner filter is changed]; keep a reasonable number of maintenance supplies on hand). (IF.A.1.In.1, IF.A.1.Su.1)

1.35. Accept assistance with and participate in activities and tasks related to household cleaning, safety, and maintenance of interior areas. (IF.A.1.Pa.1)

Specify:

Maintenance of Exterior Areas

1.36. Identify persons, objects, tasks, and areas associated with common productive activities in the home involved in maintenance of exterior areas. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ______ q identifying exterior areas and objects that need to be cleaned
______ q using products, tools, and supplies to perform yard care skills
______ q mowing lawn, weeding, raking leaves
______ q scheduling tasks that are done daily, weekly, monthly
______ q keeping sidewalk or driveway clean
______ q maintaining exterior, including outdoor light fixtures
______ q other:

1.37. Identify when specific productive activities in the home are needed for maintenance of exterior areas (e.g., mowing grass when it gets too long, repainting house when the paint chips, raking leaves, trimming bushes, sweeping driveway or sidewalk, replacing mailbox if damaged or knocked down). (IF.A.1.In.1, IF.A.1.Su.1)

1.38. Use specific knowledge and skills when completing activities involving maintenance of exterior areas (e.g., raking leaves, painting house, mowing grass, edging sidewalk, trimming bushes, sweeping driveway or sidewalk, laying sod or planting flowers, cleaning front door mat, replacing mailbox). (IF.A.1.In.1, IF.A.1.Su.1)

1.39. Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)

1.40. Use strategies related to maintenance of exterior areas effectively and efficiently and on a regular basis (e.g., mark regular events on calendar; ask landlord about regularly scheduled maintenance completed by owners; associate activities with seasons or times of year—spring cleaning, summer grass cutting, fall leaf raking). (IF.A.1.In.1, IF.A.1.Su.1)

1.41. Accept assistance with and participate in activities and tasks related to maintenance of exterior areas routines. (IF.A.1.Pa.1)

Specify:
Managing Money and Personal Finances

1.42. Identify persons, objects, tasks, and areas associated with common productive activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)

Specify:  
- [ ] preparing weekly and monthly budgets 
- [ ] managing and protecting personal cash 
- [ ] using checking and savings accounts 
- [ ] paying bills, contributing to charities 
- [ ] using comparative shopping to make wise purchases 
- [ ] using a credit card 
- [ ] using an ATM or debit card 
- [ ] paying taxes 
- [ ] saving and investing money 
- [ ] other: ___________________________________________

1.43. Identify when specific productive activities are needed for managing money and personal finances (e.g., depositing pay checks into a checking or savings account, withdrawing money from a checking or savings account, paying bills by due date, establishing a savings or checking account, preparing budgets for monthly food and bills, preparing budgets for trips and leisure activities, saving money for emergencies, filing taxes on time, calculating sales tax on a purchase). (IF.A.1.In.1, IF.A.1.Su.1)

1.44. Use specific knowledge and skills when completing productive activities involving managing money and personal finances (e.g., donating money to charities, paying taxes, counting money or check amount to deposit, opening a savings or checking account, reviewing and paying monthly bills and statements, paying bills by the due date, using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)

Specify:  
- [ ] home 
- [ ] school 
- [ ] community 

1.45. Associate the financial institution (e.g., bank, credit union) with money.  
(Mathematics E 34: IV)

1.46. Identify which documents to show for proper identification for check cashing.  
(Mathematics E 43: VI)

1.47. Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)

1.48. Complete forms associated with a savings account. (Mathematics E 45: VI)

1.49. Solve applied problems involving comparison shopping. (Mathematics E 46: VII)

1.50. Use strategies related to managing money and personal finances effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll or benefits checks, mark dates of recurring bills on calendar, use a log to track monthly bill payments, pay bills at regularly scheduled times—1st and 15th of month.) (IF.A.1.In.1, IF.A.1.Su.1)

1.51. Accept assistance with and participate in activities and tasks related to managing money and personal finances. (IF.A.1.Pa.1)

Specify: ___________________________________________
Course Number: 7963130 – Unique Skills

Citizenship

1.52. Identify persons, objects, tasks, and areas associated with common productive activities in the community involved in citizenship. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: 
   - [ ] registering to vote and voting
   - [ ] becoming knowledgeable about community leaders and elected officials
   - [ ] learning about and obeying local, state, and federal laws
   - [ ] other: 

1.53. Identify when specific productive activities in the community are needed for citizenship (e.g., helping with the election process, keeping informed about issues, volunteering on holidays or times of disaster). (IF.A.1.In.1, IF.A.1.Su.1)

1.54. Use specific knowledge and skills when completing productive activities in the community involving citizenship (e.g., abiding by laws, participating in community events, working at an election; working with others on a service project, obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)

1.55. Identify rules of citizenship within the community. (Social and Personal H 64: V)

1.56. Identify reasons for voting. (Social and Personal H 65: VI)

1.57. Demonstrate procedures for voting. (Social and Personal H 66: VI)

1.58. Use strategies related to citizenship to complete productive activities in the community effectively and efficiently and on a regular basis (e.g., check the newspaper, community bulletin board, or local news for dates and location for voting, places to register for voting). (IF.A.1.In.1, IF.A.1.Su.1)

1.59. Accept assistance with and participate in activities and tasks related to citizenship. (IF.A.1.Pa.1)
   Specify: 

Community Service Organizations

1.60. Identify persons, objects, tasks, and areas associated with common productive activities in the community involving service groups or organizations. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: 
   - [ ] participating in community service organizations
   - [ ] participating in service activities of religious organizations
   - [ ] other: 

1.61. Identify when specific productive activities in the community are needed for service groups or organizations (e.g., participating in coastal cleanup, assisting certain groups of people, raising money for charity). (IF.A.1.In.1, IF.A.1.Su.1)

1.62. Use specific knowledge and skills when completing activities in the community involving service groups or organizations (e.g., working with others, following the guidelines of the organization, asking others for assistance). (IF.A.1.In.1, IF.A.1.Su.1)
1.63. Use strategies to identify productive activities in the community related to service groups or organizations effectively and efficiently and on a regular basis (e.g., look at membership of group to see if they are people who share your interests, ask a member of the organization how they like it, read information or view videotapes about the group, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

1.64. Accept assistance with and participate in activities and tasks related to community service groups or organizations. (IF.A.1.Pa.1)

Informal Gatherings in the Community

1.65. Identify persons, objects, tasks, and areas associated with productive activities in the community involved with informal gatherings of community members and neighbors (e.g., voting, neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)

1.66. Identify when specific productive activities in the community are needed for informal gatherings of community members and neighbors (e.g., when neighbors are ill, when having a block party, when celebrating a holiday). (IF.A.1.In.1, IF.A.1.Su.1)

1.67. Use specific knowledge and skills when completing activities in the community involving community members and neighbors (e.g., working with others, showing concern for others, selecting the food for a picnic, inviting others to attend, preparing food). (IF.A.1.In.1, IF.A.1.Su.1)

1.68. Use strategies related to identifying informal gatherings of community members and neighbors effectively and efficiently and on a regular basis (e.g., look at past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

1.69. Accept assistance with and participate in activities and tasks related to informal gatherings in the community. (IF.A.1.Pa.1)

LEISURE ACTIVITIES AT HOME AND IN THE COMMUNITY

1.70. Identify the benefits of leisure and recreational activities (e.g., helps you to meet new people, relieves stress, keeps mind off worries, helps you to learn new things, keeps you active, occupies unstructured time). (IF.A.1.In.1, IF.A.1.Su.1)

1.71. Identify general characteristics of leisure and recreational activities (e.g., individual or team activities, entertaining or relaxing, learn new things). (IF.A.1.In.1, IF.A.1.Su.1)

1.72. Distinguish between work and leisure time activities. (Social and Personal G 53: IV)

1.73. Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)
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Games for Teams and Pairs

1.74. Identify persons, objects, tasks, and areas involved in playing games with others.
(IF.A.1.In.1, IF.A.1.Su.1)  
Specify: ____ □ indoor card and board games—bingo, checkers, rummy  
____ □ outdoor team or pairs sports—volleyball, softball, golf, horseshoes  
____ □ other: ____________________________

1.75. Identify the appropriate time and occasions for playing games with others (e.g., physical education class, sporting events, field days, weekends). (IF.A.1.In.1, IF.A.1.Su.1)

1.76. Use specific knowledge and skills when playing games with others (e.g., taking turns, following the rules, counting the points, keeping track of the scores, identifying scoring opportunities). (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: ____ □ home  ____ □ school  ____ □ community

1.77. Use strategies related to playing games with others effectively and efficiently and on a regular basis (e.g., keep rules of various games together in one place, identify games with certain times of the year [during Christmas holidays, the family enjoys playing cards]). (IF.A.1.In.1, IF.A.1.Su.1)

1.78. Accept assistance with and participate in activities and tasks related to playing games with others. (IF.A.1.Pa.1)  
Specify: ____________________________

Cultural Activities and Sporting Events

1.79. Identify persons, objects, tasks, and areas associated with attending cultural activities and sporting events. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: ____ □ musical performances—concerts, dance performances  
____ □ theater and plays  
____ □ celebrations—holidays, parades, festivals, exhibits  
____ □ sporting events—games, matches  
____ □ other: ____________________________

1.80. Identify the appropriate time and occasions for attending or participating in cultural activities and sporting events (e.g., on holidays, when a performer is on tour, when transportation is available). (IF.A.1.In.1, IF.A.1.Su.1)

1.81. Use specific knowledge and skills when completing leisure activities in the community involving attending cultural activities and sporting events (e.g., locating the event on a schedule, obtaining tickets for a performance, following the rules of behavior for the attendees, participating in a production). (IF.A.1.In.1, IF.A.1.Su.1)

1.82. Use strategies to plan leisure activities related to cultural activities and sporting events effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for the types of events of interest, watch billboards or scrolling marquees at civic or performing arts center, write dates of upcoming events on personal calendar, pick up and keep free local team schedules, ask friends to alert you to events). (IF.A.1.In.1, IF.A.1.Su.1)
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1.83. Accept assistance with and participate in activities and tasks related to attending or participating in cultural activities or sporting events. (IF.A.1.Pa.1) 
Specify: __________________________________________________________

Hobbies, Crafts, and Collections

1.84. Identify persons, objects, tasks, and areas associated with hobbies, crafts, and collections used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1) 
Specify: _____ ☐ arts and crafts
____ ☐ collections
____ ☐ watching movies, reading, playing video games, listening to music
____ ☐ other: ______________________________________________________

1.85. Identify the appropriate time for leisure activities involving hobbies, crafts, and collections (e.g., when objects that you collect are available, when you are by yourself). (IF.A.1.In.1, IF.A.1.Su.1)

1.86. Use specific knowledge and skills when engaging in activities involving hobbies, crafts, and collections (e.g., creating the product involved in a craft, knowing where to obtain books to read, knowing how to operate a TV, VCR, or a radio or CD player, organizing a collection by category or date). (IF.A.1.In.1, IF.A.1.Su.1) 
Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.87. Use strategies related to hobbies, crafts, and collections effectively and efficiently and on a regular basis (e.g., get on mailing lists of hobby groups; get on mailing list of hobby or crafts stores that carry items of interest; watch the community calendar on local TV station; watch for flyers from community recreation centers; write dates of upcoming events on personal calendar; ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

1.88. Accept assistance with and participate in activities and tasks associated with hobbies, crafts, and collections. (IF.A.1.Pa.1) 
Specify: __________________________________________________________

Caring for Pets

1.89. Identify persons, objects, tasks, and areas associated with leisure activities involving pet care. (IF.A.1.In.1, IF.A.1.Su.1) 
Specify: _____ ☐ selecting the pet
____ ☐ caring for the pet—walking, feeding, training, grooming, veterinary care
____ ☐ other: ______________________________________________________

1.90. Identify the appropriate time for activities involving pet care (e.g., when your pet is sick, feeding your pet twice a day, taking your pet for a walk every day, playing with your pet). (IF.A.1.In.1, IF.A.1.Su.1)

1.91. Use specific knowledge and skills when completing activities involving pet care (e.g., measuring the right amount of food, training the pet to come when called, exercising the pet, caring for pet's coat). (IF.A.1.In.1, IF.A.1.Su.1)
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1.92. Use strategies related to pet care effectively and efficiently and on a regular basis (e.g., mark regularly scheduled activities on calendar—annual shots, dog shows; keep records related to pet in a special place; keep backup supplies—food, toys; mark a dipper to assure correct amount of food). (IF.A.1.In.1, IF.A.1.Su.1)

1.93. Accept assistance with and participate in activities and tasks associated with caring for pets. (IF.A.1.Pa.1)
   Specify: ____________________________

Gardening and Plants

1.94. Identify persons, objects, tasks, and areas associated with leisure activities involving gardening and plants. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: ___ □ selecting the plant or type of garden
             ___ □ caring for the plants—fertilizing, watering, weeding, harvesting
             ___ □ other: ________________________________________________

1.95. Identify the appropriate time for leisure activities involving gardening and plants (e.g., when the weather is good; when the plants need water, fertilizer, or maintenance; when it is time to pick vegetables, herbs, or flowers). (IF.A.1.In.1, IF.A.1.Su.1)

1.96. Use specific knowledge and skills when completing leisure activities involving gardening and plants (e.g., giving each type of plant the right amount of water, preparing the soil, gathering vegetables when ripe, knowing the amount of time needed to grow). (IF.A.1.In.1, IF.A.1.Su.1)

1.97. Use strategies related to gardening and plants effectively and efficiently and on a regular basis (e.g., relate certain activities to certain times of year, note what neighbors are doing, buy pre-measured fertilizers or plant foods—fertilizer spikes). (IF.A.1.In.1, IF.A.1.Su.1)

1.98. Accept assistance with and participate in activities and tasks associated with caring for plants and gardening. (IF.A.1.Pa.1)
   Specify: ____________________________

Outdoor Activities

1.99. Identify persons, objects, tasks, and areas associated with outdoor leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: ___ □ outdoor sports—camping, hiking, biking, skating
             ___ □ water sports—swimming, diving, boating, fishing
             ___ □ other: ________________________________________________

1.100. Identify the appropriate time for leisure activities involving outdoor or water sports (e.g., camping, hiking, climbing—when the correct equipment is available, during a season favorable to being outdoors, when you are in the right location). (IF.A.1.In.1, IF.A.1.Su.1)

1.101. Use specific knowledge and skills when completing leisure activities involving outdoor or water sports (e.g., hiking and climbing—using ropes and equipment, following safety procedures; camping—pitching a tent, cooking outdoors, building a fire; fishing—baiting a hook, using different lures, boat safety skills). (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: ___ □ home           ___ □ school           ___ □ community
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1.102. Use strategies related to outdoor activities and water sports effectively and efficiently and on a regular basis (e.g., keep equipment and clothing for activity stored in one place; join a group interested in same activity). (IF.A.1.In.1, IF.A.1.Su.1)

1.103. Accept assistance with and participate in activities and tasks associated with outdoor activities and water sports. (IF.A.1.Pa.1)

PERSONAL CARE, HEALTH AND FITNESS

Eating

1.104. Identify persons, objects, tasks, and areas associated with eating. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ □ selecting and using dishes, glasses, and utensils properly

_____ □ using table manners, including cleaning up

_____ □ other: _____________________________

1.105. Use specific knowledge and skills involved in eating (e.g., selecting the appropriate utensil or dish, cutting food correctly, using a napkin, initiating eating when appropriate, knowing which foods are finger foods). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ □ home □ school □ community

1.106. Use strategies related to eating effectively and efficiently on a regular basis (e.g., keep like utensils stored together, watch what others do when selecting proper utensils, ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

1.107. Feed self with spoon independently. (Social and Personal B 8: II)

1.108. Feed self independently with utensils. (Social and Personal B 9: III)

1.109. Use appropriate table manners (e.g., passing food, sharing condiments). (Social and Personal B 12: IV)

1.110. Follow correct lunch procedures. (Social and Personal B 13: IV)

1.111. Accept assistance with and participate in activities and tasks associated with daily eating routines. (IF.A.1.Pa.2)

Specify home routines: _____ □ morning □ after school □ evening

Specify school routines: _____ □ breakfast □ lunch □ snack

Specify community routines: _____ □ eating out □ volunteer activities

Dressing

1.112. Identify persons, objects, tasks, and areas associated with personal care activities involved in dressing. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ □ selecting clothing for weather, occasion, and activity

_____ □ putting on clothing, closing fasteners

_____ □ taking off clothing, opening fasteners

_____ □ other: _____________________________
Course Number: 7963130 – Unique Skills

1.113. Identify when personal care activities involved in dressing are needed (e.g., when you wake up and dress for the day; when clothes need to be changed to fit an occasion—dressy event, exercise, casual dinner; when clothes are soiled; when clothes need to be changed—at the end of the day to get ready for bed). (IF.A.1.In.2, IF.A.1.Su.2)

1.114. Use specific knowledge and skills when completing personal care activities involved in dressing (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, dressing appropriately for the occasion, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ □ home    _____ □ school    _____ □ community

1.115. Take off clothing which does not require fasteners. (Social and Personal A 1: II)

1.116. Take off clothing with fasteners. (Social and Personal A 3: III)

1.117. Put on clothing which does not require fasteners. (Social and Personal A 4: III)

1.118. Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)

1.119. Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)

1.120. Use strategies to complete dressing activities effectively and efficiently and on a regular basis (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes; ask someone to show you correct method to tie a tie; use alternative approaches—clip-on tie, Velcro shoe straps; hang matching clothes together; ask a roommate or friend attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)

1.121. Accept assistance with and participate in activities and tasks associated with daily dressing routines. (IF.A.1.Pa.2)

Specify home routines: _____ □ morning    _____ □ after school    _____ □ evening
Specify school routines: _____ □ arrival    _____ □ during day    _____ □ departure
Specify community routines: _____ □ volunteer activities    _____ □ special events

Grooming

1.122. Identify persons, objects, tasks, and areas associated with personal care activities involved in grooming. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ □ hair—shampooing, drying, combing, styling, cutting
_____ □ nails—cutting, cleaning, filing
_____ □ cosmetics—applying, removing
_____ □ shaving
_____ □ other: ___________________________

1.123. Identify when personal care activities involved in grooming are needed (e.g., hair—wash when taking a shower, style before going out, brush when messy or tangled, cut when too long; nails—cut when too long, file when uneven, clean when dirty; cosmetics—apply when dressing up or when desired, remove before bedtime). (IF.A.1.In.2, IF.A.1.Su.2)
Course Number: 7963130 – Unique Skills

1.124. Use specific knowledge and skills when completing grooming activities (e.g., hair—parting hair evenly, fixing hair according to style, knowing the difference between shampoo and conditioner; nails—not cutting too short, filing evenly, knowing how to clean and file; cosmetics—correctly apply makeup, use the right amount, knowing where each type of cosmetic is applied, knowing how to remove; shaving—knowing about different types of shavers, using electric razors). (IF.A.1.In.2, IF.A.1.Su.2)

1.125. Use strategies when completing grooming activities effectively and efficiently and on a regular basis (e.g., look at pictures in magazines to choose hair style; mark recurring events on calendar—hair cut every six weeks, permanent every six months; mark scheduled appointments on calendar; ask friend, relative, or doctor about appropriate choice of cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)

1.126. Accept assistance with and participate in activities and tasks associated with daily grooming routines. (IF.A.1.Pa.2)

Hygiene

1.127. Identify persons, objects, tasks, and areas associated with personal care activities involved in hygiene. (IF.A.1.In.2, IF.A.1.Su.2)

Specify:
- [ ] washing and bathing
- [ ] dental care
- [ ] using the toilet
- [ ] menstrual care
- [ ] other: ___________________________

1.128. Identify when personal care activities involved in hygiene are needed (e.g., hand washing—when hands are dirty, before meals, after the bathroom is used; bathing—at least once a day (morning or evening), after a sporting event, after playing outdoors; using the toilet—before getting in the car for a long trip, before bed, after meals; dental hygiene—brush teeth after meals, when you wake up and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed, dispose of products appropriately). (IF.A.1.In.2, IF.A.1.Su.2)

1.129. Use specific knowledge and skills when completing hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, using deodorant, cleaning up afterwards, knowing how to make the water the correct temperature for bathing or hand washing, knowing how to flush toilet, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)

Specify:
- [ ] home
- [ ] school
- [ ] community

1.130. Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)

1.131. Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, and toothpaste). (Social and Personal A 6: IV)
Course Number: 7963130 – Unique Skills

1.132. Use strategies to complete hygiene activities effectively and efficiently and on a regular basis (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning, personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)

1.133. Accept assistance with and participate in activities and tasks associated with daily hygiene routines. (IF.A.1.Pa.2)
   Specify home routines: _____ ☐ morning _____ ☐ after school _____ ☐ evening
   Specify school routines: _____ ☐ arrival _____ ☐ during day _____ ☐ departure
   Specify community routines: _____ ☐ volunteer activities _____ ☐ special events

Motor Control

1.134. Identify personal care needs involved in motor control. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: _____ ☐ strength, stamina, endurance, and muscular flexibility
   _____ ☐ postural alignment for sitting, standing, lifting, and movement
   _____ ☐ proximity to objects
   _____ ☐ other:

1.135. Identify when personal care activities are needed for motor control (e.g., weight training or physical therapy to build muscles to complete daily tasks, cardiovascular exercise to increase stamina and endurance, use of assistive devices for correct posture). (IF.A.1.In.2, IF.A.1.Su.2)

1.136. Use specific knowledge and skills when completing personal care activities needed for motor control (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift by yourself). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: _____ ☐ home _____ ☐ school _____ ☐ community

1.137. Use strategies related to motor control to complete personal care activities effectively and efficiently and on a regular basis (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)

1.138. Accept assistance with and participate in activities and tasks associated with motor control routines. (IF.A.1.Pa.2)
   Specify home routines: _____ ☐ morning _____ ☐ after school _____ ☐ evening
   Specify school routines: _____ ☐ arrival _____ ☐ during day _____ ☐ departure
   Specify community routines: _____ ☐ volunteer activities _____ ☐ special events

Nutrition

1.139. Identify persons, objects, tasks, and areas associated with common health care activities involving nutrition. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: _____ ☐ selecting food that provides optimum nutritional value
   _____ ☐ maintaining, losing, or gaining weight
   _____ ☐ choosing a diet that follows the Food Guide Pyramid
   _____ ☐ using dietary supplements—vitamins, energy bars
   _____ ☐ other:
Course Number: 7963130 – Unique Skills

1.140. Identify when health care activities are needed for nutrition (e.g., when decreasing food intake, when increasing food intake, when maintaining weight, when planning meals for a week, when making a grocery list). (IF.A.1.In.2, IF.A.1.Su.2)

1.141. Use specific knowledge and skills when completing health care activities involving nutrition (e.g., using the Food Guide Pyramid when planning a meal, selecting nutritious snacks or meals, interpreting nutritional information on packages, limiting the amount of intake, identifying benefits and risks with dietary supplements). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: __________ home __________ school __________ community

1.142. Discriminate food items from nonfood items. (Social and Personal A:10: III)

1.143. Use strategies related to nutrition to complete health care activities effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals; keep a list of nutrient-dense and nutrient-lacking foods; pre-measure servings—make and freeze hamburger patties ahead of time; use measuring devices to serve food—1/2 cup of mashed potatoes; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In12, IF.A.1.Su.2)

1.144. Accept assistance with and participate in activities and tasks associated with daily nutrition routines. (IF.A.1.Pa.2)
   Specify home routines: __________ morning __________ after school __________ evening
   Specify school routines: __________ breakfast __________ lunch __________ snack
   Specify community routines: __________ eating out __________ volunteer activities

Diseases

1.145. Identify persons, objects, tasks, and areas associated with health care issues involving diseases. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: __________ identifying communicable diseases and their symptoms
              __________ knowing how diseases are transmitted and their incubation periods
              __________ knowing preventative measures and ways to avoid contact
              __________ knowing possible treatments for communicable diseases
              __________ knowing about causes and symptoms of cancer, cardiovascular disease, emphysema, diabetes, and other chronic diseases
              __________ knowing how to get treatment for diseases and illnesses
              __________ other:

1.146. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don't feel well enough to continue an activity, when you are in pain). (IF.A.1.In.2, IF.A.1.Su.2)

1.147. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: __________ home __________ school __________ community

1.148. Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal E 38: III)
Course Number: 7963130 – Unique Skills

1.149. Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)

1.150. Identify appropriate storage and use of medications. (Social and Personal E 41: V)

1.151. Use strategies to complete activities related to disease control effectively and efficiently and on a regular basis (e.g., ask a friend or relative, put daily medicines in compartmentalized container, use proper hygiene to avoid contact). (IF.A.1.In.2, IF.A.1.Su.2)

1.152. Accept assistance with and participate in activities and tasks associated with disease prevention and treatment. (IF.A.1.Pa.2)

Specify: _____ □ home _____ □ school _____ □ community

First Aid

1.153. Identify persons, objects, tasks, and areas associated with health care activities involving first aid. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ □ stopping bleeding and applying bandages
 _____ □ taking care of burns, poisons, and wounds
 _____ □ using cardiopulmonary resuscitation (CPR)
 _____ □ getting help when needed
 _____ □ other: ______________________________________

1.154. Identify when first aid is needed (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when somebody is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)

1.155. Use specific knowledge and skills when completing health care activities involving first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, knowing the methods of stopping bleeding, knowing how to properly clean and apply medicines to wounds and burns, knowing when to not move an injured person, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ □ home _____ □ school _____ □ community

1.156. Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)

1.157. Use strategies to provide first aid effectively and efficiently (e.g., keep first aid supplies and guide stored together; take a first aid course; ask someone to show you how to properly administer first aid; keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

1.158. Accept assistance with and participate in activities and tasks associated with first aid treatment. (IF.A.1.Pa.2)

Specify: _____ □ home _____ □ school _____ □ community
Unique Skills

Wellness

1.159. Identify persons, objects, tasks, and areas associated with health care activities involved in maintaining wellness. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: □ obtaining routine medical care, periodic check-ups
   □ getting regular rest and exercise
   □ maintaining a nutritious diet
   □ taking steps to maintain a positive mental attitude
   □ other: __________________________________________

1.160. Identify health care activities that are needed for wellness (e.g., creating a wellness plan, seeing the general practitioner, gynecologist, and ophthalmologist annually or as needed; seeing the dentist every six months for a cleaning; taking time for yourself; maintaining positive social contacts). (IF.A.1.In.2, IF.A.1.Su.2)

1.161. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying eating habits, maintaining a regular exercise program, identifying sources of stress, balancing own schedule of activities). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: □ home □ school □ community

1.162. Use strategies to complete wellness activities effectively and efficiently and on a regular basis (e.g., develop a wellness routine and follow it; participate in wellness activities with a friend; keep nonprescription drugs stored together; check expiration dates on nonprescription drugs every six months; ask doctor and dentist to send out reminders for annual physicals or six-month checkups; ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)

1.163. Accept assistance with and participate in activities and tasks associated with wellness. (IF.A.1.Pa.2)
   Specify: □ home □ school □ community

Tobacco, Alcohol, and Other Drug Use and Abuse

1.164. Identify persons, objects, tasks, and areas associated with prevention of tobacco, alcohol, and other drug abuse. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: □ identifying the appropriate use of prescription and nonprescription drugs
   □ identifying physical dangers of tobacco, alcohol, and other drug abuse
   □ identifying mental and social dangers of tobacco, alcohol, and other drug abuse
   □ identifying legal control of tobacco, alcohol, and other drug use
   □ identifying the role of peer pressure
   □ other: __________________________________________

1.165. Identify when health care activities are needed for tobacco, alcohol, and other drug abuse (e.g., using alcohol habitually, taking drugs when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)
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1.166. Use specific knowledge and skills related to tobacco, alcohol, and other drug abuse when completing health care activities (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drug abuse; abiding by legal restrictions; knowing the characteristics of addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to substance abuse). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ______ home ______ school ______ community

1.167. Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)

1.168. Use strategies related to prevention of tobacco, alcohol, and other drug abuse effectively and efficiently and on a regular basis (e.g., keep a list of recommendations or warnings with the prescriptions you take regularly; do not drink alcohol; do not smoke or chew tobacco; join a support group for substance abusers, if needed; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)

1.169. Accept assistance with and participate in activities and tasks associated with prevention and treatment of tobacco, alcohol, and other drug abuse. (IF.A.1.Pa.2)

Specify: ______ home ______ school ______ community

Disability Awareness and Management

1.170. Identify activities involved in disability awareness and management. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ______ ______ appropriating use of equipment and assistive or adaptive devices
 ______ ______ recognizing the need for repair or maintenance of any prosthesis
 ______ ______ management of daily medical needs
 ______ ______ requesting assistance with disability needs when necessary
 ______ ______ other:

1.171. Use specific knowledge and skills when completing activities involving disability awareness and management (e.g., correctly using equipment and assistive or adaptive devices; appropriately administering self-medication; appropriately finding assistance with disability needs; knowing causal factors related to disability and their implications; knowing treatment for disability and any associated problems; knowing limitations due to disability; knowing availability and function of assistive and adaptive devices). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ______ ______ home ______ school ______ community

1.172. Use strategies related to activities involving disability awareness and management effectively and efficiently and on a regular basis (e.g., store instructions for adaptive or assistive equipment in one place; keep all papers related to eligibility for various services in a safe place; join an advocacy group; get on a mailing list of disability advocacy groups; ask friends with similar disabilities; keep a list of agencies to call for assistance or to answer questions—hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)

1.173. Accept assistance with and participate in activities and tasks associated with disability awareness and management. (IF.A.1.Pa.2)

Specify: ______ ______ home ______ school ______ community

824
842
Exercise Programs

1.174. Identify persons, objects, tasks, and areas associated with health care activities involved in exercise programs. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify:  
   □ selecting appropriate exercise activities for fitness
   □ performing specific exercises
   □ maintaining participation in exercise programs
   □ identifying potential problems resulting from exercise programs
   □ evaluating the benefits of an exercise program
   □ requesting assistance with disability needs when necessary
   □ other:

1.175. Identify when exercise programs are needed (e.g., to control weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

1.176. Use specific knowledge and skills when completing an exercise program (e.g., refining motor skills to complete exercises—using weights, swimming, running; increasing coordination for aerobics, yoga, karate, jumping rope; identifying ways to motivate yourself to continue; identifying symptoms of over-exertion—sore muscles, cramps, incontinence; monitoring own progress). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify:  
   □ home      □ school      □ community

1.177. Use strategies related to exercise programs effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan; set up a schedule for regular exercise and follow it; exercise with a buddy; join an exercise group at local YMCA or community center; watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

1.178. Accept assistance with and participate in activities and tasks associated with exercise programs. (IF.A.1.Pa.2)
   Specify:  
   □ home      □ school      □ community

Mental Health

1.179. Identify persons, objects, tasks, and areas associated with activities for maintaining mental health. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify:  
   □ identifying emotional needs and related social behaviors
   □ identifying maladaptive behaviors and habits
   □ identifying sources of stress or anxiety
   □ determining own ability to deal with perceived causes of problems
   □ determining potential impact or results of mental health problems
   □ choosing to engage in alternate behaviors or activities to relieve problems
   □ requesting assistance with mental health needs when necessary
   □ other:

1.180. Identify when activities for maintaining mental health are needed (e.g., after major changes in your life, when you experience constant failure, when events in your life seem overwhelming, when you are 'burned out'). (IF.A.1.In.2, IF.A.1.Su.2)
1.181. Use specific knowledge and skills when completing activities to maintain mental health (e.g., identifying types of mental health problems, identifying sources of assistance in the family or community, analyzing the potential impact of maladaptive behavior, examining own habits and behaviors). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ ☐ home  _____ ☐ school  _____ ☐ community

1.182. Use strategies related to maintaining mental health effectively and efficiently and on a regular basis (e.g., regularly schedule time for yourself, keep long-term goals in sight, set up a network of relatives and friends you can turn to). (IF.A.1.In.2, IF.A.1.Su.2)

1.183. Accept assistance with and participate in activities and tasks associated with mental health. (IF.A.1.Pa.2)

Specify: _____ ☐ home  _____ ☐ school  _____ ☐ community

USING COMMUNITY RESOURCES AND TRAVEL

Using Community Services (General Process)

1.184. Identify community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ ☐ employment—state employment services, Vocational Rehabilitation, private agencies

_____ ☐ housing, home maintenance—real estate agents, rental agencies, pest control

_____ ☐ medical, health, wellness—doctors, dentists, hospitals, clinics, support groups

_____ ☐ civil—voter registration, tax collector, license bureau

_____ ☐ utilities—water, electric, garbage collection

_____ ☐ communication—telephone, mail, e-mail

_____ ☐ transportation—bus, taxi, bicycle

_____ ☐ personal services—barber, dry cleaner, laundromat

_____ ☐ retail stores—department stores, clothing stores, shoe stores, grocery stores

_____ ☐ food services—restaurants, cafeterias, bakeries

_____ ☐ financial—banks, credit unions, insurance agents

_____ ☐ recreation, leisure, entertainment—movies, libraries, community centers

_____ ☐ legal, advocacy—lawyers, advocacy and protection groups

_____ ☐ educational—adult education, trade schools, community colleges, school board

_____ ☐ emergency—police, fire, ambulance, Red Cross

_____ ☐ other:

1.185. Identify services provided by local community agencies. (Social and Personal E 43: V)

1.186. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with specific needs would need to be contacted (e.g., when you desire to get a new product, when equipment has broken down, when you don’t feel well, when you are looking for a job). (IF.A.2.In.1, IF.A.2.Su.1)

1.187. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with specific needs (e.g., government agencies, family, friends, newspaper, phone book, neighbors). (IF.A.2.In.1, IF.A.2.Su.1)
1.188. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)

1.189. Identify advantages and disadvantages of particular types of community service agencies, businesses, or other resources that assist individuals with specific needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify:

- Community service agencies: advantages—usually free or low cost; disadvantages—may have a waiting list, may have eligibility limitations
- Businesses: advantages—customer service focus, convenience; disadvantages—higher cost
- Other resources (i.e., friends, neighbors, co-workers): advantages—want to help, little or no cost; disadvantages—may have less knowledge than professionals

1.190. Select the community service agency, business, or other resource that will meet (or is most likely to meet) an individual's specific needs for assistance (e.g., immediate service, low cost, quality service, consistent service, dependability, location, availability). (IF.A.2.In.1, IF.A.2.Su.1)

1.191. Locate community service agencies, businesses, or other resources to assist individuals with specific needs (e.g., call to obtain address, look up address in phone book, ask a friend or co-worker for directions). (IF.A.2.In.1, IF.A.2.Su.1)

1.192. Identify ways of contacting community service agencies, businesses, or other resources to assist individuals with specific needs (e.g., telephone, fax, e-mail, personal visit). (IF.A.2.In.1, IF.A.2.Su.1)

1.193. Contact community service agencies, businesses, or other resources to assist individuals with specific needs when necessary (e.g., to ask questions about a bill, to make an appointment, to find out services, to get a price estimate). (IF.A.2.In.1, IF.A.2.Su.1)

1.194. Use the specific knowledge and skills that are required to obtain and benefit from a particular service related to specific needs (e.g., knowing standard rates, knowing what needs to be fixed, knowing a resource's reputation, gathering documentation, requesting assistance, maintaining continued contacts if needed). (IF.A.2.In.1, IF.A.2.Su.1)

1.195. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)

Specify setting:

- Home
- School
- Community

Using Specific Community Services

1.196. Use basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying for the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify:

- Hair care
- Laundermat
- Dry cleaner
- Other:
Course Number: 7963130 – Unique Skills

1.197. Use basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)
   Specify: □ library □ parks and recreation
   □ public safety □ public health department
   □ other: ______________________________________________________________________

1.198. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques, paying for the cost). (IF.A.2.In.1, IF.A.2.Su.1)
   Specify: □ department stores □ convenience stores □ drug stores
   □ grocery stores □ hardware stores □ specialty stores
   □ flea markets □ second-hand stores □ garage sales
   □ other: ______________________________________________________________________

1.199. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying for the bill). (IF.A.2.In.1, IF.A.2.Su.1)
   Specify: □ restaurants □ cafeterias
   □ fast food chains □ refreshment stands
   □ vending machines □ other: ______________________________________________________________________

1.200. Use coin-operated machines. (Social and Personal H 63: V)

1.201. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)
   Specify: □ movies □ arenas
   □ skating rinks □ video arcades
   □ museums—science, arts, historical □ bowling alleys
   □ other: ______________________________________________________________________

1.202. Use basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, getting a money order, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)
   Specify: □ banks □ credit unions □ savings and loan institutions
   □ other: ______________________________________________________________________

1.203. Use basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, making an appointment, filling out an application, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)
   Specify: □ clinics □ hospitals □ doctor’s offices
   □ public health department □ mental health and guidance clinics
   □ other: ______________________________________________________________________
Mail and Telephone Services

1.204. Identify community service agencies, businesses, or other resources that assist individuals with mail, telephone, and e-mail to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify:  
- mail—US Post Office; shipping services
- telephone—local provider, long distance carrier, cellular phone company
- e-mail—Internet service providers
- other: ________________________________

1.205. Use basic knowledge and skills when using mail services to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify:  
- writing a card or letter
- addressing an envelope
- determining and obtaining correct postage
- locating and using mail boxes
- using pickup and delivery services
- registering a change of address
- packing a box for shipping
- selecting and using a shipping service
- other: ________________________________

1.206. Demonstrate the specific knowledge and skills required to use a telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify:  
- knowing the function and use of telephone parts
- knowing the function of various signals and tones
- selecting correct way to dial local numbers
- knowing how to get assistance with telephone services
- using emergency numbers such as 911
- using adaptive telephones and telephone services
- using basic information numbers such as 411
- using pay telephones
- other: ________________________________

1.207. Demonstrate specific knowledge and skills required to communicate by telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify:  
- what to say when answering the phone
- what to say when making a call
- what to say when ending a call
- how to maintain a phone conversation
- how to leave a message
- how to take a message
- other: ________________________________

1.208. Identify and use emergency number (0—911) on telephone in an appropriate manner. (Social and Personal H 61: IV)

1.209. Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)
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General Knowledge about Travel

1.210. Identify various means of transportation for people with disabilities (e.g., walking; special transit services; special assistance on trains, airlines, taxis). (IF.A.2.In.2, IF.A.2.Su.2)

1.211. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)
Specify:
☐ cost
☐ handicap accessibility
☐ routes
☐ hours of operation
☐ convenience
☐ other:

1.212. Identify the dangers, responsibilities, and behavior appropriate to independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keeping hands to self, not talking loudly, being polite, asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

1.213. Identify safety precautions related to traffic and pedestrian travel. (Social and Personal 36: V)

1.214. Select appropriate transportation for routine travel needs (e.g., financially feasible, appropriate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)

Mobility in an Enclosed Space or Room

1.215. Identify and locate desired area in a room (e.g., find a vacant seat in a classroom; sit in student’s desk in classroom, not the teacher’s). (IF.A.2.In.2, IF.A.2.Su.2)
Specify:   ☐ home  ☐ school  ☐ community

1.216. Move to desired location in a room safely and effectively (e.g., use least obtrusive route, allow time to reach desired location). (IF.A.2.In.2, IF.A.2.Su.2)
Specify:   ☐ home  ☐ school  ☐ community

1.217. Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)
Specify:   ☐ home  ☐ school  ☐ community

1.218. Accept assistance with and participate in the sequence of tasks or activities to locate exits and entrances in familiar rooms. (IF.A.2.Pa.2)
Specify:   ☐ home  ☐ school  ☐ community

1.219. Accept assistance with and participate in the sequence of tasks or activities to locate specified areas in familiar rooms. (IF.A.2.Pa.2)
Specify:   ☐ home  ☐ school  ☐ community

Mobility in Buildings

1.220. Identify and find specific locations in the school environment when completing functional tasks (e.g., classrooms, administrative offices, gymnasiums, media centers, eating areas, restrooms, recreation areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)
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1.221. Identify and find specific locations in the home when completing functional tasks (e.g., living area, eating area, kitchen, bath, recreation area, laundry area, waste disposal area, storage area). (IF.A.2.In.2, IF.A.2.Su.2)

1.222. Identify and find specific locations in stores when completing functional tasks (e.g., grocery store—produce, deli, bakery, frozen foods, canned foods, paper products, cashier, restrooms; department store—dressing rooms, men’s clothing, women’s clothing, shoes, linens, cashier, restrooms; video store—new releases, science fiction films, horror films, comedy films, cashier). (IF.A.2.In.2, IF.A.2.Su.2)

1.223. Identify and find specific locations in restaurants when completing functional tasks (e.g., nonsmoking and smoking sections, hostess stand, cashier, restrooms, customer dining area, telephones). (IF.A.2.In.2, IF.A.2.Su.2)

1.224. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)

1.225. Locate a specific room, apartment, or office according to its name or number (e.g., use directional signs, numbers or letters on doors, directories). (IF.A.2.In.2, IF.A.2.Su.2)

1.226. Enter and exit buildings through appropriate doorways (e.g., attend to “In,” “Out,” “Enter,” “No Entry,” “Authorized Personnel Only,” and “Exit” designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)

1.227. Accept assistance with and participate in sequence of tasks or activities to locate desired areas in familiar buildings. (IF.A.2.Pa.2) Specify: home, school, community

1.228. Accept assistance with and participate in the sequence of tasks or activities to perform ancillary mobility tasks (e.g., closing door, opening window). (IF.A.2.Pa.2)

1.229. Operate a self-service elevator when moving about a building (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)

1.230. Use an escalator safely (e.g., step on, hold on to rail, step off). (IF.A.2.In.2, IF.A.2.Su.2)

1.231. Accept assistance with and participate in the sequence of tasks or activities to travel within or between buildings in the local community. (IF.A.2.Pa.2)

Traveling in the Community

1.232. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find facility or street address, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)

1.233. Find a desired location in the community by street signs (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)
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1.234. Find desired location in the community by building or house number (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)

1.235. Move about in the immediate neighborhood from one location to another (e.g., walking, bicycle, car, roller blades, roller skates). (IF.A.2.In.2, IF.A.2.Su.2)

1.236. Use available modes of transportation to reach desired locations in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)

1.237. Practice safety procedures when walking or biking (e.g., wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

1.238. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock car doors, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)

1.239. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)

Specify:

**Using Public Transportation**

1.240. Locate the bus stop for a desired bus (e.g., obtain schedule, identify bus stops, identify closest stop). (IF.A.2.In.2, IF.A.2.Su.2)

1.241. Signal a bus to stop from numeral and destination names appearing on the bus. (IF.A.2.In.2, IF.A.2.Su.2)

1.242. Use maps to travel on a bus and other mass transit vehicles and systems as appropriate to the community (e.g., determine if route system goes to destination). (IF.A.2.In.2, IF.A.2.Su.2)

1.243. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train, or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)

1.244. Accept assistance with and participate in the sequence of tasks or activities to travel on public transportation (e.g., bus, airplane). (IF.A.2.Pa.2)
2. **Demonstrate social skills to respond appropriately to the environment, including the ability to build and maintain satisfactory interpersonal relationships and solve personal problems.**

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.

IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.

IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.

IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.

IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.

IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.

IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.

IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.

IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

SE.A.1.In.1 cooperate in a variety of group situations.

SE.A.1.In.2 assist in establishing and meeting group goals.

SE.A.1.In.3 function effectively within formal organizations.

SE.A.1.Su.1 cooperate in group situations—with guidance and support.

SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.

SE.A.1.Pa.1 participate effectively in group situations—with assistance.

SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: __________________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance
- full
- partial

- assistive technology
- full
- partial
Making and Carrying Out Plans

Planning Process for Personal Goals

2.1. Identify personal situations that call for a plan (e.g., creating a wellness plan, moving to a new apartment, buying a car, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

2.2. Identify the benefits of using a planning process to set personal goals (e.g., helps you to stay on track, useful in monitoring progress, can be motivating). (IF.B.1.In.1, IF.B.1.Su.1)

2.3. Identify criteria to use to determine when a plan is needed (e.g., availability of options, time and resources available for planning, long-term impact of decision). (IF.B.1.In.1, IF.B.1.Su.1)

2.4. Describe steps to be followed when making a plan. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: 
   - identify goal or outcome
   - identify needed resources
   - determine major tasks
   - schedule tasks
   - other: ______________________________________

2.5. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: 
   - individuals—family members, supervisors, teachers
   - agencies—government agencies, religious organizations, schools
   - other: ______________________________________

Using Self-appraisal for Personal Goals

2.6. Use self-appraisal to indicate personal strengths or needs (e.g., physical appearance, personality, social skills, performance in school, performance outside of school, performance on the job, talents, interests, preferences for activities). (IF.B.1.In.1, IF.B.1.Su.1)

2.7. Evaluate the results of self-appraisal to determine personal goals (e.g., determine personal strengths and needs, identify practices that maximize strengths and minimize needs). (IF.B.1.In.1, IF.B.1.Su.1)

2.8. Identify personal strengths and weaknesses. (Social and Personal G 59:VI)

2.9. Identify how a positive view of self can affect personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)

Determining Options and Risks for Personal Goals

2.10. Identify alternatives and choices available to reach personal goals (e.g., lose weight—follow the Food Guide Pyramid, start exercise program, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)

2.11. Identify the risks and benefits associated with each alternative choice (e.g., dieting risks—body may not get its necessary vitamins, may take food decrease to an extreme; dieting benefits—clothes fit better, may decrease chance of heart attack). (IF.B.1.In.1, IF.B.1.Su.1)
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2.12. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, heart disease, or hypertension, and affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

2.13. Identify previous personal experiences related to setting personal goals (e.g., visiting a homeless shelter and then volunteering for a community program, getting into frequent arguments and then making improvements in personal relationships). (IF.B.1.In.1, IF.B.1.Su.1)

Setting Personal Goals

   Specify: _____ ☐ short-term goals
   _____ ☐ long-term goals
   _____ ☐ other:

2.15. Determine if tasks needed to reach personal goals are reasonable (e.g., taking on only what you can handle; not planning too many tasks per day, week, or month). (IF.B.1.In.1, IF.B.1.Su.1)

2.16. Identify when responsible planning is needed for personal choices (e.g., selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)

2.17. Set achievable personal goals related to personal living arrangements (e.g., safe neighborhood, well-constructed building, reasonable costs, meets accessibility needs). (IF.B.1.In.1, IF.B.1.Su.1)

2.18. Set goals for preferred school and extracurricular activities (e.g., passing specific courses, obtaining a diploma, joining a service group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)

2.19. Set personal goals related to preferred leisure activities (e.g., joining a recreational sports team, reading books). (IF.B.1.In.1, IF.B.1.Su.1)

2.20. Set personal goals related to preferred participation in community activities (e.g., participating in religious organization; volunteering at a community organization; attending community affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)

2.21. Accept assistance with and participate in expressing personal preferences and desires related to own activities. (IF.B.1.Pa.1)
   Specify: _____ ☐ personal care
   _____ ☐ productive activities
   _____ ☐ leisure and recreation activities
   Specify: _____ ☐ home
   _____ ☐ school
   _____ ☐ community

Making Plans to Implement Personal Goals

2.22. Make a plan to implement personal goals (e.g., identify steps, record the steps, have someone look over steps, if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

2.23. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need hour or so depending on extent of repairs, need an open space, a wrench, screw driver, and oil; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of past tests for practice). (IF.B.1.In.1, IF.B.1.Su.1)
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2.24. Allocate, prioritize, and schedule the time, space, and materials needed to accomplish personal goals. (IF.B.1.In.1, IF.B.1.Su.1)

Carrying Out Personal Plans

2.25. Commit to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)

2.26. Undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals (e.g., schedule changes, unavailable resources, personal illness). (IF.B.1.In.2, IF.B.1.Su.2)

2.27. Use evaluations to improve own performance when carrying out plans related to personal goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do, develop a plan to improve evaluations). (IF.B.1.In.2, IF.B.1.Su.2)

Monitoring Progress and Making Adjustments to Personal Plans

2.28. Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

2.29. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., compare to original situation, review steps taken, calculate costs in time and money). (IF.B.1.In.2, IF.B.1.Su.2)

2.30. Adapt plan and personal goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

2.31. Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments to plans. (IF.B.1.Pa.1)

Specify: ☐ personal care ☐ productive activities

☐ leisure and recreational activities

Specify: ☐ home ☐ school ☐ community

Career Planning Process

2.32. Identify the benefits of using a planning process to set career goals (e.g., increases motivation, improves organization, helps you to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)

2.33. Identify criteria to determine when a career plan is needed (e.g., long-term impact of decisions, availability of options). (IF.B.1.In.1, IF.B.1.Su.1)

2.34. Identify steps in a planning process to set career goals (e.g., determine strengths and needs, identify interests and abilities, match to opportunities, identify desired career and lifestyle). (IF.B.1.In.1, IF.B.1.Su.1)
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2.35. Describe the steps to be used for making a career plan (e.g., identify goal or post-school outcome, identify needed resources, determine major tasks, schedule tasks). (IF.B.1.In.1, IF.B.1.Su.1)

2.36. Identify sources of assistance for planning careers. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: □ individuals—family members, supervisors, teachers, employers
   □ agencies—government agencies, schools, private counselors
   □ other: ____________________

2.37. Identify resources for finding employment. (Social and Personal C 30: VI)

2.38. Identify sources of information about setting career goals (e.g., parents, teachers, relatives, possible employers, school counselor, career counselor). (IF.B.1.In.1, IF.B.1.Su.1)

2.39. Use self-appraisal to indicate own strengths and needs related to possible careers (e.g., certificates received, test scores, previous experiences, physical strengths, interests, talents, desires). (IF.B.1.In.1, IF.B.1.Su.1)

2.40. Complete a personal appraisal to determine current status related to career planning. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: □ self-concept and values clarification
   □ personality characteristics and personal style
   □ motivational patterns and personal preferences
   □ occupational interests
   □ personal and educational background
   □ work history and experience
   □ physical fitness and stamina
   □ school performance
   □ key accomplishments and successes
   □ satisfying and dissatisfying experiences
   □ other: ____________________

2.41. Complete self-appraisal to determine career goals and desires. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: □ analysis of current job—behavioral demands
   □ significance of various job elements—likes and dislikes
   □ values, skills, and abilities—professional or technical, managerial, personal
   □ personal insight of capabilities—personal qualities, special needs
   □ ideal job description
   □ preferred working environment
   □ ideal life-style
   □ career goals
   □ other: ____________________

2.42. Identify personal strengths which affect realistic job choices (e.g., desire to please, problem-solving, communication, self-management, cheerfulness, cooperation, acceptance of criticism, manual dexterity, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)

2.43. Identify personal limitations that may affect career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)
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2.44. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., interests, talents, ambition, social skills, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)

2.45. Identify characteristics of a good employee. (Social and Personal C 23: IV)

2.46. Evaluate the results of self-appraisal and other relevant assessments to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)

2.47. Identify options available that are associated with selected careers (e.g., local job market, hiring practices, availability of support and training on the job, availability of entry-level positions). (IF.B.1.In.1, IF.B.1.Su.1)

2.48. Identify risks associated with selected occupations and careers (e.g., dangerous working conditions, exposure to the illnesses of others, exposure to the elements, work with or around hazardous materials, long-term future is unknown). (IF.B.1.In.1, IF.B.1.Su.1)

2.49. Conduct an environmental assessment of the workplace to determine degree of match for employment. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: □ accessibility
□ job requirements and selection standards
□ available career paths or options
□ amount and type of employee training or orientation
□ workplace culture, and support
□ other:

2.50. Select preferred occupational and career choices for self (e.g., identify personal strengths and needs, evaluate experiences and education, identify jobs and careers that relate to personal preferences). (IF.B.1.In.1, IF.B.1.Su.1)

2.51. Identify goals relating to own plan for high school and postsecondary training (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving a professional certificate). (IF.B.1.In.1, IF.B.1.Su.1)

2.52. Identify goals related to immediate employment for self (e.g., type of job, location, hours, salary). (IF.B.1.In.1, IF.B.1.Su.1)

2.53. Identify various methods of achieving career goals when employed (e.g., choosing jobs with high probability of promotion, working hard, living up to expectations, obtaining additional training). (IF.B.1.In.1, IF.B.1.Su.1)

2.54. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or community service activities. (CL.C.1 Pa.1)

2.55. Use a goal-directed strategy to prepare plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: □ reconcile self-assessment with environmental assessment
□ identify long-range alternatives
□ specify short-range goals
□ set priorities and prepare an action plan
□ develop a contingency plan
□ other:
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2.56. **Identify the time, training, and resources needed to accomplish career goals**
(e.g., allowing several weeks to locate potential jobs, preparing a resume and application, obtaining Social Security card, knowing how to use specific types of equipment). (IF.B.1.In.1, IF.B.1.Su.1)

2.57. **Identify the time, training, and resources needed to gain promotions within a specific job** (e.g., completing training at a technical institution, passing a qualifying exam, getting excellent evaluations). (IF.B.1.In.1, IF.B.1.Su.1)

2.58. **Allocate, prioritize, and schedule the time, training, and resources needed to accomplish career goals.** (IF.B.1.In.1, IF.B.1.Su.1)
Specify: ____ □ make a list of tasks
____ □ arrange list chronologically or in order of importance
____ □ estimate time requirements for each task
____ □ identify resources and assistance needed
____ □ other: ____________________________________________

2.59. **Commit to complete necessary training activities when carrying out plans related to career goals.** (IF.B.1.In.2, IF.B.1.Su.2)

2.60. **Commit to make necessary contacts and inquiries in a job search when carrying out plans related to career goals.** (IF.B.1.In.2, IF.B.1.Su.2)

2.61. **Undertake new tasks and adapt to changes when carrying out plans related to career goals** (e.g., if you don’t score high enough on exam to obtain a job—get help to prepare for exam, retake exam, alter career goal if necessary). (IF.B.1.In.2, IF.B.1.Su.2)

2.62. **Use evaluations to improve own performance carrying out plans related to career goals** (e.g., use positive outcomes as benchmarks, determine causes for poor evaluations and use as examples of what not to do, develop plan to improve performance). (IF.B.1.In.2, IF.B.1.Su.2)

2.63. **Periodically monitor progress in a specific activity when carrying out plans related to career goals** (e.g., determine current status, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

2.64. **Evaluate actions taken to determine what has been gained, lost, or achieved in carrying out career plan.** (IF.B.1.In.2, IF.B.1.Su.2)

2.65. **Adapt career plan and goals in response to changing situations and requirements** (e.g., if you don’t get a job after applying, apply for other jobs that are similar; adjust plan to obtain another job). (IF.B.1.In.2, IF.B.1.Su.2)

2.66. **Accept assistance with and participate in expressing personal preferences and desires related to making adjustments in volunteer and workplace activities.** (IF.B.1.Pa.1)
Specify: ____ □ school ____ □ community/workplace
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**PATTERNS OF CONDUCT**

**Independent Behaviors**

2.67. Identify characteristics of behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify:
- Self-initiation—begins tasks on own, asks for additional tasks upon completion
- Self-management—uses self-monitoring, self-instruction, and self-reinforcement techniques
- Self-control—manages unstructured time, controls responses to events
- Self-advocacy—requests needed resources, questions practices that appear unfair
- Self-esteem—sets challenging goals, says no to peer pressure
- Other: ________________________________

2.68. Identify characteristics of behaviors that prevent one from functioning independently in a variety of situations. (IF.B.2.In.1, IF.B.2.Su.1)

Specify:
- Procrastinates—waits until the last minute to start, avoids starting at all
- Dependent—waits for others to check progress
- Lacks self-control—gets upset when unexpected events occur
- Passive—lets others take all needed supplies
- Low self-esteem—won’t try new tasks, makes negative comments about self
- Other: ________________________________

2.69. Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)

2.70. Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)

2.71. Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)

2.72. Identify factors that support and require independent functioning in a variety of situations (e.g., availability of choices, availability of adaptive or assistive devices, opportunities to make decisions about activities, access to resources and supplies when needed). (IF.B.2.In.1, IF.B.2.Su.1)

2.73. Identify factors that prevent one from functioning independently in a variety of situations (e.g., high degree of external control by persons in the environment, extremely rigid rules and requirements, lack of options or personal choices, lack of access to needed resources and supplies, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)

2.74. Demonstrate behaviors that enable one to function independently in a variety of situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify:
- Self-initiation
- Self-management
- Self-control
- Self-advocacy
- Self-esteem
- Other: ________________________________

Specify:
- Home
- School
- Community
- Workplace

2.75. Stay on task until its completion. (Social and Personal C 20: III)

2.76. Seek help and accept assistance. (Social and Personal C 21: III)
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2.77. *Stay on task to completion within a given time frame.* (Social and Personal C 22: IV)

2.78. Monitor own behaviors that enable one to function independently in a variety of situations and make adjustments if needed. (IF.B.2.In.2, IF.B.2.Su.2)
   Specify: ______ □ self-initiation ______ □ self-management ______ □ self-control
   ______ □ self-advocacy ______ □ self-esteem ______ □ other: _______________________
   Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

2.79. Accept assistance with and participate in exhibiting patterns of conduct that will increase one's ability to function as independently as possible in a variety of situations. (IF.B.2.Pa.1)
   Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

Social Behaviors

2.80. Identify characteristics of behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.1)
   Specify: ______ □ consideration—makes polite comments, shares resources with others
   ______ □ cooperation—does share of work on projects, accepts others' suggestions
   ______ □ assertiveness—raises hand to participate in class, makes needs known to others
   ______ □ response to humor or teasing—laughs without drawing attention, ignores
   ______ □ response to criticism—makes needed changes, acknowledges others' views
   ______ □ other: _______________________

2.81. Identify characteristics of behaviors that prevent one from functioning effectively in a variety of social situations. (IF.B.2.In.1, IF.B.2.Su.1)
   Specify: ______ □ lack of consideration—doesn't wait for turn, will not clean up after finished with task
   ______ □ lack of cooperation—doesn't help others with task, keeps all supplies
   ______ □ lack of assertiveness—lets others take over equipment
   ______ □ inappropriate response to humor or teasing—makes loud noises, gets angry
   ______ □ inappropriate response to criticism—takes personally, makes negative comments, gets angry
   ______ □ other: _______________________

2.82. Identify factors that support effective functioning in a variety of social situations (e.g., availability of choices, availability of positive role models, opportunities to make decisions about activities). (IF.B.2.In.1, IF.B.2.Su.1)

2.83. Identify factors that prevent one from functioning effectively in a variety of social situations (e.g., lack of control by persons in the environment, lack of knowledge or non-compliance with rules and requirements, lack of options or personal choices, threats, peer pressure, lack of encouragement). (IF.B.2.In.1, IF.B.2.Su.1)

2.84. Demonstrate behaviors that enable one to function effectively in a variety of social situations. (IF.B.2.In.2, IF.B.2.Su.2)
   Specify: ______ □ consideration ______ □ assertiveness
   ______ □ response to humor or teasing ______ □ response to criticism
   ______ □ cooperation ______ □ other: _______________________
   Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace
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2.85. Cooperate with peers. (Social and Personal G 51: III)

2.86. Show respect for property of others. (Social and Personal G 52: III)

2.87. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

2.88. Monitor own behaviors that enable one to function effectively in a variety of social situations and make adjustments if needed. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: ___ ☐ consideration   ___ ☐ cooperates
___ ☐ response to humor or teasing   ___ ☐ response to criticism
___ ☐ cooperation   ___ ☐ other: __________

Specify: ___ ☐ home   ___ ☐ school   ___ ☐ community   ___ ☐ workplace

2.89. Accept assistance with and participate in exhibiting patterns of conduct that will promote one’s ability to function effectively in a variety of social situations. (IF.B.2.Pa.1)

Specify: ___ ☐ home   ___ ☐ school   ___ ☐ community   ___ ☐ workplace

Sexual Relationships

2.90. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respects partner’s desires, is consistent with expectations or rules of the situation and location, uses appropriate language, makes responsible decisions about when to have sexual relationships, chooses abstinence prior to marriage). (IF.B.2.In.1, IF.B.2.Su.1)

2.91. Identify body parts and gender. (Social and Personal E 39: III)

2.92. Identify body functions and recognize personal responsibility for human sexuality. (Social and Personal E 44: V)

2.93. Identify behaviors that are irresponsible and inappropriate expressions of sexual relationships (e.g., uses inappropriate displays of affection in public, forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)

2.94. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role models, knowledge of consequences of behaviors). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: ___ ☐ home   ___ ☐ school   ___ ☐ community   ___ ☐ workplace

2.95. Identify factors that may encourage behaviors that are not responsible and/or appropriate expressions of sexual relationships (e.g., bad role models, lack of reinforcement or feedback, use of alcohol, use of power or control, peer pressure). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: ___ ☐ home   ___ ☐ school   ___ ☐ community   ___ ☐ workplace

2.96. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

2.97. Accept assistance with and participate in using behaviors which are responsible and appropriate expressions of affection and sexual relations with others. (IF.B.2.Pa.1)

Specify: ___ ☐ home   ___ ☐ school   ___ ☐ community/ workplace
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Compliance with Laws, Rules, and Regulations

2.98. Discriminate between examples and non-examples of behaviors that are in compliance with laws, rules, and regulations (examples—wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, not trespassing; non-examples—speeding in a car, stealing from the grocery store, not paying bill at a restaurant, drinking alcohol or smoking underage). (IF.B.2.In.1, IF.B.2.Su.1)

2.99. Identify factors that promote behaviors that are in compliance with laws, rules, and regulations (e.g., knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)

2.100. Identify factors in situations that may encourage behaviors that are not in compliance with laws, rules, and regulations (e.g., lack of knowledge of laws, peer pressure, lack of reinforcement for complying with laws). (IF.B.2.In.1, IF.B.2.Su.1)

2.101. Identify factors which indicate when non-compliance with laws, rules, and regulations should be reported to authorities (e.g., life-threatening, danger to self or others). (IF.B.2.In.1, IF.B.2.Su.1)

2.102. Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
   Specify: □ home □ school □ community □ workplace

2.103. Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
   Specify: □ home □ school □ community □ workplace

2.104. Accept assistance with and participate in behaviors that comply with existing laws, rules, and regulations. (IF.B.2.Pa.1)
   Specify: □ home □ school □ community/workplace

Identifying Potentially Dangerous Situations

2.105. Identify situations in the home that are potentially dangerous (e.g., an intruder at the door, window, or attempting to enter the home; flood; fire; hurricane; tornado). (IF.B.2.In.3, IF.B.2.Su.3)

2.106. Identify situations in the school that are potentially dangerous (e.g., fighting, running in the halls, weapons, unsupervised playing on the school grounds). (IF.B.2.In.3, IF.B.2.Su.3)

2.107. Identify situations in the community that are potentially dangerous (e.g., accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in alleys or unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)

2.108. Identify situations in the workplace that are potentially dangerous (e.g., exposure to dangerous chemicals, co-workers with firearms, robbery, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)
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2.109. Identify the hazards associated with adverse weather conditions (e.g., rainstorms—thunder, lightning, strong winds, poor visibility, dangerous driving conditions; hurricanes and tornadoes—dangerously high winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)

2.110. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, another person making threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)

2.111. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

2.112. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2.Pa.2)

Specify: [ ] home [ ] school [ ] community/workplace

Getting Assistance and Following Safety Procedures

2.113. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

2.114. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)

2.115. Demonstrate ways to ask appropriate persons or agencies for assistance in various situations and emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

2.116. Identify how to react to specific emergency situations (e.g., tornado—get under desk or in hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber’s commands, report to police). (IF.B.2.In.3, IF.B.2.Su.3)

2.117. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)

Specify: [ ] home [ ] school [ ] community [ ] workplace

2.118. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

2.119. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, do not collect belongings, walk, do not crowd doorways, look for smoke under doors, do not touch door knobs, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)

2.120. Behave in ways that comply with fire drills and emergency procedures. (IF.B.2.In.3, IF.B.2.Su.3)

Specify: [ ] home [ ] school [ ] community [ ] workplace

2.121. Identify safety procedures for adverse weather conditions (e.g., rainstorms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go into bathroom or inner hallway). (IF.B.2.In.3, IF.B.2.Su.3)
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2.122. Behave in ways that comply with safety procedures used during adverse weather conditions. (IF.B.2.In.3, IF.B.2.Su.3)
   Specify: _____ ☑ home   _____ ☑ school   _____ ☑ community   _____ ☑ workplace

2.123. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2.Pa.2)
   Specify: _____ ☑ home   _____ ☑ school   _____ ☑ community/workplace

WORKING IN GROUPS AND ORGANIZATIONS

Working in a Group

2.124. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)

2.125. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)

2.126. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

2.127. Identify behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, delegating authority, taking turns, sharing materials, willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control or restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)

2.128. Identify behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing member’s efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early, working against other members). (SE.A.1.In.1, SE.A.1.Su.1)

2.129. Identify appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, don’t interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

2.130. Identify steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)
   Specify: _____ ☑ discuss the problem
             _____ ☑ individually list possible causes
             _____ ☑ record individual member’s suggestions and clarifications
             _____ ☑ discuss and verify causes
             _____ ☑ implement corrective action or solution
             _____ ☑ report results
             _____ ☑ move to next most probable cause or solution if initial action is ineffective
             _____ ☑ other: ____________________________________________
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2.131. Use appropriate steps for group problem solving in various situations. (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ □ home     _____ □ school     _____ □ community     _____ □ workplace

2.132. Use appropriate interpersonal communication skills when working in a group
(e.g., check for understanding, express opinions, state beliefs, provide input, speak when no one
else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ □ home     _____ □ school     _____ □ community     _____ □ workplace

2.133. Demonstrate behavior that meets social expectations when working in a group
(e.g., raising hand to speak, following the order of an agenda, understanding rules, abiding by
rules, respecting the rights of others in group activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ □ home     _____ □ school     _____ □ community     _____ □ workplace

2.134. Volunteer for and assist in the completion of tasks requiring group effort
(e.g., volunteering for the Special Olympics, participating in fund-raisers, taking part in charities,
putting together a dance, decorating for a club or organization). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ □ home     _____ □ school     _____ □ community     _____ □ workplace

2.135. Demonstrate responsibilities individuals have to their friends, peers, and co-workers
when working in a group (e.g., being trustworthy and dependable, not talking behind one
another’s back, helping through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
Specify: _____ □ home     _____ □ school     _____ □ community     _____ □ workplace

2.136. Accept assistance with and participate effectively in activities that involve groups.
(SE.A.1.Pa.1)
Specify: _____ □ home     _____ □ school     _____ □ community workplace

2.137. Demonstrate interpersonal skills necessary for task completion when working with
another person. (Social and Personal C 25: IV)

Leadership Skills

2.138. Identify characteristics of leaders in a group activity (e.g., uses good speaking skills,
shows confidence in expressing opinions, is knowledgeable, is respected, influences group
members, facilitates decisions, initiates interactions between group members). (SE.A.1.In.2)

2.139. Identify the effects that different kinds of leaders have on a group’s productivity.
(SE.A.1.In.2)
Specify: _____ □ supportive leaders—more participation by group members, more flexible
_____ □ controlling leaders—group members may operate in fear
_____ □ negligent leaders—group members may not stay on task
_____ □ other:

2.140. Identify behaviors that are used by leaders to keep a group on task (e.g., set goals and
objectives, set standards, exchange information, process information, plan for action).
(SE.A.1.In.2)

2.141. Identify individual styles when working in groups (e.g., leader, follower, negotiator,
productive worker). (SE.A.1.In.2)
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2.142. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions, using group reflection).
(SE.A.1.In.2)

Functioning in Organizations

2.143. Identify organizations in which individuals participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, correction facilities, community organizations).
(SE.A.1.In.3, SE.A.1.Su.2)

2.144. Identify characteristics of formal organizations (e.g., structures for authority, governed by rules, sanctions for failure to abide by rules).
(SE.A.1.In.3, SE.A.1.Su.2)

2.145. Identify rules and codes of conduct that must be followed for individuals to participate within organizations.
(SE.A.1.In.3, SE.A.1.Su.2)
Specify: [ ] policy manuals
[ ] rules and regulations
[ ] security systems
[ ] other: ____________________________

2.146. Identify expectations of behavior within selected formal organizations.
(SE.A.1.In.3, SE.A.1.Su.2)
Specify: [ ] school
[ ] agencies
[ ] businesses
[ ] institutions
[ ] service organizations
[ ] other: ____________________________

2.147. Identify behaviors that may conflict with expectations of organizations (e.g., rearranging schedule; dressing inappropriately; stating personal, ethical, or moral issues that may conflict with organization).
(SE.A.1.In.3, SE.A.1.Su.2)

2.148. Demonstrate behaviors that comply with existing rules and codes of conduct of the organization (e.g., respecting authority and co-workers; refraining from physical conflict; not causing physical harm to others; complying with dress codes; keeping tobacco, alcohol, and other drugs out of the organization).
(SE.A.1.In.3, SE.A.1.Su.2)
Specify: [ ] school [ ] community [ ] workplace

2.149. Identify the impact of personal values, choices, and behaviors on an individual’s ability to work in an organization (e.g., personal, ethical, or moral issues may conflict with the job; personal choices may conflict with moving to a new location or transferring to a new site; personal choices may conflict with rearranging work schedule; personal behaviors can conflict with working on a job).
(SE.A.1.In.3, SE.A.1.Su.2)

2.150. Accept assistance with and participate effectively in activities of organizations.
(SE.A.1.Pa.1)
Specify: [ ] school [ ] community/workplace

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INTERACTING WITH OTHERS

Identifying Types of Relationships

2.151. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, religious groups, community members). (SE.A.2.In.1, SE.A.2.Su.1)

2.152. Identify qualities of a positive relationship (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)

2.153. Identify qualities of a destructive relationship (e.g., being vengeful to each other, talking behind each other’s back, physically hurting the other, using harsh language toward the other, not sharing with each other, arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)

2.154. Identify personal characteristics that make one a good friend (e.g., does not talk negatively about the other, says positive things about one’s friend, helps friend in time of crisis, makes friend laugh, does not make rude comments to one’s friend, does not physically harm friend, shares with friend, respects friend, encourages friend). (SE.A.2.In.1, SE.A.2.Su.1)

2.155. Identify how one’s behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, angry people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

2.156. Identify effects of negative peer pressure on interpersonal relationships (e.g., persuading a person to do something he or she does not want to do, breaking a rule or law, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)

Interpersonal Communication Skills

2.157. Identify characteristics of communication which promote good relationships with others (e.g., using polite language, saying polite comments). (SE.A.2.In.1, SE.A.2.Su.1)

2.158. Demonstrate characteristics of communication which promote good relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)

Specify: □ home □ school □ community □ workplace

2.159. Identify steps for introducing oneself to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)

2.160. Demonstrate steps for introducing oneself to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)

Specify: □ home □ school □ community □ workplace

2.161. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)
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2.162. Demonstrate behaviors that represent active listening (e.g., checking for understanding, using 'I' messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
   Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

2.163. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another, crossing arms over chest; verbal comments—commenting on their appearance, telling someone they did a good job, telling someone to leave you alone, walking away from someone). (SE.A.2.In.1, SE.A.2.Su.1)

2.164. Identify behaviors and communications that compliment others (e.g., saying “Good job” or “Well done”; honoring others with rewards; commending others; giving social praise to others; applauding others’ efforts). (SE.A.2.In.1, SE.A.2.Su.1)

2.165. Demonstrate behaviors and communications that are complimentary to others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
   Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

2.166. Compliment others. (Language C 16: IV)

2.167. Accept assistance with and participate in communicating with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
   Specify: _____ ☐ home _____ ☐ school _____ ☐ community/workplace

Using Appropriate Behavior

2.168. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, being friendly, showing respect, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)

2.169. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., being vengeful to others, physically hurting others). (SE.A.2.In.1, SE.A.2.Su.1)

2.170. Identify attitudes and behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others’ well-being, supporting others’ efforts, speaking positively about others, giving others credit for contributions). (SE.A.2.In.1, SE.A.2.Su.1)

2.171. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

2.172. Initiate interactions with peers, family, co-workers, and friends (e.g., saying “Hello,” introducing yourself, asking another’s name, identifying your role in community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)
   Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

2.173. Use appropriate techniques to invite a peer to join a group (e.g., gain attention; check if interested; give time to consider invitation and respond; show appreciation; show understanding, if refused). (SE.A.2.In.1, SE.A.2.Su.1)
   Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace
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2.174. Display acceptance for a person with characteristics different than one's own 
(e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, 
taking their views into consideration, keeping an open mind about others, not criticizing others). 
(SE.A.2.In.1, SE.A.2.Su.1)
Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

2.175. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready 
to talk, show concern for upset person, let person know you are there to talk to, show joy for 
happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

2.176. Identify personal feelings. (Social and Personal G 54: IV)

2.177. Use actions of others as social cues (e.g., wait to start eating until all have been served, let 
others go first when waiting in line, do not sit down until all others are seated). (SE.A.2.In.1, 
SE.A.2.Su.1)
Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

2.178. Accept assistance with and participate in interacting with others in ways appropriate 
for the relationship. (SE.A.2.Pa.1)
Specify: ______ □ home ______ □ school ______ □ community/ workplace

Physical Contact

2.179. Identify behaviors that represent appropriate physical contact from others (e.g., casual 
greetings—shaking hands; displays of friendship—patting on back, shaking hands; displays of 
affection—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)

2.180. Demonstrate behaviors that represent appropriate physical contact from others 
(e.g., casual greetings—shaking hands, waving; displays of friendship—patting on back, shaking 
hands; displays of affection—giving a hug, giving a kiss, holding hands). (SE.A.2.In.1, 
SE.A.2.Su.1)
Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

2.181. Identify behaviors that represent inappropriate physical contact from others 
(e.g., touching someone when they don’t want to be touched, hugging someone that you do not 
know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)

2.182. Identify responses to inappropriate physical contact from others in ways that will 
protect the person (e.g., ask person to stop, walk away from person, back away from person, 
ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

2.183. Use effective responses to inappropriate physical contact from others (e.g., ask person 
to stop, walk away from person, back away from person, ask for assistance from others). 
(SE.A.2.In.1, SE.A.2.Su.1)

2.184. Identify sources of assistance if a person experiences inappropriate physical 
contacts from others (e.g., neighbors, peers, family, teachers, police, pedestrians). 
(SE.A.2.In.1, SE.A.2.Su.1)
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2.185. Accept assistance with and participate in making appropriate physical contact with others in ways appropriate for the relationship. (SE.A.2.Pa.1)
   Specify: _____ ☐ home _____ ☐ school _____ ☐ community/workplace

2.186. Accept assistance with and participate in alerting others of inappropriate physical contact with others. (SE.A.2.Pa.1)
   Specify: _____ ☐ home _____ ☐ school _____ ☐ community/workplace

Conflict Resolution

2.187. Identify characteristics of human conflicts (e.g., how conflict can have both positive and negative results; how some conflict is irrational and may be a result of misunderstanding or short-sightedness). (SE.A.2.In.1, SE.A.2.Su.1)

2.188. Use conflict resolution skills when faced with a problem (e.g., identifying the nature of the conflict; dealing with feelings; pinpointing the cause of conflict; allowing time for negotiation; choosing a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, collaboration). (SE.A.2.In.1, SE.A.2.Su.1)
   Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace

2.189. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)

2.190. Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.In.1)

2.191. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, practical intelligence, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.In.1)

2.192. Use negotiation skills when faced with a problem (e.g., determine the magnitude of the conflict, identify benefits gained from the resolution, establish acceptable negotiating guidelines, establish ground rules for time, give commitment to the process, pick a mediator, practice confidentiality, use strategy and tactics for a win-win resolution, reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.In.1)
   Specify: _____ ☐ home _____ ☐ school _____ ☐ community _____ ☐ workplace
3. Demonstrate learning skills to acquire knowledge by study and experience.

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—without guidance and support.
- CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—without guidance and support.
- CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with guidance and support.
- CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
- CL.B.2.In.2 express oral, written, or visual information for specified purposes.
- CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.
- CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.2.Pa.1 participate in expressing information in daily routines—with guidance and support.
- CL.B.3.In.1 identify mathematical concepts and processes to solve problems.
- CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
- CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
- CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
- CL.B.3.Pa.1 participate in activities involving the use of mathematical concepts in daily routines—with guidance and support.
- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
- CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with guidance and support.
- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
- CL.C.2.Pa.1 participate in work or community activities—with guidance and support.
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Indicate guidance and support necessary for mastery at supported level:
____ physical prompt  ____ verbal prompt  ____ visual prompt
____ assistive technology  ____ supervision  ____ other: __________________________

Indicate assistance necessary for mastery at participatory level:
____ physical assistance  □ full □ partial  ____ assistive technology  □ full  □ partial

USING INFORMATION

Sounds

3.1. Identify the meaning of various environmental sounds (e.g., alerting—doorbells, telephone, weather alerts on television, seat belt alerts in cars; warning—elevator alarms, fire alarms; informational—school bells, busy signal on telephone). (CL.B.1.In.1, CL.B.1.Su.1) Specify: □ alerting □ warning □ informational □ other: __________________________

3.2. Identify the meaning of various telephone signals (e.g., busy signal, dial tone, ring, flashing light, fax connection). (CL.B.1.In.1, CL.B.1.Su.1)

3.3. Identify the source or location of various sounds (e.g., where a knock is coming from, the room where the telephone is ringing, where a person calling your name is located, where a dripping sound in the house is located). (CL.B.1.In.1, CL.B.1.Su.1)

3.4. Locate a sound source. (Language A 2: I)

3.5. Change body tone or produce body movement(s) in response to one or more stimuli. (CL.B.1.Pa.1) Specify: □ turn head □ move toward stimuli □ move eyes □ change facial expression □ change vocalization □ other: __________________________

Specify type of stimuli:
□ voice □ touch □ object/picture
□ smell □ taste □ sound
□ light □ other: __________________________

3.6. Respond to a voice or environmental sound. (Language A 1:1)

3.7. Use a consistent response to stimuli that are part of a daily routine (e.g., get ready to leave when the bell rings). (CL.B.1.Pa.1) Specify stimuli: __________________________

Specify expected response: __________________________

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Gestures and Actions

3.8. Identify the meaning of common gestures and other nonverbal language. (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ gestures—stop, come here, wave, raise hand, okay
   □ body language—outstretched hand means shake hands, raised fist means anger
   □ facial expressions—smile, scowl, grimace

3.9. Imitate an adult model engaged in a functional behavior (e.g., holding up arm to assist with dressing). (CL.B.1.Pa.1)

3.10. Imitate speech sounds or words to indicate recognition (e.g., saying good-bye, repeating what kind of food is desired). (CL.B.1.Pa.1)

3.11. *Imitate or approximate speech sounds. (Language A 3: I)*

3.12. *Imitate or approximate words. (Language A 4: II)*

Persons, Objects, Areas, and Locations

3.13. Identify persons, objects, and locations when completing productive activities in the home (e.g., cleaning the house, cooking a meal, washing clothes, maintaining the yard). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ cleaning—vacuum, glass cleaner, bleach, ammonia, toilet brush
   □ cooking—measuring cups, measuring spoons, pots, pans
   □ laundry—washer, dryer, detergent, bleach, stain remover
   □ yard work—rake, lawn mower, shovel, hose
   □ home repair—hammer, wrench, drill, plunger
   □ other:

3.14. Identify persons, objects, and locations when completing workplace activities (e.g., answering the phone, copying information, faxing information, changing oil, changing a tire, taking an order at the dry cleaners, setting up work station at a restaurant, fixing drinks for customers, selling clothes). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ office—fax machine, copy machine, calculator, envelopes, stamps, desk
   □ food service—trays, drink machine, sugar caddies, refrigerator
   □ for employees—time card, locker, mailbox, files, uniform
   □ maintenance—broom, waste basket, cleaning supplies
   □ other:

3.15. Identify persons, objects, and locations when completing school activities (e.g., in class assignments, homework assignments, reports, taking notes, working in the family and consumer sciences lab, physical education class). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ in class—desks, chalkboard, reference books, computers
   □ food service—trays, drink containers, waste baskets, cafeteria
   □ for students—folder, locker, textbook, workbook, restrooms
   □ general areas—media center, gymnasium, guidance office
   □ other:
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3.16. Identify persons, objects, and locations when completing productive activities in the community (e.g., banking, picking up dry cleaning, grocery shopping, voting). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ banking—teller, window, deposit stubs  □ shopping—stores, cash register  □ eating out—restaurant, cashier, table, menu  □ post office—clerk, mail boxes, stamps, mail slots  □ using the library—card catalogue, reference books, periodicals  □ other:

3.17. Identify persons, objects, and locations when completing leisure activities (e.g., packing for a camping trip, practicing for a concert, playing a team sport, using sports equipment). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ indoor games □ crafts or hobbies □ outdoor activities □ sports □ entertainment □ other:

3.18. Accept assistance with and participate in recognizing and relating to familiar objects used in routine productive activities (e.g., turns toward own bed, reaches for own jacket when leaving). (CL.B.1.Pa.1)

3.19. Participate in identifying an object in a familiar place (e.g., spoon beside plate, lamp by bed). (CL.B.1.Pa.1)
   Specify method: □ point □ look at □ vocalize □ reach or grasp □ other:

3.20. Accept assistance with and participate in recognizing and locating objects to perform leisure activities (e.g., turns toward television, grasps ball). (CL.B.1.Pa.1)
   Specify:

Pictures

   Specify: □ furniture □ appliances □ interior design □ supplies □ entertainment □ other:

3.22. Identify persons, objects, and locations in the community pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ buildings □ signs □ landmarks □ persons □ other:

3.23. Identify persons, objects, and locations pictured in textbooks, reference materials, magazines, and newspapers used in assignments, homework, or field trips (e.g., pictures of historical events, monuments, maps, plants, animals, equipment). (CL.B.1.In.1, CL.B.1.Su.1)

3.24. Identify persons, objects, and locations for leisure activities pictured in books and magazines (e.g., camping equipment, board games, craft supplies). (CL.B.1.In.1, CL.B.1.Su.1)
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3.25. Identify persons, objects, and locations in the workplace pictured in books, manuals, or workplace materials (e.g., equipment, supplies, materials). (CL.B.1.In.1, CL.B.1.Su.1)

3.26. Match and discriminate pictures and shapes. (Reading A 2: III)

3.27. Identify information from a picture. (Reading A 4: IV)

3.28. Describe pictures or objects. (Language C 24: III)

3.29. Identify information obtained from a video recording of a situation (e.g., news footage, movie, instructional video). (CL.B.1.In.2, CL.B.1.Su.2)

Symbols and Icons

3.30. Identify the meaning of symbols and icons on appliances, equipment, or controls when completing functional activities in the home (e.g., off, on, temperature control). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: [ ] cooking  [ ] laundry  [ ] cleaning
[ ] plumbing  [ ] yard care  [ ] heating and cooling
[ ] other: _______________________________________

3.31. Identify the meaning of symbols and icons on machinery, equipment, or controls when completing functional activities in the workplace (e.g., on, off, start, +, −, =). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: [ ] duplicating  [ ] cash register  [ ] calculator
[ ] construction  [ ] food preparation  [ ] cleaning
[ ] other: _______________________________________

3.32. Identify the meaning of symbols and icons on machinery, equipment, or controls when completing leisure activities (e.g., using exercise machines, using entertainment equipment, using camping equipment). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: [ ] on, off, start  [ ] do not use, out of order
[ ] height requirements  [ ] settings—fast, slow
[ ] directional symbols  [ ] other: __________________________

3.33. Identify the meaning of symbols and icons used on signs for buildings and public facilities when completing functional activities (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: [ ] up, down  [ ] men, women
[ ] accessible entrance  [ ] other: __________________________

3.34. Recognize information communicated by common signs and symbols. (Reading A 1: III)

3.35. Identify and demonstrate understanding of community signs and symbols. (Reading B 6: IV, V)
3.36. Identify the meaning of words on signs in stores, restaurants, and other businesses in the community used in functional activities (e.g., grocery shopping, eating at restaurants or fast food chains, going to the movies). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: 
- ___ □ order here
- ___ □ cashier
- ___ □ no food or drink allowed
- ___ □ no smoking
- ___ □ cost of admission
- ___ □ hours of operation
- ___ □ wait to be seated
- ___ □ shirt and shoes required
- ___ □ other: ___________________________

3.37. Identify the meaning of road signs encountered in functional activities (e.g., one-way street, U-turn, yield). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: 
- ___ □ stop
- ___ □ right turn
- ___ □ one way
- ___ □ no U-turn
- ___ □ speed limit
- ___ □ other: ___________________________

3.38. Identify the meaning of symbols and icons used in safety and warning signs when completing functional activities in all areas (e.g., using electric appliances—hair dryer, mixer, iron; walking near construction sites; pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: 
- ___ □ no smoking, danger, poison
- ___ □ do not use near water
- ___ □ for outside use only
- ___ □ shock, uses grounded outlets, 220 volts only
- ___ □ other: ___________________________

3.39. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)

Letters and Numerals

3.40. Identify letters when completing functional tasks (e.g., locating a name by the first letter, identifying a volume of an encyclopedia, locating a word in the dictionary, locating a book using the Dewey decimal system, throwing away the boxes marked with a “P”). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: a-z ___________________________

3.41. Match and discriminate upper and lower case letters. (Reading A 5: IV)

3.42. Identify numerals when completing functional tasks (e.g., locating a phone number, reading a thermometer, identifying an account number, identifying the total on a bill, locating a street or route number). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n ___________________________

3.43. Identify the time and temperature on electronic signs on buildings in the community. (CL.B.1.In.1, CL.B.1.Su.1)

3.44. Identify various coins and denominations of bills when completing functional tasks (e.g., counting change, counting money saved in coin jar, purchasing items, using vending machines). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: 
- ___ □ coins: □ penny □ nickel □ dime □ quarter
- ___ □ dollars: □ one □ five □ ten □ twenty □ fifty
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3.45. Identify the correct value of stamps to use when mailing items (e.g., sending a birthday card, mailing a letter, mailing a package). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ______ post cards ______ letters ______ packages ______ other: __________________________

3.46. Identify the meaning of a date on a product or form when completing functional tasks (e.g., selecting fresh milk, returning a library book on time, knowing when a product in the refrigerator has expired, determining when a letter was sent, identifying when a form was completed). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ______ date due ______ expiration date ______ date posted ______ other: __________________________

Word Identification Strategies

3.47. Demonstrate awareness of the concept of print (e.g., recognizing the relationship between written and spoken words, identifying upper and lower case letters, recognizing visual forms of words in handwriting and print, determining letter/sound relationships, distinguishing individual words within phrases and sentences). (CL.B.1.In.1, CL.B.1.Su.1)

3.48. Use phonics to identify the pronunciation of unknown words when completing functional tasks (e.g., identifying an unknown word in a textbook assignment, sounding out unknown words in a letter or magazine). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ______ consonants ______ vowels ______ blends ______ patterns ______ syllables ______ other: __________________________

3.49. Use structural analysis to identify the meaning of unknown words when completing functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ______ compound words ______ prefix ______ suffix ______ other: __________________________

3.50. Use the context of the sentence to identify the meaning of unknown words when completing functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ______ examples ______ direct explanations or definitions ______ synonyms ______ other: __________________________

3.51. Identify the meanings of words in context using example clues, direct explanation clues, and synonym clues. (Reading D 15: VI)

3.52. Use the dictionary or other types of assistance to identify the meaning and pronunciation of unknown words when completing functional tasks (e.g., looking up a word in a newspaper article, clicking on the pronunciation function for a word found in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ______ printed dictionary ______ electronic dictionary ______ person ______ other: __________________________
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Personal Identification

3.53. Identify own personal information when completing functional tasks (e.g., filling out forms, responding to requests for personal information, signing in at a building). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ name □ address
□ phone number □ date of birth
□ Social Security number □ emergency contact
□ parents or guardian □ other: _______________________

3.54. Locate personal identification cards when completing functional tasks (e.g., cashing a check, gaining entry into health club, going to a wholesale club, renting a video, going to the library, starting a new job). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ Social Security card □ driver license
□ photo identification card □ cash checking card
□ store or membership card □ other: _______________________

3.55. Respond to own name by one or more observable behaviors. (CL.B.1.Pa.1)

Specify: □ turn head □ move toward voice
□ move eyes □ change facial expression
□ change sounds □ vocalize response
□ make gesture □ other: _______________________

3.56. Respond to own name. (Language B 5: I)

3.57. Identify own first name in manuscript. (Reading A 3: III)

3.58. Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)

Frequently Used Words

3.59. Identify the meaning of frequently used words when completing functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ common words and expressions □ opposite concepts
□ category concepts □ directional concepts
□ temporal concepts □ other: _______________________

3.60. Demonstrate an understanding of common words and expressions (e.g., stop, drink your milk, bye bye). (Language B 6: I, II)

3.61. Comprehend simple opposite concepts (e.g., hot/cold, wet/dry, hard/soft, long/short). (Language B 8: II, III)

3.62. Demonstrate an understanding of simple category words (e.g., clothing, food, animals). (Language B 11: IV)

3.63. Demonstrate an understanding of directional concepts (e.g., above/below, backward/forward, top/bottom, in front/in back, left/right, around/through). (Language B 12: IV)
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3.64. Read and comprehend frequently used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)

3.65. Identify the meaning of number words when completing functional tasks (e.g., reading a newspaper article, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify range: 0-n

3.66. Identify the meaning of ordinal number words when completing functional tasks (e.g., identifying who is first in line, identifying what place a runner won in a race, identifying when it is your turn). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify range: first-nth

3.67. Read number words, zero to ten. (Mathematics B 11: V)

3.68. Read number words from eleven to one hundred. (Mathematics B 14: VI)

School Information

3.69. Identify the meaning of words related to school activities when completing functional tasks (e.g., participating in field day or a pep rally, running for student government, participating in extracurricular activities). (CL.B.1.In.1, CL.B.1.Su.1)

3.70. Identify the meaning of words related to specific courses in school when completing functional tasks (e.g., completing a homework assignment, answering questions on a test, filling out a schedule). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify:
   □ English or language arts  □ mathematics  □ science
   □ social studies  □ physical education  □ health
   □ the arts  □ applied technology
   □ other:

3.71. Identify the meaning of vocabulary when completing academic tasks (e.g., matching, multiple choice, laboratory, final exam, quiz, pop quiz, test, homework, activity). (CL.B.1.In.1, CL.B.1.Su.1)

3.72. Identify the meaning of words on school-related forms when asked to provide the correct information. (CL.B.1.In.1, CL.B.1.Su.1)
   Specify:
   □ class registration—course number, instructor’s name
   □ field trip—permission, destination, arrival, departure
   □ library request—title, author, due date, year of publication
   □ other:

3.73. Identify information located on personal records and reports in school. (CL.B.1.In.1, CL.B.1.Su.1)
   Specify:
   □ report cards  □ progress reports
   □ health records  □ Individual Educational Plans
   □ other:
Personal Care Information

3.74. Identify the meaning of words related to productive activities in the home when completing functional tasks (e.g., finding the right cleaning tool, following recipes, selecting a snack, washing clothes). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ housekeeping—vacuum, disinfect, ammonia
   □ cooking—stove, ingredients, boil, simmer
   □ laundry—washer, detergent, dryer, iron
   □ other: __________________________________________

3.75. Identify the meaning of information found on clothing labels when completing functional tasks (e.g., cleaning a garment, choosing the correct size). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ size □ brand name □ price
   □ fabric □ washing and drying instructions
   □ other: __________________________________________

3.76. Identify the meaning of information found on labels and directions on food products when completing functional tasks (e.g., cooking a meal, storing products, using food products, identifying nutrition information). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ weight □ volume
   □ preparation directions □ storage requirements
   □ expiration date □ nutrition information
   □ serving and portion information □ other: ________________________________

3.77. Identify the meaning of words related to personal care activities when completing functional tasks (e.g., getting ready for school; managing finances; maintaining cleanliness of clothing; purchasing items; paying bills—rent, phone, utility). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ personal hygiene—brush teeth, floss teeth, shower, shave
   □ finances—balance checkbook, deposit money, budget
   □ maintain clothes—wash, dry clean, hang, mend
   □ purchasing items—discount, sale, tax, charge
   □ paying bills—balance, overdue balance, late fee, due date
   □ other: __________________________________________

3.78. Identify the meaning of information found on drug labels when completing functional tasks (e.g., taking medicine, cleaning out a medicine cabinet, storing hazardous materials). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ directions for use □ dosage □ warnings
   □ expiration date □ storage □ antidotes
   □ prescription and renewal information □ other: ____________________________

3.79. Identify the meaning of information found on product labels when completing functional tasks (e.g., storing food after shopping, opening a package received, using a product). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: □ directions for use
   □ safety precautions—this end up, open other side, fragile
   □ storage—store in dry place, keep from freezing
   □ warranty information
   □ other: __________________________________________
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Community Information

3.80. Identify the meaning of words related to productive activities in the community when completing functional tasks (e.g., registering to vote, completing transactions at the bank, verifying a balance over the telephone, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: 
- □ banking—withdrawal, deposit, account number, debit, balance
- □ library—library card, check out, due date, late charge
- □ voting—election, party, candidate, voter's registration
- □ other: 

3.81. Identify the meaning of information related to travel activities when completing functional tasks (e.g., going on a road trip, flying on a plane, taking a bus). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: 
- □ north, south, east, west
- □ Interstate highway, road, street, route
- □ speed limit, map, exit, traffic signals, railroad crossing
- □ airfare, bus ticket, departure gate, arrival time, flight number
- □ other: 

Workplace Information

3.82. Identify the meaning of words related to workplace activities when completing functional tasks (e.g., participating in a meeting, corresponding with co-workers, taking an appropriate break, working on a car, selling clothes, working on an assembly line). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: 
- □ work hours—starting time, break, time card
- □ dress code—uniform, grooming
- □ locations—reception areas, parking, restrooms
- □ equipment—storage, maintenance, repairs, supplies
- □ other: 

3.83. Identify the meaning of words found on workplace equipment, tools, and supplies when completing functional tasks (e.g., turning on a machine, opening a package, copying papers, faxing information, cleaning the machines, refilling paper or toner, cleaning an office or home, storing cleaning products, totaling purchases). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: 
- □ directions for use and storage
- □ safety precautions
- □ repair and maintenance
- □ replacement information
- □ other: 

3.84. Identify the meaning of information found on written announcements and memos that must be recorded when completing functional tasks (e.g., putting a date on an office calendar, using a personal calendar). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: 
- □ meeting announcements
- □ procedure changes
- □ important dates
- □ other: 

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Leisure Information

3.85. Identify the meaning of words related to leisure activities when completing functional tasks (e.g., playing sports, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: □ indoor games □ outdoor activities □ sports
□ entertainment □ hobbies □ other: __________________________

3.86. Identify the meaning of written and graphical information provided in instruction booklets and diagrams used for games, sports, and other leisure activities (e.g., card games, board games, water sports, bicycling, fishing). (CL.B.1.In.1, CL.B.1.Su.1)

Abbreviations

3.87. Identify abbreviations for measurement units when completing functional tasks (e.g., reading days of the week on a calendar, reading the ingredients required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: □ linear—in., ft., mi., m. □ area—sq. ft., sq. yd., sq. mi.
□ weight—oz., lb., g. □ volume—c., l., tsp., tbsp., gal.
□ time—min., hr., Tues., Dec. □ other: __________________________

3.88. Identify abbreviations for locations when completing functional tasks (e.g., addressing an envelope, looking up an address in a phone book, reading an address). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: □ streets—Rd., Blvd. □ states—FL, CA
□ post office—PO □ buildings—Apt.
□ countries—USA, UK □ other: __________________________

3.89. Identify abbreviations and acronyms for agencies and organizations when completing functional tasks (e.g., sending information by overnight or next-day mail, reading articles in the newspaper, watching a news broadcast). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: □ medical organizations—HMO—Health Maintenance Organization
□ government agencies—DS—Developmental Services, VR—Vocational Rehabilitation
□ mail services—UPS—United Parcel Service, USPS—United States Postal Service
□ other: __________________________

3.90. Identify abbreviations for titles when completing functional tasks (e.g., writing a letter, addressing an envelope, finding a person in a directory). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: □ personal—Mr., Ms. □ degrees—Ph.D., M.A., B.S.
□ professional—C.P.A., M.D. □ other: __________________________

3.91. Identify abbreviations and acronyms for information sources and mass media when completing functional tasks (e.g., locating a radio or television station in the newspaper, locating a web address). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: □ radio—WFSU □ television—WPBS
□ web addresses—www.firm.com
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Following Directions

3.92. Use strategies to remember and understand directions when completing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)
   Specify:       ☐ repeat directions       ☐ paraphrase directions
                  ☐ follow a diagram       ☐ use a cue card or check list
                  ☐ make a list
                  ☐ other: ____________________________

3.93. Use strategies to remember and understand written directions. (CL.B.1.In.2, CL.B.1.Su.2)
   Specify:       ☐ read aloud       ☐ paraphrase
                  ☐ make a drawing or diagram       ☐ other: ____________________________

3.94. Use strategies to remember and understand oral directions. (CL.B.1.In.2, CL.B.1.Su.2)
   Specify:       ☐ repeat directions       ☐ paraphrase directions
                  ☐ write directions       ☐ make a drawing or diagram
                  ☐ other: ____________________________

3.95. Use strategies to remember and understand directions involving demonstrations or models. (CL.B.1.In.2, CL.B.1.Su.2)
   Specify:       ☐ verbalize key features or steps
                  ☐ break into smaller components for practice
                  ☐ practice with physical guidance
                  ☐ practice with verbal cueing
                  ☐ other: ____________________________

3.96. Follow a list of events in sequential order (e.g., complete a daily to-do list, complete a to-do list for moving, complete a checklist, complete a guide or plan). (CL.B.1.In.2, CL.B.1.Su.2)

3.97. Identify the meaning of instructions found on purchased items (e.g., installation and assembly directions, packaging directions, cooking instructions, user instructions, warranty information). (CL.B.1.In.1, CL.B.1.Su.1)

3.98. Identify the meaning of directions used with school assignments and tasks (e.g., explaining your reasoning, filling in the blanks, solving the problems). (CL.B.1.In.1, CL.B.1.Su.1)

3.99. Follow package or manual directions for assembling products used in the home (e.g., use small appliances, assemble furniture, use equipment for recreation). (CL.B.1.In.2, CL.B.1.Su.2)

3.100. Follow directions to complete productive activities in the home (e.g., follow a recipe, assemble a bicycle, operate a washing machine). (CL.B.1.In.2, CL.B.1.Su.2)
   Specify:       ☐ number of steps—1, 2, multiple
                  ☐ presentation mode—oral, written, pictorial, graphic, demonstration
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3.101. Follow directions to complete productive activities in the community (e.g., getting a book at the library; voting; assisting in a volunteer service organization or activity—coastal cleanup; participating in a fund-raiser; using the community pool, gym, park). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ____ ☐ number of steps—1, 2, multiple
____ ☐ presentation mode—oral, written, pictorial, graphic, demonstration

3.102. Follow directions and instructions for participating in exercise and physical fitness activities (e.g., participating in aerobics, strength training, walking, running). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ____ ☐ number of steps—1, 2, multiple
____ ☐ presentation mode—oral, written, pictorial, graphic, demonstration

3.103. Follow directions when completing school tasks (e.g., class assignment, study guide, report, laboratory activity, test). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ____ ☐ number of steps—1, 2, multiple
____ ☐ presentation mode—oral, written, pictorial, graphic, demonstration

3.104. Follow directions to complete workplace tasks (e.g., serve customers, stock shelves, assemble parts, repair motors, write correspondence, file documents). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ____ ☐ number of steps—1, 2, multiple
____ ☐ presentation mode—oral, written, pictorial, graphic, demonstration

3.105. Follow directions to complete leisure activities (e.g., crafts and hobbies—candle making, collages, pottery, photography, sewing; sport activities—basketball, tennis, soccer, water skiing, hiking; games—card games, board games, video games). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ____ ☐ number of steps—1, 2, multiple
____ ☐ presentation mode—oral, written, pictorial, graphic, demonstration

3.106. Follow directions and information given on vending machines (e.g., how to select products, cost of products, how to deposit bills or coins, where change return is located). (CL.B.1.In.2, CL.B.1.Su.2)

3.107. Participate in responding appropriately to routine directions (e.g., request to turn over, stop now). (CL.B.1.Pa.1)
Specify setting: ____ ☐ home _____ ☐ school _____ ☐ community

3.108. Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)

3.109. Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)

3.110. Follow verbal directions to complete a two-step task. (Language B 13: IV)

3.111. Follow verbal directions with more than two steps. (Language B 14: V)

3.112. Follow written directions with one-step. (Reading C 11: V)

3.113. Follow written directions with two-steps. (Reading C 13: VI)
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Comprehension Strategies

3.114. Use cues to locate specific information in a text or visual by scanning when completing functional tasks (e.g., school tasks—finding word in dictionary, finding information for a report; workplace tasks—locating a name in a list; personal care—finding a recipe for dessert; leisure—finding information on a specific location, person, event). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: □ key words □ dates □ numbers □ charts □ graphs □ pictures □ maps □ other: __________________

3.115. Skim material for specific information when completing functional tasks (e.g., reading a book, magazine, or journal for an assignment or report; quickly reading a newspaper article for the main points). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: □ answers to questions □ specific facts □ other: ________

3.116. Answer factual questions about paragraphs. (Reading C 9: V)

3.117. Paraphrase the meaning of a sentence or phrase for clarification when completing functional tasks (e.g., repeating directions, asking for clarification, requesting information). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: □ information □ questions □ directions □ commands □ requests □ other: __________________

3.118. State the main idea of information by paraphrasing material found in resources when completing functional tasks (e.g., relating information to classmates, co-workers, friends, or family; writing a summary for class; writing a report for class or work; writing a letter). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: □ newspaper, news broadcast □ pamphlet, brochure □ magazine □ television program □ people □ Internet □ other: __________________

3.119. Use strategies to determine the main idea of a paragraph, section, or document as a whole when completing functional tasks (e.g., telling someone about articles in magazines or newspapers, writing a summary of a reading assignment for school or work). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: □ note the first sentence or topic □ paraphrase information □ note information that is repeated □ scan chapter headings □ other: __________________

3.120. Determine main idea stated in a paragraph. (Reading C 8: V)

3.121. Identify the implied main idea in a paragraph. (Reading D 18: VII)

3.122. Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)
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3.123. Use strategies to identify relevant information in a text or visual by scanning when completing functional tasks (e.g., school tasks—finding answers to study questions; workplace—identifying types of equipment available, completing work assignment; personal care—identifying temperature to set oven, identifying family member’s schedule; leisure—checking rules of a game, checking scores of sports events). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ______ □ match to a list of key information—dates, names, locations
________ □ match to questions to be answered
________ □ scan chapter titles and subtitles for specific words or phrases
________ □ other: ____________________________

3.124. Use strategies to identify unnecessary information in a text or visual when completing functional tasks (e.g., school—solving problems in school assignments; workplace—reading an announcement; personal care—telling someone about a news story about a new health treatment; leisure—following a visual diagram to assemble a piece of camping equipment, following the instructions for installing a CD player). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ______ □ asking yourself “How does this fit?”
________ □ asking yourself “Is it needed?”
________ □ comparing to similar examples or a model
________ □ other: ____________________________

3.125. Determine the order of events in a paragraph. (Reading C 10: V)

3.126. Identify the stated cause and effect of an action or event in a paragraph. (Reading C 12: VI)

3.127. Identify the implied cause or effect in a paragraph. (Reading D 16: VII)

3.128. Use self-questioning strategies to clarify and remember information (e.g., identify the main points from a passage, determine if I understand what I am reading). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ______ □ who, what, when, and where? ______ □ how and why?
________ □ other: ____________________________

3.129. Use self-monitoring strategies to clarify and remember information (e.g., Does what I am reading or doing make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don’t know?). (CL.B.1.In.2, CL.B.1.Su.2)

3.130. Use strategies to relate and integrate new information with prior knowledge (e.g., relating new concepts to those in the previous chapter, generalizing skills from one situation to another). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ______ □ identify common elements or situations
________ □ distinguish what is different
________ □ relate new information to concepts already understood
________ □ other: ____________________________

3.131. Use strategies to link information with other cues to increase recall and understanding. (CL.B.1.In.2, CL.B.1.Su.2)

3.132. Predict outcomes or meaning of information based on previous knowledge to increase understanding (e.g., This is a story like ...). (CL.B.1.In.2, CL.B.1.Su.2)
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3.133. **Determine a logical conclusion or generalization for a paragraph or passage.** *(Reading D 17: VII)*

3.134. Use visual imagery to clarify and remember information used in completing functional tasks (e.g., remembering a situation, remembering a person's appearance, remembering a place you have visited). *(CL.B.1.In.2, CL.B.1.Su.2)*
Specify:  □ make mental pictures  □ create an analogy  
□ make an association   □ other: _______________________

**Evaluating Accuracy**

3.135. Evaluate accuracy of financial materials to complete functional tasks (e.g., pay the correct amount of money for an object, verify charges and balance on a banking account, charge the correct amount of money to a customer). *(CL.B.1.In.2, CL.B.1.Su.2)*
Specify:  □ bank statements  □ bills  
□ receipts  □ checkbook  
□ invoices  □ other: _______________________

3.136. Evaluate the accuracy of materials developed for own school assignments (e.g., turn in a report or homework assignment with few errors, catch math errors on a test before handing it in). *(CL.B.1.In.2, CL.B.1.Su.2)*
Specify:  □ answers to tests  □ class assignments  
□ other: _______________________

3.137. Evaluate the accuracy of business materials to complete functional tasks (e.g., be sure that contract information is complete, check to make sure that forms are filled out correctly and completely, turn in a report with no errors). *(CL.B.1.In.2, CL.B.1.Su.2)*
Specify:  □ forms  □ contracts  □ advertising  
□ other: _______________________

3.138. **Distinguish between true and false statements.** *(Reading E 19: V)*

3.139. Use strategies to distinguish between misleading and truthful advertising when completing functional tasks (e.g., deciding which product to purchase, deciding if a product would work, watching television, reading newspaper advertisements). *(CL.B.1.In.2, CL.B.1.Su.2)*
Specify:  □ identify exaggeration  □ identify accuracy  
□ evaluate realism   □ other: _______________________

3.140. **Distinguish between fact and opinion in sentences.** *(Reading E 20: VI)*

3.141. **Distinguish between facts and opinions in paragraphs.** *(Reading E 21: VII)*

**Organizing Information**

3.142. Identify characteristics of various methods used to organize information. *(CL.B.1.In.3)*
Specify:  □ chronological  □ alphabetical  □ categorical  
□ by size  □ by topic or subject  □ hierarchical/outline  
□ other: _______________________

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3.143. Choose format for organization based on proposed use of information. (CL.B.1.In.3)
Specify: □ chronological □ alphabetical □ categorical
□ by size □ by topic or subject □ hierarchical/outline
□ other: __________________________

3.144. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)

3.145. Organize information alphabetically when completing functional tasks (e.g., filing for later reference to return an item, listing names in order). (CL.B.1.In.3)

3.146. Alphabetize words by using the first letter. (Reading F 22: V)

3.147. Alphabetize words using the first two letters. (Reading F 25: VI)

3.148. Locate an item by category when completing functional tasks (e.g., finding a telephone number in the Yellow Pages, finding a recipe for cookies). (CL.B.1.In.3)

3.149. Organize clothes in dresser or closet by type when completing functional tasks (e.g., organizing closet or drawers by winter and summer wear, putting away clean clothes, putting away clothes that have been worn but are not dirty). (CL.B.1.In.3)

3.150. Sort items by color when completing functional tasks (e.g., putting away clean clothes, towels, or dishes; organizing closets, cabinets, or linen closets; getting ready to wash clothes). (CL.B.1.In.3)

3.151. Sort items into matching pairs when completing functional tasks (e.g., folding clean clothes, organizing jewelry box, putting away shoes). (CL.B.1.In.3)

3.152. Organize items by categories when completing functional tasks (e.g., storing tools, putting groceries away). (CL.B.1.In.3)

3.153. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)

3.154. Organize information by categories when completing functional tasks (e.g., identifying members of a class, clustering similar kinds of information). (CL.B.1.In.3)

3.155. Locate an item by date when completing functional tasks (e.g., identifying if a check cleared, verifying a specific deposit, verifying a specific withdrawal, verifying a bill payment, locating a receipt to return a purchased item). (CL.B.1.In.3)

3.156. Organize items chronologically when completing functional tasks (e.g., filing for later reference to return an item, verifying a deposit or withdrawal, verifying a bill payment). (CL.B.1.In.3)

3.157. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.3)
Specify: □ personal calendar □ school □ workplace
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3.158. Organize items by topic or subject when completing functional tasks (e.g., planning a wedding, filing bills). (CL.B.1.In.3)

3.159. Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, finding a recipe for cookies). (CL.B.1.In.3)

3.160. Organize information by topic or subject when completing functional tasks (e.g., putting together notes for a speech, organizing books on a shelf). (CL.B.1.In.3)

3.161. Sort similar items together when completing functional tasks (e.g., unloading dishwasher, organizing sewing kit, organizing toolbox). (CL.B.1.In.3)

3.162. Sort like objects. (Social and Personal C 19: 11)

3.163. Organize items numerically (e.g., page numbers, outlines, ages). (CL.B.1.In.3)

3.164. Organize items by size when completing functional tasks (e.g., putting away clean dishes, sorting nails). (CL.B.1.In.3)

3.165. Organize information hierarchically or by outlining when completing functional tasks (e.g., putting together notes for a research report). (CL.B.1.In.3)

3.166. Identify main ideas and facts by summarizing or taking notes of selected lectures, reading materials, and media productions. (CL.B.1.In.3)

Using Table of Contents, Menus, Indexes

3.167. Identify the major sections of information in the table of contents when completing functional tasks (e.g., locating information about a topic of interest, researching information for an academic report, finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ❑ book—introduction, chapter titles, index
❑ magazines—titles, page numbers, authors
❑ newspaper—sections, page numbers
❑ other: _________________________________

3.168. Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)

3.169. Identify the major sections of information in the menu or homepage of an electronic document on a CD-ROM, website, or electronic database when completing functional tasks (e.g., locating information about a topic of interest, researching information for a work report, finding the correct section of a database). (CL.B.1.In.1, CL.B.1.Su.1)

3.170. Use an index to locate a subtopic by page number when completing functional tasks (e.g., researching for a report, finding information on a topic of personal interest, locating a specific topic in a textbook). (CL.B.1.In.1, CL.B.1.Su.1)
Directories

3.171. Find a person’s name, address, and phone number in the white pages of the telephone book when completing functional tasks (e.g., finding a friend’s telephone number, finding an address for an invitation list, finding the phone number of the community health center). (CL.B.1.In.1, CL.B.1.Su.1)

3.172. Find the name, address, and phone number of businesses and agencies in the Yellow Pages of the telephone book when completing functional tasks (e.g., obtaining information about the type of food or location when planning to go out to eat, finding the phone number of the Social Security office). (CL.B.1.In.1, CL.B.1.Su.1)

3.173. Locate information provided in a telephone directory when completing functional tasks (e.g., placing a long distance call, changing telephone services, calling a government agency, identifying a number not located in the phone book). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ☐ emergency numbers ☐ dialing assistance
☐ telephone service assistance ☐ community information
☐ other: ________________________________

3.174. Find the phone number and address of community resources in a directory when completing functional tasks (e.g., obtaining address of a specific location—parks, libraries, churches; obtaining an address to mail a letter). (CL.B.1.In.1, CL.B.1.Su.1)

General Information Resources

3.175. Identify an appropriate source to obtain information on current events when completing functional tasks (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ☐ newspaper ☐ magazine ☐ television
☐ radio ☐ people
☐ Internet resource ☐ other: ________________________________

3.176. Identify types of information found in reference books or resources when completing functional tasks (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject, finding the correct spelling of a word). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ☐ almanac—weather-related information, crop information
☐ atlas—road maps, distance charts, state capitals, population
☐ dictionary—definitions, spelling, syllable breakdown
☐ encyclopedia—general information by subject
☐ other: ________________________________

3.177. Identify the appropriate source to obtain information for travel when completing functional tasks (e.g., planning a vacation, picking someone up from the airport, making hotel reservations, planning transportation to visit someone). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ☐ type of information—destinations, schedules, reservations, cost
☐ source of information—travel agent, private or commercial carriers, Internet
☐ other: ________________________________

3.178. Identify sources to obtain information on leisure activities (e.g., special weekend sections of the newspaper, magazines, Internet, persons). (CL.B.1.In.1, CL.B.1.Su.1)
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3.179. **Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VI)**

3.180. **Identify the appropriate source to obtain information on goods and services (e.g., newspaper, telephone directory, media). (Reading F 26: VI)**

**Consumer Information**

3.181. Identify consumer information in brochures and pamphlets (e.g., energy-saving hints accompanying utility bill, bank services accompanying bank statements). (CL.B.1.In.1, CL.B.1.Su.1)

3.182. Identify information related to financial services when managing personal finances (e.g., warranties and guarantees—consumer and product protection; deposit slips and withdrawal slips—transfer of funds). (CL.B.1.In.1, CL.B.1.Su.1)

3.183. Locate information about desired goods in a product catalog (e.g., kind of products, prices, ordering procedures, product characteristics). (CL.B.1.In.1, CL.B.1.Su.1)

3.184. Identify sources to obtain information about restaurants (e.g., location, type of food served, days and hours of operation, reservation policy). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: 
- ☐ newspapers
- ☐ magazines
- ☐ Internet
- ☐ Yellow Pages
- ☐ friends or family
- ☐ other: ___________

3.185. Use information from resources related to community services (e.g., current news, health screening, leisure events and schedules, real estate information). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: 
- ☐ radio, TV
- ☐ newspapers
- ☐ posters, flyers
- ☐ other: ___________

3.186. Identify information in a mortgage, lease, or contract to verify obligations and to ensure that contracted services, products, or space are received. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: 
- ☐ length of term
- ☐ cost per month
- ☐ extra charges
- ☐ limits
- ☐ other: ___________

**Advertisements and Instructions**

3.187. Locate consumer information in the newspaper when completing functional tasks (e.g., looking for a job, clipping coupons, locating sale items). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: 
- ☐ sports
- ☐ recreational activities
- ☐ special features or articles
- ☐ advertisements
- ☐ classified ads
- ☐ other: ___________

3.188. Locate advertisements in newspapers, store handouts, and posters to complete productive activities in the home (e.g., purchasing new furniture, remodeling home, purchasing new linens). (CL.B.1.In.1, CL.B.1.Su.1)

3.189. Locate advertisements in newspapers, store handouts, and posters to complete personal care activities (e.g., purchasing medicine, choosing a hairdresser, purchasing new clothes, signing a gym contract). (CL.B.1.In.1, CL.B.1.Su.1)
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3.190. Identify the meaning of information found in newspapers and magazines regarding community activities and resources when completing functional tasks (e.g., community festivals, fairs, concerts, movies, library events or speakers). (CL.B.1.In.2, CL.B.1.Su.2)

3.191. Locate advertisements in newspapers, store handouts, and posters for items needed for leisure activities (e.g., purchasing a baseball glove to play on a community team, purchasing craft materials, purchasing games or books for spare time). (CL.B.1.In.1, CL.B.1.Su.1)

3.192. Use information found in classified ads and advertisement sections of the newspaper (e.g., clipping coupons to purchase new or used items, selling unwanted items, finding a job). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ □ find a job, place to live, car to buy, furniture, pet
_____ □ sell a house, locate lost pet, advertise a garage sale
____ □ other: ________________________________

3.193. Locate personal care information in a magazine, newspaper, or on the Internet when completing functional tasks (e.g., starting a diet, starting a fitness program, finding a desirable hairstyle, locating answers to medical questions). (CL.B.1.In.1, CL.B.1.Su.1)

3.194. Identify information in instructional pamphlets, specialty magazines, computer software, and books on leisure activities when completing functional tasks (e.g., reading for personal interest, reading information on a play before it is seen, learning the various types of dance). (CL.B.1.In.1, CL.B.1.Su.1)

Diagrams, Tables, Graphs, Schedules, and Charts

3.195. Identify events using a schedule (e.g., television programs, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.1, CL.B.1.Su.1)

3.196. Identify the meaning of simple graphs when completing functional tasks (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ □ bar graphs ______ □ pie chart ______ □ tables

3.197. Identify information contained in graphics used in the workplace when completing functional tasks (e.g., building a table, preparing a report). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ □ blueprints ______ □ floor plans ______ □ diagrams
_____ □ other: ________________________________

3.198. Obtain information from charts, graphs, and schedules. (Reading F 24: VI)

Maps

3.199. Identify the meaning of information provided by map symbols when completing functional tasks (e.g., planning a travel route, locating a specific location). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ □ roads ______ □ rivers, lakes ______ □ cities and towns
_____ □ mileage ______ □ direction ______ □ airports, parks

3.200. Locate a specific place using maps and floor plans. (Reading F 27: VI)
3.201. Use a key or legend to find information on a map when completing functional tasks (e.g., traveling on a road trip, finding locations within a city or town). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ □ roads, highways _____ □ cities, towns _____ □ mileage
_____ □ other: ____________________________

3.202. Find specified geographic areas using a map when completing functional tasks (e.g., traveling in unfamiliar areas, completing a geography exam, locating a destination). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ □ city, state map _____ □ atlas _____ □ other: ____________________________

3.203. Identify routes of travel between specified locations using a map when completing functional tasks (e.g., planning a trip, calculating distance, estimating time for travel). (CL.B.1.In.2, CL.B.1.Su.2)

**EXPRESSING INFORMATION**

**Writing and Handwriting**

3.204. Use appropriate modes in writing for educational and personal needs (e.g., write a letter, leave a message, write in a journal, write a to-do list, complete homework). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ □ handwriting _____ □ typewriter _____ □ word processor
_____ □ braille—including braillewriter, slate, and stylus
_____ □ other: ____________________________

3.205. Reproduce upper and lower case letters of the alphabet. (Writing A 2: IV)

3.206. Reproduce numerals from 0 to 10. (Mathematics B 10: IV)

3.207. Produce legible handwritten material to complete functional tasks (e.g., letters, notes, or messages; forms; signatures). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ □ style—manuscript or cursive _____ □ letter formation
_____ □ spacing
_____ □ size
_____ □ other: ____________________________

3.208. Produce written communications accurately using a word processor or typewriter (e.g., rough draft of letter, report, or project; list of information for a form, application, graph, or chart). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ □ letters _____ □ reports _____ □ forms
_____ □ charts _____ □ other: ____________________________

**Personal Information**

3.209. Produce required personal information to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ □ name _____ □ address
_____ □ phone number _____ □ date of birth
_____ □ Social Security number _____ □ emergency contact
_____ □ parents or guardian _____ □ other: ____________________________

3.211. Express self-identity by telling full name. (Language C 22: III)

3.212. Reproduce own first and last name. (Writing A 1: IV)

3.213. Write from memory or identification card own name, address, telephone number, age, and date of birth. (Writing A 3: V)

Completing Forms

3.214. Determine information needed to complete forms in order to have the proper personal documents ready (e.g., Social Security card, birth certificate, identification card). (CL.B.2.In.1, CL.B.2.Su.1)

3.215. Transfer information accurately from documents and sources onto appropriate section of forms. (CL.B.2.In.1, CL.B.2.Su.1)

3.216. Write needed information accurately on forms. (CL.B.2.In.2, CL.B.2.Su.2)

Specify: ☐ personal information—name, address, phone, birth date
☐ sex—male/female
☐ race—White, Hispanic, Black, Asian, Native American
☐ marital status—single or married
☐ employment—employed or self-employed
☐ other: ________________________

3.217. Accurately complete application forms for specified purposes (e.g., obtaining a driver's license, obtaining a job, seeking entrance to a school or program, applying for medical benefits, buying insurance coverage). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: ☐ driver's license
☐ employment
☐ admission
☐ public assistance
☐ other: ________________________

3.218. Complete forms which require personal data (e.g., W-4, medical history, insurance). (Writing D 13: VII)

3.219. Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)

3.220. Accurately complete forms related to financial management to complete functional tasks (e.g., receive a loan, obtain a credit card, apply for insurance). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: ☐ credit card
☐ loan application
☐ bank account
☐ checks
☐ deposit slips
☐ product warranty
☐ other: ________________________

3.221. Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)

3.222. Complete forms associated with a savings account. (Mathematics E 45: VI)

3.223. Accurately complete order forms to accomplish functional tasks (e.g., order merchandise from a catalogue, order merchandise from the Internet, order free sample products from magazines). (CL.B.2.In.2, CL.B.2.Su.2)
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3.224. Complete simple order blanks. (Writing D 14: VII)

Making Lists

3.225. Write lists for shopping to complete functional tasks (e.g., Christmas gift list, list of tapes or CDs to purchase, list of items needed for a recipe, list of party items). (CL.B.2.In.1, CL.B.2.Su.1)

3.226. Write to-do lists to complete functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)
   Specify: _______ daily or weekly—grocery shopping, bank deposit, clean house, pick up dry cleaning
   _______ monthly or quarterly—balance checkbook, get oil change, have hair cut, clean closets
   _______ specific activities—get ready to move, complete work activities
   _______ other: ____________________________

Giving Directions

3.227. Give person oral or written directions to a location. (CL.B.2.In.2, CL.B.2.Su.2)
   Specify: _______ home _______ school _______ community

3.228. Give directions to another person to accomplish a task. (CL.B.2.In.2, CL.B.2.Su.2)
   Specify: _______ school task—how to look up a reference, how to dress for physical education
   _______ work task—how to use the cash register, how to fill out a leave form
   _______ personal task—how to use a microwave, how to put away groceries
   _______ leisure task—how to pack for vacation, how to take care of a pet

3.229. State steps to complete a task. (Language C 31: VI)

Organizing Communications

3.230. Identify characteristics of key elements of documents and written communications (e.g., narrative writing—telling a story; persuasive writing—letter to the principal; technical writing—lab report). (CL.B.2.In.1, CL.B.2.Su.1)
   Specify: _______ what is the intent—objectives, target audience, purpose
   _______ what components are needed—introduction, body, summary
   _______ how should the information be organized
   _______ what formatting should be used—layout, text, use of graphics
   _______ other: ____________________________

3.231. Create documents or written communications that relate a series of sequential events (e.g., write about a vacation, write a history report covering a time frame, tell a story). (CL.B.2.In.2, CL.B.2.Su.2)
   Specify: _______ brief descriptions _______ letters
   _______ stories _______ essays
   _______ reports _______ other: ____________________________
3.232. Create documents or written communications that emphasize main ideas and relevant
supporting details (e.g., summarize desired career goals; paraphrase a conversation with the
teacher; write an essay on important things to know about communicable diseases). (CL.B.2.In.2,
CL.B.2.Su.2)
Specify: □ sentences □ paragraphs □ essays
□ reports □ other: ____________________________

3.233. Create documents or written communications that use a logical order to express
information (e.g., justifying a particular action, explaining a concept). (CL.B.2.In.2,
CL.B.2.Su.2)
Specify: □ easy/difficult □ specific/general
□ least important/most important □ cause and effect
□ other: ____________________________

3.234. Record activities or transactions performed to accomplish functional tasks (e.g., keep
an accurate account balance, complete all school or work assignments, keep an accurate journal,
keep track of daily accomplishments). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: □ daily events □ daily tasks
□ checks and deposits □ other: ____________________________

3.235. Create documents or written communications that include necessary documentation
(e.g., letter about lost mail with list of dates and lost items; application for eligibility for
Vocational Rehabilitation with accompanying documentation of disability). (CL.B.2.In.2,
CL.B.2.Su.2)
Specify: □ report □ summary
□ letter of complaint □ other: ____________________________

3.236. Summarize events and conversations in an accurate, complete, and objective manner
in documents or written communications (e.g., tell a family member about what someone
said, write an article for school newspaper, write a summary describing a field trip, write a
Specify: □ article □ report □ letter
□ story □ essay □ message
□ other: ____________________________

Formatting

3.237. Select the appropriate format for documents and written communications to
accomplish functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ note or e-mail—give a friend directions, let your family know that you will
be late
□ memo—announce an event to your co-workers at the office
□ letter—friendly, complaint, request, application
□ message—let a family member know that someone called
□ report—report results, identify current status of project
□ other: ____________________________
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3.238. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, give a presentation). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ note □ memo/e-mail □ letter
□ brief description □ report □ cards and invitations
□ other: ____________________________

3.239. Write a message to accurately record information from telephone calls or personal conversations (e.g., transferring answering machine or voicemail to paper; write a verbal message from one person to another). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: □ caller's name □ date □ who they represent
□ time □ phone number □ message
□ other: ____________________________

3.240. List information (who, what, when, and where) of a given message. (Writing D 11: VI)

3.241. Use proper form when writing a letter. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ return address □ inside address □ greeting
□ body □ closing □ signature
□ business letter □ friendly letter

3.242. Use proper form when addressing an envelope. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ return address □ name and address

3.243. Write a letter and address an envelope. (Writing D 12: VI)

Writing Process

3.244. Use the writing process to develop documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ organize ideas □ write first draft □ revise and edit
□ write final copy □ other: ____________________________

3.245. Proofread written communications to accomplish functional tasks (e.g., make corrections in a personal or work letter, prepare a report for a second draft, correct a form or application to be submitted). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ spelling □ grammar
□ word usage □ formatting—margins, spacing
□ sentence structure □ other: ____________________________

3.246. Proofread to locate and correct spelling errors. (Writing B 5: VI, VII)

3.247. Revise documents and written communications to improve meaning and focus. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ unity and cohesiveness—words, phrases, and sentences agree and work together
□ content—no irrelevant details
□ organization—logical order
□ style—no run-on sentences or unintentional fragments
□ formatting—margins, spacing, legibility
□ other: ____________________________
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3.248. Use complete sentences to express desired information. (CL.B.2.In.1, CL.B.2.Su.1)
Specify:     ☐ simple     ☐ compound
            ☐ complex     ☐ compound/complex

3.249. Write simple sentences. (Writing D 10: V)

3.250. Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)

3.251. Use self-monitoring strategies to assist in writing complete sentences. (CL.B.2.In.1, CL.B.2.Su.1)
Specify:     ☐ select the kind of sentence     ☐ think about the meaning
            ☐ think about the words     ☐ review the sentence when finished
            ☐ other:_________________________________________________________________

3.252. Use forms of verbs and nouns that follow standard English conventions for grammar. (CL.B.2.In.1, CL.B.2.Su.1)
Specify:     ☐ nouns—singular and plural, possessive
            ☐ verbs—present, past, and future tenses, infinitive
            ☐ subject-verb agreement

3.253. Use parts of speech appropriately when expressing information in complete sentences. (CL.B.2.In.1, CL.B.2.Su.1)
Specify:     ☐ nouns     ☐ pronouns     ☐ verbs
            ☐ adverbs     ☐ adjectives     ☐ prepositions
            ☐ conjunctions

3.254. Use correct capitalization in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify:     ☐ proper nouns     ☐ pronoun “I”     ☐ acronyms
            ☐ abbreviations     ☐ first word of sentence     ☐ greeting/closing
            ☐ titles     ☐ other:_________________________________________________________________

3.255. Capitalize the first letter of own first and last name. (Writing C 6: IV)

3.256. Capitalize and punctuate common titles (e.g., Mr., Mrs., Dr.), proper nouns which name persons, days of the week, months of the year, and names of streets, cities, and countries. (Writing C 8: VI)

3.257. Use correct ending punctuation in sentences in preparing written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify:     ☐ period     ☐ question mark     ☐ exclamation point

3.258. Use punctuation correctly within words and sentences in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify:     ☐ comma—words in a series, compound sentence, address, date, greeting and closing
            ☐ apostrophe—contraction, possession
            ☐ quotation marks—direct quotation, titles, words used in a special sense
            ☐ semi-colon—phrases in a series with commas
            ☐ other:_________________________________________________________________
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3.259. Write a sentence with correct capitalization of the first word and ending punctuation. (Writing C 7: V)

3.260. Use correct punctuation and capitalization when writing a letter and addressing an envelope. (Writing C 9: VI)

3.261. Use correct spelling in preparing written communications (e.g., proper names, proper nouns, personal information, frequently used words). (CL.B.2.In.1, CL.B.2.Su.1)

3.262. Use correct spelling for acronyms and abbreviations when completing functional tasks (e.g., abbreviations—St., Blvd., lb., in., yd.; acronyms—RAM, CD-ROM, RFP, COD). (CL.B.2.In.1, CL.B.2.Su.1)

3.263. Use appropriate resources to aid in spelling (e.g., writing a letter, writing a report, completing homework or class assignments, writing an e-mail). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ spelling dictionary □ specialized electronic aid
□ people □ spell-check utility in software program
□ other: ______________________

3.264. Spell frequently used words from a specified word list (e.g., Dolch, SSAT, survival, and consumer words). (Writing B 4: V, VI, VII)

Expressive Language

3.265. Accept assistance with and participate in communicating wants and needs. (CL.B.2.Pa.1)

3.266. Participate in conveying desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CL.B.2.Pa.1)
Specify method: □ vocalize or gesture □ verbalize or sign
□ assistive or augmentative device □ look at person
□ other: ______________________

3.267. Accept assistance with and participate in requesting objects to produce desired effects during daily activities (e.g., switch to turn television on, large button to activate game, device to communicate). (CL.B.2.Pa.1)

MATHEMATICAL CONCEPTS AND PROCESSES

Quantitative Concepts

3.268. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)

3.269. Distinguish between all, some, and none. (Mathematics A 1: III)

3.270. Identify one and one more. (Mathematics A 2: III)
3.271. Demonstrate awareness of one-to-one correspondence when participating in functional tasks (e.g., one sock on each foot). (CL.B.3.Pa.1)
Specify: _____ ☐ home    _____ ☐ school    _____ ☐ community

3.272. Demonstrate the use of one-to-one correspondence. (Mathematics B 7: III)

3.273. Accept assistance with and participate in indicating desired quantity or amount of material (e.g., how much milk, how many pillows). (CL.B.3.Pa.1)
Specify: _____ ☐ vocalize indicating enough or more
           _____ ☐ gesture indicating enough or more
           _____ ☐ point to "stop" or "more" on communication board
           _____ ☐ other: ____________

Whole Numbers

3.274. Identify whole numbers to accomplish functional tasks (e.g., finding pages in a book, finding a street address, reading speed limit signs, reading temperature gauges, identifying the cost of a house, identifying bus numbers, giving account numbers). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ to 10    _____ ☐ to 100    _____ ☐ to 1000
           _____ ☐ to 10,000 _____ ☐ to 100,000    _____ ☐ other: ____________

3.275. Match numerals to corresponding sets of objects, 0 to 10. (Mathematics B 9: IV)

3.276. Identify numerals which correspond to sets of objects 11 to 100. (Mathematics B 12: V)

3.277. Count objects to accomplish functional tasks (e.g., home—counting silverware for setting the table, getting towels for guests; leisure—counting number of seconds to go in a basketball game; workplace—counting screws to assemble a product, identifying how many rooms to clean). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ to 10 _____ ☐ to 100 _____ ☐ to 1000 _____ ☐ other: ____________

3.278. Count from 1 to 5. (Mathematics B 8: III)

3.279. Use skip counting to accomplish functional tasks (e.g., counting large numbers of objects, counting money, counting items in inventory, counting off individuals to form teams, identifying odd and even numbers, searching for a street number—all buildings on one side of the street have odd numbers). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ☐ by 2s    _____ ☐ by 5s    _____ ☐ by 10s    _____ ☐ by 100s

3.280. Count by 2's, 5's, and 10's to 100. (Mathematics B 13: V)

3.281. Identify the whole number that comes before, after, or between a given number(s) to accomplish functional tasks (e.g., locating the date after a holiday on a calendar, searching for a book in the library according to number, filing charts by numerical order). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ☐ to 10 _____ ☐ to 100 _____ ☐ to 1,000 _____ ☐ to 10,000 _____ ☐ to 100,000
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3.282. Compare numbers to accomplish functional tasks (e.g., placing numbered pages in the correct order, comparing prices, comparing rates of rentals for apartments, comparing scores in a game to determine the winning team). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: □ to 10 □ to 100 □ to 1,000 □ to 10,000 □ to 100,000

3.283. Identify objects in a series by ordinal position to accomplish functional tasks (e.g., identifying the third game in a playoff, identifying the second sentence in a paragraph, identifying the third frame in bowling, identifying the last pay period of the year). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: □ first, □ middle, □ last □ to 5th □ to 10th

3.284. Identify the first and last member of a group of objects. (Mathematics A 3: III)

3.285. Demonstrate understanding of the concept of middle. (Mathematics A 4: IV)

3.286. Identify the meaning of numerals when completing functional tasks (e.g., reading a street sign). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n

3.287. Write numerals when completing functional tasks (e.g., making an inventory). (CL.B.2.In.2, CL.B.2.Su.2)
Specify range: 0-n

3.288. Identify the meaning of number words when completing functional tasks (e.g., reading a newspaper article, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n

3.289. Identify the meaning of ordinal number words when completing functional tasks (e.g., identifying who is first in line, identifying what place a runner won in a race, identifying when it is your turn). (CL.B.2.In.1, CL.B.2.Su.1)
Specify range: first-nth

Place Value

3.290. Use knowledge of place value for whole numbers and decimals to accomplish functional tasks (e.g., lining up whole numbers and decimals for solving computation problems, identifying the meaning of a number on a digital gauge or clock). (CL.B.3.In.1, CL.B.3.Su.1)
Specify whole numbers: □ 1s □ 10s □ 100s □ 1000s □ 10,000s □ 100,000s
Specify decimals: □ tenths □ hundredths □ thousandths

3.291. Round whole numbers and decimals to accomplish functional tasks (e.g., estimating distance when traveling, estimating time left for an activity, estimating cost of purchases). (CL.B.3.In.2, CL.B.3.Su.2)
Specify whole numbers: □ 1s □ 10s □ 100s □ 1000s □ 10,000s □ 100,000s
Specify decimals: □ tenths □ hundredths □ thousandths
Fractions and Decimals

3.292. Identify the meaning of fractional parts of an object, area, or set of items to accomplish functional tasks (e.g., measuring 1/3 cup of milk, cutting a pie into eighths, cutting a piece of wood in half, determining what fraction of the students are girls). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ halve _____ thirds _____ fourths _____ fifths
       _____ sixths _____ eighths _____ tenths _____ twelfths

3.293. Identify halves and fourths of an area. (Mathematics J 74: V)

3.294. Identify the meaning of mixed numbers with fractions to accomplish functional tasks (e.g., doubling a recipe, measuring the length of an object or area, identifying lapsed time). (CL.B.3.In.1, CL.B.3.Su.1)

3.295. Identify the decimal equivalent of a fraction to accomplish functional tasks (e.g., determining discounts—half off, calculating savings at a sale). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ 1/2 = .50 _____ 1/4 = .25 _____ 3/4 = .75
       _____ 1/3 = .33 _____ 2/3 = .67 _____ other: __________

3.296. Identify the meaning of numerals with decimals when completing functional tasks (e.g., reading a sale sign, reading a digital clock). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n __________

3.297. Write numerals with decimals when completing functional tasks (e.g., listing the cost of items). (CL.B.2.In.2, CL.B.2.Su.2)
Specify range: 0-n __________

3.298. Identify the meaning of numerals with fractions when completing functional tasks (e.g., reading a recipe). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n __________

3.299. Write numerals with fractions when completing functional tasks (e.g., making a building plan). (CL.B.2.In.2, CL.B.2.Su.2)
Specify range: 0-n __________

Using Estimation

3.300. Estimate the number of objects in a set and compare the estimate with the actual number to accomplish functional tasks (e.g., dishes needed for a dinner party, pencils in a packet to distribute to a class, baseballs in a bag to play a game). (CL.B.3.In.2, CL.B.3.Su.2)

3.301. Estimate, by first rounding numbers, the solution to computation problems to accomplish functional tasks (e.g., rounding prices to obtain a subtotal of items before purchasing, estimating how much money is needed for gas to fill the tank, estimating the hourly rate of speed). (CL.B.3.In.2, CL.B.3.Su.2)

3.302. Estimate the length, width, or height of an object or area to accomplish functional tasks (e.g., estimating the width of a box to see if it can be moved through a door, estimating the height of a chair for a desk, estimating the width and length of a frame for a picture). (CL.B.3.In.2, CL.B.3.Su.2)
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3.303. Estimate the solution to problems involving money to accomplish functional tasks (e.g., estimating the costs of electricity for a year—lights, TV, heater; estimating the total cost of groceries). (CL.B.3.In.2, CL.B.3.Su.2)

3.304. Estimate the solution to problems involving time (e.g., estimating the time it will take to reach a destination, estimating the amount of time involved in completing each step of an assignment). (CL.B.3.In.2, CL.B.3.Su.2)

3.305. Estimate the solution to problems involving capacity or volume to accomplish functional tasks (e.g., selecting the right-sized bowl to use in cooking). (CL.B.3.In.2, CL.B.3.Su.2)

3.306. Estimate the solution to problems involving weight when accomplishing functional tasks (e.g., estimating how much fruit is needed, estimating weight of food when dieting, estimating weight that can be lifted when exercising). (CL.B.3.In.2, CL.B.3.Su.2)

Addition

3.307. Identify the meaning of the concept of addition (e.g., totaling, summing up, putting together, depositing, plus sign [+]). (CL.B.3.In.1, CL.B.3.Su.1)

3.308. Identify situations in daily living when addition is used (e.g., totaling distances traveled over several days, determining the number of members on both teams, determining how much inventory was sold). (CL.B.3.In.1, CL.B.3.Su.1)


Specify: ☐ single digit ☐ multiple digits
☐ decimals ☐ fractions, mixed numbers
☐ without regrouping ☐ with regrouping

Specify method:
☐ mentally ☐ uses a table or chart
☐ uses counters or tallies ☐ uses an abacus
☐ uses a calculator ☐ other:

3.310. Add two sets of objects, sums through 12. (Mathematics C 15: IV)

3.311. Add a 2-digit number to a 2-digit number without regrouping, sums through 99. (Mathematics C 16: V)

3.312. Add two numbers each having no more than two decimal places. (Mathematics J 77: VII)

3.313. Add a 1 or 2-digit number to a 2-digit number with no more than one regrouping. (Mathematics C 19: VI)

3.314. Add one 2 or 3-digit number to a 3-digit number with regrouping. (Mathematics C 21: VII)
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3.315. Solve problems involving addition of whole numbers to accomplish functional tasks (e.g., counting paper money, adding amount of money spent from checkbook in one month, determining a monthly budget, adding number of hours worked in a pay period, adding weight gained in two months). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: □ single digit □ multiple digits
□ without regrouping □ with regrouping

Specify method:
□ mentally □ uses a table or chart
□ uses counters or tallies □ uses an abacus
□ uses a calculator □ other: __________________________

3.316. Apply addition skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics C 17: III)

3.317. Apply addition skills involving two 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics C 20: VI)

3.318. Use addition skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics C 22: VI)

3.319. Solve problems involving addition of numbers with decimals to accomplish functional tasks (e.g., totaling prices). (CL.B.3.In.2, CL.B.3.Su.2)

3.320. Solve problems involving addition of numbers with fractions to accomplish functional tasks (e.g., determining how much fencing is needed for a garden, determining how much border needs to be cut to fit the wall space, doubling a recipe). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: □ like denominators □ unlike denominators □ mixed numbers

3.321. Use addition and subtraction to solve applied problems involving simple fractions and percents. (Mathematics J 76: VII)

Subtraction

3.322. Identify the meaning of the concept of subtraction (e.g., deducting, taking away, withdrawal, loss, minus sign \([-\])). (CL.B.3.In.1, CL.B.3.Su.1)

3.323. Identify situations in daily living when subtraction is used (e.g., determining how many newspapers are left to be delivered, comparing the difference in sizes of classes, determining how many hours left to work, determining how many miles are left to be driven). (CL.B.3.In.1, CL.B.3.Su.1)


Specify: □ single digit □ multiple digits
□ decimals □ fractions, mixed numbers
□ without regrouping □ with regrouping

Specify method:
□ mentally □ uses a table or chart
□ uses counters or tallies □ uses an abacus
□ uses a calculator □ other: __________________________

3.325. Subtract one set of objects from another set no larger than 12. (Mathematics D 23: IV)
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3.326. Subtract a 2-digit number from a 2-digit number without regrouping. (Mathematics D 24: V)

3.327. Apply subtraction skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics D 25: V)

3.328. Subtract a 2- or 3-digit number from a 3-digit number with no more than one regrouping. (Mathematics D 27: VI)

3.329. Apply subtraction skills involving 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics D 28: VI)

3.330. Subtract a 3-digit number from a 3-digit number with regrouping. (Mathematics D 29: VII)

3.331. Use subtraction skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics D 30: VII)

3.332. Solve problems involving subtraction of whole numbers to accomplish functional tasks (e.g., determining how much weight was lost last year, determining how much farther one trip is compared to another, determining by how many points one team beat another). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: ■ ■ single digit ■ ■ multiple digits
■ ■ without regrouping ■ ■ with regrouping

Specify method:
■ ■ mentally ■ ■ uses a table or chart
■ ■ uses counters or tallies ■ ■ uses an abacus
■ ■ uses a calculator ■ ■ other: ____________________________

3.333. Solve problems involving subtraction of numbers with decimals to accomplish functional tasks (e.g., subtracting the value of outstanding checks when balancing the checkbook, determining the amount of change to give to a customer). (CL.B.3.In.2, CL.B.3.Su.2)

3.334. Solve problems involving subtraction of numbers with fractions to accomplish functional tasks (e.g., determining how much faster one classmate ran in a race compared to another, determining how much greater the width of the room is than the length). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: ■ ■ like denominators ■ ■ unlike denominators ■ ■ mixed numbers

Multiplication

3.335. Identify the meaning of the concept of multiplication (e.g., compound, double, triple, times, multiplication sign [x]). (CL.B.3.In.1, CL.B.3.Su.1)

3.336. Identify situations in daily living when multiplication is used (e.g., determining the total cost of tickets for a group, how many people eight buses can hold). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: □ single digit □ multiple digits
□ decimals □ fractions, mixed numbers
□ without regrouping □ with regrouping

Specify method:
□ mentally □ uses a table or chart
□ uses counters or tallies □ uses an abacus
□ uses a calculator □ other: ________________________

3.338. Identify products of multiplication facts through 81. (Mathematics H 67: VI)

3.339. Multiply a 2-digit number by a 1-digit number. (Mathematics H 68: VI)

3.340. Solve problems involving multiplication of whole numbers to accomplish functional tasks (e.g., determining how many tickets are needed for a family of four to attend eight games, determining the total amount paid on a loan). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: □ single digit □ multiple digits
□ without regrouping □ with regrouping

Specify method:
□ mentally □ uses a table or chart
□ uses counters or tallies □ uses an abacus
□ uses a calculator □ other: ________________________

3.341. Apply multiplication skills to solve one-step applied problems. (Mathematics H 70: VII)

3.342. Multiply numbers with decimals to accomplish functional tasks (e.g., calculating cost of tax, determining amount of tax on an item, determining the amount to tip a waiter, determining amount of discount from a sale). (CL.B.3.In.2, CL.B.3.Su.2)

3.343. Multiply numbers with fractions to accomplish functional tasks (e.g., calculating how many square yards for new carpet, determining overtime if salary equals time and one-half). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: □ like denominators □ unlike denominators □ mixed numbers

Division

3.344. Identify the meaning of the concept of division (e.g., portion, distribution, allocation, fraction, part, divided by, division sign [÷]). (CL.B.3.In.1, CL.B.3.Su.1)

3.345. Identify situations in daily living when division is used (e.g., calculating grade percentages, dividing students into groups, dividing money owed for a large purchase over a period of years). (CL.B.3.In.1, CL.B.3.Su.1)
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   Specify:    □ single digit          □ multiple digits
              □ decimals                  □ fractions, mixed numbers
              □ without regrouping        □ with regrouping
   Specify method:
              □ mentally                   □ uses a table or chart
              □ uses counters or tallies  □ uses an abacus
              □ uses a calculator         □ other: ___________________________

3.347. Identify basic division facts products through 81. (Mathematics I 71: VI)

3.348. Solve problems involving division of whole numbers to accomplish functional tasks
   (e.g., determining how much profit was made per job, determining how long a trip would take if a
car traveled at a given speed, determining cost per person for expenses on a trip). (CL.B.3.In.2,
CL.B.3.Su.2)
   Specify:    □ single digit          □ multiple digits
              □ without remainders         □ with remainders
   Specify method:
              □ mentally                   □ uses a table or chart
              □ uses counters or tallies  □ uses an abacus
              □ uses a calculator         □ other: ___________________________

3.349. Use division to solve one-step applied problems. (Mathematics I 72: VII)

3.350. Divide numbers with decimals to accomplish functional tasks (e.g., budgeting monthly
   expenses, determining the package that has the lowest cost per unit). (CL.B.3.In.2, CL.B.3.Su.2)

3.351. Divide numbers with fractions to accomplish functional tasks (e.g., determining how
   Specify:    □ like denominators    □ unlike denominators
              □ mixed numbers

3.352. Solve problems involving averages to accomplish functional tasks (e.g., calculating
   final grade using test scores, calculating the batting average of a baseball player, calculating the
   average amount of sales per day). (CL.B.3.In.2, CL.B.3.Su.2)

Ratio, Proportion, and Percent

3.353. Identify the meaning of the concept of percent (e.g., divided by 100, percent sign [%]).
       (CL.B.3.In.1, CL.B.3.Su.1)

3.354. Identify situations in daily living when percent is used (e.g., calculating grade
       percentages, interest rate, charting growth by percentage increase or decrease). (CL.B.3.In.1,
CL.B.3.Su.1)

3.355. Identify the decimal equivalent of a percent to accomplish functional tasks
       (e.g., multiplying and dividing percentages to calculate discounts, finding the average of test
grades, calculating 15% gratuity on a bill). (CL.B.3.In.1, CL.B.3.Su.1)

3.356. Identify the fraction equivalent of a percent to accomplish functional tasks
       (e.g., reading discounts, identifying amount of growth). (CL.B.3.In.1, CL.B.3.Su.1)
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3.357. Identify simple fraction and percent equivalents (e.g., $\frac{1}{2} = 50\%$, $\frac{1}{4} = 25\%$). *(Mathematics J 75: VI)*

3.358. Write numerals with percents when completing functional tasks (e.g., listing the discount on items). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify range: 0-n


3.360. Identify the meaning of ratio (e.g., relation in number or quantity between things). (CL.B.3.In.1, CL.B.3.Su.1)

3.361. Identify situations in daily living when ratio is used (e.g., calculating amounts in a volume). (CL.B.3.In.1, CL.B.3.Su.1)


3.363. Identify the meaning of proportion (e.g., relation in number or quantity of one part to another). (CL.B.3.In.1, CL.B.3.Su.1)

3.364. Identify situations in daily living when proportion is used (e.g., scale drawings, interior design, diluting a mixture). (CL.B.3.In.1, CL.B.3.Su.1)


Linear Measurement

3.366. Determine which of three or more objects is smallest, largest, shortest, tallest. *(Mathematics A 5: IV)*

3.367. Identify the most appropriate units of linear measurement to accomplish functional tasks (e.g., measuring your height, calculating the length of a room, determining the distance of a trip). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: ___ □ inches ___ □ feet ___ □ yards ___ □ miles ___ □ meters ___ □ other: ____________________________

3.368. Identify abbreviations for linear measurement units when completing functional tasks (e.g., reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: ___ □ linear—in., ft., mi., m. ___ □ area—sq. yd., sq. ft. ___ □ other: ____________________________

3.369. Identify appropriate tools and equipment for linear measurement (e.g., length of tool, unit of measurement, effective and ineffective uses). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: ___ □ ruler ___ □ tape measure ___ □ yardstick ___ □ other: ____________________________
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3.370. Identify ruler, yardstick, and tape measure. (*Mathematics F 47: IV*)

3.371. Measure the length, width, or height of object or area accurately using appropriate tools or equipment to accomplish functional tasks (e.g., use a ruler to measure a short line, use a tape measure to measure a room). (CL.B.3.In.2, CL.B.3.Su.2)
   Specify: ☐ ruler ☐ tape measure ☐ yardstick ☐ other: ________________

3.372. Measure an object to the nearest inch. (*Mathematics F 50: V*)

3.373. Identify the length, width, or height of an object. (*Mathematics F 54: VII*)

3.374. Identify equivalents for commonly used linear measurements to accomplish functional tasks (e.g., determining the length of a football field, determining if a four-foot board will make a 52-inch shelf). (CL.B.3.In.1, CL.B.3.Su.1)
   Specify: ☐ 12 inches = 1 foot ☐ 3 feet = 1 yard ☐ 36 inches = 1 yard ☐ other: ________________

3.375. Solve problems involving linear measurement to accomplish functional tasks (e.g., determining which rope is longer, determining miles to desired destination, determining the height of a fence, determining the length of a soccer field, determining amount of fabric needed to make curtains). (CL.B.3.In.2, CL.B.3.Su.2)
   Specify: ☐ no conversion ☐ conversion

3.376. Solve applied problems involving measurement using addition or subtraction. (*Mathematics F 55: VII*)

3.377. Participate in indicating awareness of distance (e.g., recognize when destination has been reached). (CL.B.3.Pa.1)
   Specify method: ☐ vocalize ☐ gesture ☐ touch ☐ use assistive or augmentative device ☐ other: ________________

Volume and Capacity

3.378. Identify the most appropriate units to measure volume or capacity to accomplish functional tasks (e.g., preparing a recipe, adding oil to the car, purchasing soft drinks). (CL.B.3.In.1, CL.B.3.Su.1)
   Specify: ☐ teaspoon ☐ tablespoon ☐ cup ☐ pint ☐ quart ☐ gallon ☐ liter ☐ other: ________________

3.379. Identify abbreviations for volume or capacity measurement units when completing functional tasks (e.g., reading the ingredients in a recipe). (CL.B.1.In.1, CL.B.1.Su.1)
   Specify: ☐ tsp., tbs., c. ☐ pt., qt., gal., l. ☐ other: ________________

3.380. Identify the most appropriate tools or equipment to measure volume or capacity (e.g., dry or liquid ingredients, amount to measure, accuracy). (CL.B.3.In.1, CL.B.3.Su.1)
   Specify: ☐ measuring cups and spoons ☐ marked containers ☐ other: ________________
3.381. **Demonstrate an understanding of capacity concepts (e.g., least, most, empty, full).** (Mathematics A 6: IV)

3.382. Measure volume or capacity accurately using the appropriate equipment to accomplish functional tasks (e.g., measuring a cup of bleach for the laundry, measuring gas into a tank for a lawnmower, measuring quarts of water for tea, measuring a dose of medicine). (CL.B.3.In.2, CL.B.3.Su.2)

```
Specify:  □ teaspoon  □ tablespoon  □ cup  □ pint  □ quart  □ gallon  □ liter  □ other: _______________________
```

3.383. **Identify a cup, quart, and gallon as tools to measure capacity.** (Mathematics F 49: V)

3.384. Identify volume or capacity measurement equivalents to accomplish functional tasks (e.g., determining how many cups of water needed for two quarts of lemonade, determining how many tablespoons it takes to fill a 1/4 cup, determining how many pint jars would be needed for a gallon of honey). (CL.B.3.In.1, CL.B.3.Su.1)

```
Specify: □ 3 teaspoons = 1 tablespoon  □ 4 cups = 1 quart  □ 4 quarts = 1 gallon  □ other: _______________________
```

3.385. **Determine capacity by measuring to the nearest cup, quart, or gallon.** (Mathematics F 51: VI)

3.386. Solve problems involving volume or capacity to accomplish functional tasks (e.g., determining how many 8-oz. glasses can be filled with a 1-quart bottle of soda, getting the right sized can for a recipe). (CL.B.3.In.2, CL.B.3.Su.2)

```
Specify: □ no conversion  □ conversion
```

**Weight**

3.387. Identify the most appropriate units to measure weight to accomplish functional tasks (e.g., weighing an infant, ordering topsoil for a garden, buying produce). (CL.B.3.In.1, CL.B.3.Su.1)

```
Specify: □ ounce □ pound □ ton □ other: _______________________
```

3.388. Identify abbreviations for weight measurement units when completing functional tasks (e.g., reading the ingredients required in a recipe). (CL.B.1.In.1, CL.B.1.Su.1)

```
Specify: □ weight—oz., lb., 1 g. □ other: _______________________
```

3.389. Identify the most appropriate tools and equipment to measure weight (e.g., capacity, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)

```
Specify: □ bathroom scales □ postal scales □ produce scales □ other: _______________________
```

3.390. Measure weight accurately using the appropriate tool when accomplishing functional tasks (e.g., weighing yourself, weighing tomatoes at the grocery store, determining how much postage to put on a large envelope). (CL.B.3.In.2, CL.B.3.Su.2)

```
Specify: □ bathroom scales □ postal scales □ produce scales □ other: _______________________
```

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3.391. *Determine weight by measuring to the nearest pound.* (Mathematics F 52: VI)

3.392. Identify equivalents for units of weight when accomplishing functional tasks (e.g., determining cost for mailing a box, determining if truck is strong enough to carry a load of gravel). (CL.B.3.In.1, CL.B.3.Su.1)
   - Specify: ______ q 16 ounces = 1 pound ______ q 2000 pounds = 1 ton

3.393. Solve problems involving weight (e.g., determining how many tons of gravel are needed for a walkway, determining how many ounces of cocoa are in a package). (CL.B.3.In.2, CL.B.3.Su.2)
   - Specify: ______ q no conversion ______ q conversion

**Time**

3.394. Identify the most appropriate units of time to accomplish functional tasks (e.g., making plans for the future, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)
   - Specify: ______ q seconds, minutes, hours ______ q days, weeks, months, years
   - ______ q seasons of the year ______ q now, later, future, past
   - ______ q today, tomorrow ______ q other: ____________________________

3.395. Identify abbreviations for time measurement units when completing functional tasks (e.g., reading days of the week on a calendar). (CL.B.1.In.1, CL.B.1.Su.1)
   - Specify: ______ q time—min., hr., Tues., Dec.
   - ______ q other: ____________________________

3.396. Associate activities with morning, afternoon, and night (e.g., eating breakfast, going to bed). (Mathematics G 56: III)

3.397. Demonstrate an understanding of the beginning concepts of time (e.g., today, now, later, yesterday). (Language B 9: III)

3.398. Tell which day comes before and after a given day. (Mathematics G 60: V)

3.399. Identify the seven days of the week. (Mathematics G 58: IV)

3.400. Indicate the date by month, day, and year in numerical form (e.g., 5/13/88). (Mathematics G 64: VI)

3.401. Distinguish between a.m. and p.m. to describe time of day. (Mathematics G 62: VI)

3.402. Identify equivalents units of time when accomplishing functional tasks (e.g., determining how much time to allow for an activity, recording time worked on a time sheet). (CL.B.3.In.1, CL.B.3.Su.1)
   - Specify: ______ q 60 seconds = 1 minute ______ q 60 minutes = 1 hour
   - ______ q 24 hours = 1 day ______ q 7 days = 1 week
   - ______ q other: ____________________________

3.403. Identify time equivalencies (e.g., 12 months = 1 year; 60 minutes = 1 hour; 24 hours = 1 day; 30 minutes = 1/2 hour, and 1 week = 7 days). (Mathematics G 63: VI)
3.404. Identify time on a clock to accomplish functional tasks (e.g., timing a runner, setting a VCR to tape a show, counting time to reach a destination). (CL.B.3.In.1, CL.B.3.Su.1)
Specify type of clock: □ analog □ digital
Specify interval: □ hour/half hour □ minutes

3.405. Tell time to the hour. (Mathematics G 57: IV)

3.406. Tell time to the hour and half hour. (Mathematics G 59: V)

3.407. Indicate time in hours and minutes using proper notation (e.g., 1:28). (Mathematics G 65: VI)

3.408. Identify the date on a calendar to accomplish functional tasks (e.g., planning a party, scheduling an appointment). (CL.B.3.In.1, CL.B.3.Su.1)

3.409. Given a date, identify the day of the week on a calendar. (Mathematics G 61: V)

3.410. Determine the elapsed time between events to accomplish functional tasks (e.g., taking medication every four hours, determining when to schedule next appointment, determining how much time is left to finish a test, determining if warranty is still good). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: □ conversion □ no conversion

3.411. Solve problems involving time to accomplish functional tasks (e.g., setting a VCR to tape a television show, determining how long it has been since last dental checkup). (CL.B.3.In.2, CL.B.3.Su.2)

3.412. Using addition and subtraction, solve applied problems involving years, months, weeks, days, or hours. (Mathematics G 66: VII)

3.413. Accept assistance with and participate in relating event or activity to time of day (e.g., eating breakfast in morning, going to bed at night). (CL.B.3.Pa.1)
Specify: □ begin activity □ look at referent object
□ use augmentative or assistive device □ other: ____________________

Temperature

3.414. Identify the most appropriate units for measuring temperature to accomplish functional tasks (e.g., understanding the weather report from another country, describing a fever, preparing food, reading a temperature gauge in a freezer). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: □ degrees Fahrenheit □ degrees Celsius

3.415. Identify the meaning of commonly used temperatures to accomplish functional tasks (e.g., reading a thermometer to record a high fever, determining if the freezer is cold enough to make ice, setting a thermostat in a room). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: □ freezing and boiling points of water □ normal body temperature
□ comfortable room temperature □ other: ____________________

3.416. Identify the time and temperature on electronic signs on buildings in the community (e.g., driving around town, walking in town). (CL.B.1.In.1, CL.B.1.Su.1)
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3.417. Identify the most appropriate equipment for measuring temperature (e.g., purpose, limits, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)
   Specify: □ thermometers—weather, oral, cooking □ thermostat—furnace, car □ other: ________________________________

3.418. Identify tools to measure temperature (e.g., thermometer, thermostat). (Mathematics F 48: IV)

3.419. Measure temperature accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., using a meat thermometer to determine if a roast is fully cooked, reading the thermostat to find the temperature in a room). (CL.B.3.In.2, CL.B.3.Su.2)
   Specify: □ thermometer—weather, oral, cooking □ thermostat—furnace, car, motor □ other: ________________________________

3.420. Determine the temperature using a Fahrenheit thermometer. (Mathematics F 53: VI)

3.421. Solve problems involving temperature to accomplish functional tasks (e.g., checking the temperature for cooking). (CL.B.3.In.2, CL.B.3.Su.2)

Money

3.422. Identify the names and values of coins and bills to accomplish functional tasks (e.g., counting money, paying for an item, putting correct change into a vending machine, paying for cab fare). (CL.B.3.In.1, CL.B.3.Su.1)
   Specify: □ to $1.00 □ to $5.00 □ to $20.00 □ to $100.00 □ other: ________________________________

3.423. Identify coins as money. (Mathematics E 31: III)

3.424. Identify the coins: penny, nickel, dime, and quarter. (Mathematics E 32: IV)

3.425. Identify the cent (¢) sign and the dollar ($) sign. (Mathematics E 33: IV)

3.426. Identify the cent value of a penny, a nickel, a dime, a quarter, and the dollar value of bills through $10. (Mathematics E 35: V)

3.427. Identify money values not to exceed $100.00 (e.g., $62.43). (Mathematics E 42: VI)

3.428. Count coins and bills to accomplish functional tasks (e.g., rolling pennies to take to a bank, using quarters to pay for a $2.00 item, paying the bill at a restaurant). (CL.B.3.In.2, CL.B.3.Su.2)
   Specify: □ to $1.00 □ to $5.00 □ to $20.00 □ to $100.00

3.429. Identify common coin combinations to accomplish functional tasks (e.g., paying a toll on a highway, paying bus fare, using pay phones, buying a newspaper from a stand, purchasing gum from a machine, placing money in a parking meter). (CL.B.3.In.1, CL.B.3.Su.1)
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3.430. Determine equivalent amounts of money using coins and paper currency to accomplish functional tasks (e.g., giving change for a dollar, collecting a hundred dollars in small bills). (CL.B.3.In.1, CL.B.3.Su.1)
   Specify: _____ □ to $1.00 _____ □ to $5.00 _____ □ to $20.00 _____ □ to $100.00
   _____ □ other: ________________________________

3.431. Determine equivalent amounts using pennies, nickels, dimes, and quarters (not to exceed $1). (Mathematics E 37: VI)

3.432. Determine equivalent amounts not to exceed $10.00 using coins and paper currency. (Mathematics E 41: VI)

3.433. Use numbers and symbols to represent amounts of money to accomplish functional tasks (e.g., adding amounts of money). (CL.B.3.In.2, CL.B.3.Su.2)
   Specify: _____ □ to $1.00 _____ □ to $5.00 _____ □ to $20.00 _____ □ to $100.00
   _____ □ other: ________________________________

3.434. Write money values not to exceed $10. (Mathematics E 38: V)

3.435. Determine the total cost of items to accomplish functional tasks (e.g., determining how much money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)

3.436. Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)

3.437. Identify which costs more or less through $5.00, given the cost of two items. (Mathematics E 36: V)

3.438. Solve applied problems involving comparison shopping. (Mathematics E 46: VII)

3.439. Calculate correct change to accomplish functional tasks (e.g., verifying change from a cashier, verifying change given from a vending machine, counting change as a customer). (CL.B.3.In.2, CL.B.3.Su.2)
   Specify: _____ □ to $1.00 _____ □ to $5.00 _____ □ to $10.00
   _____ □ to $20.00 _____ □ to $100.00 _____ □ other: ________________________________

3.440. Determine the change to be received from a $5 bill after a purchase (with calculator, if needed). (Mathematics E 40: VI)

3.441. Solve problems involving purchases with a discount to accomplish functional tasks (e.g., determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)

3.442. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a car loan, sales tax on books). (CL.B.3.In.2, CL.B.3.Su.2)

3.443. Identify purposes and functions of banks and credit unions (e.g., completing financial transactions, maintaining a savings account). (IF.A.2.In.1, IF.A.2.Su.1)

3.444. Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)
3.445. Identify the purposes of a checking and savings account. (Mathematics E 39: V)

Geometry

3.446. Identify two-dimensional shapes to accomplish functional tasks (e.g., drawing a circle, identifying a yield sign, buying a mat for a picture frame, finding a tablecloth for a table). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: □ square □ rectangle □ triangle □ circle □ other: __________________________

3.447. Identify three-dimensional shapes to accomplish functional tasks (e.g., stacking milk crates for storage, packaging a poster in a tube for shipping, making a cone for frosting). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: □ cube □ sphere □ cylinder □ cone □ other: __________________________

3.448. Use points, lines, and line segments to accomplish functional tasks (e.g., making a scale drawing of a room, identifying the distance between two points on a map). (CL.B.3.In.2, CL.B.3.Su.2)

3.449. Use angles to accomplish functional tasks (e.g., rearranging furniture, laying tiles on a diagonal, folding a napkin in a triangle, identifying angle of release when shooting a basketball). (CL.B.3.In.2, CL.B.3.Su.2)

3.450. Use parallel or perpendicular lines to accomplish functional tasks (e.g., aligning two pictures on a wall, drawing lines on a paper to write a letter, drawing the intersection of two streets on a map). (CL.B.3.In.2, CL.B.3.Su.2)

3.451. Identify functional situations when it is useful to locate coordinate points on a grid (e.g., reading a map, determining direction of map coordinates when traveling on a boat). (CL.B.3.In.1, CL.B.3.Su.1)

3.452. Solve problems involving the perimeter or area of a rectangle or square to accomplish functional tasks (e.g., calculating the distance around a mall or a block for exercising, determining the area of a room to purchase a carpet). (CL.B.3.In.2, CL.B.3.Su.2)

3.453. Participate in indicating awareness of location (e.g., smiles when gets to own room). (CL.B.3.Pa.1)

Specify method: □ vocalize or gesture □ verbalize or sign □ use assistive/augmentative device □ other: __________________________

Specify setting: □ home □ school □ community

3.454. Participate in returning objects to proper location (e.g., puts game on shelf, stacks plate in dishwasher). (CL.B.3.Pa.1)

Specify setting: □ home □ school □ community
Algebraic Thinking

3.455. Identify patterns and relationships among numbers when accomplishing functional tasks (e.g., finding the odd numbers, estimating the height of steps). (CL.B.3.In.1, CL.B.3.Su.1)

3.456. Apply a pattern to explain how a change in one quantity results in a change in another when accomplishing functional tasks (e.g., skip counting). (CL.B.3.In.1, CL.B.3.Su.1)

3.457. Identify the variables and operations expressed by a formula to accomplish functional tasks (e.g., determining tip for a restaurant bill—total bill x 15%; calculating unit costs—price is 3 lbs. for a dollar). (CL.B.3.In.1, CL.B.3.Su.1)

3.458. Use a formula or equation to solve a problem involving mathematical concepts (e.g., to determining the area of a room—length x width, finding out how long it will take two people to finish a job—time of person A + time of person B; to determine the overdue book fine—days x fine each day). (CL.B.3.In.2, CL.B.3.Su.2)

3.459. Find the value of an unknown variable in a formula or equation to accomplish functional tasks (e.g., calculating the rate of travel given the distance and time—r = d/t, calculating salary—given hourly wage and hours worked). (CL.B.3.In.2, CL.B.3.Su.2)

3.460. Substitute variables in a formula or equation to accomplish functional tasks (e.g., comparing Centigrade to Fahrenheit temperature readings, doubling a recipe, converting square feet to square yards when measuring carpet for a room). (CL.B.3.In.2, CL.B.3.Su.2)

Solving Mathematical Problems


Specify: _____ ☐ determine nature of the problem

_____ ☐ select correct technique

_____ ☐ make reasonable estimate of results

_____ ☐ apply operation or procedures to obtain result

_____ ☐ check results for accuracy

_____ ☐ explain results

_____ ☐ other: __________________________________________

3.462. Determine whether insufficient or extraneous information is given in solving particular mathematical problems (e.g., “Do I have all the information I need?” “What does this information have to do with the problem?”). (CL.B.4.In.1, CL.B.4.Su.1)


Specify: _____ ☐ drawing pictures or diagrams

_____ ☐ paraphrasing

_____ ☐ using concrete objects

_____ ☐ using models

_____ ☐ using models

_____ ☐ other: __________________________________________
Probability and Chance

3.464. Identify the basic meaning of the concepts of chance and probability (e.g., How likely? What are the odds? What do you predict will happen? Can you count on it? What is the possibility? How do you know?). (CL.B.3.In.1, CL.B.Su.1)

3.465. Identify situations in daily life when the concepts of chance and probability are used (e.g., in weather forecasts—a 30% chance of rain; in winning the lottery—a million-to-one chance to win). (CL.B.3.In.1, CL.B.Su.1)

3.466. Make a prediction of the likelihood of a simple event occurring (e.g., likelihood of the high school football team winning the next game). (CL.B.3.In.2, CL.B.Su.2)

3.467. Determine the odds for and the odds against a given situation (e.g., if it will rain, if a single ticket will be the winner in a lottery). (CL.B.3.In.1, CL.B.Su.1)

Interpreting Graphs, Tables, and Data Displays

3.468. Identify situations when it is useful to gather and organize data (e.g., calculating a bowling average, keeping track of monthly expenditures, charting the growth of a child, preparing to file a tax return). (CL.B.3.In.1, CL.B.3.Su.1)

3.469. Identify the meaning of measures of central tendency, mean (average) and mode (most frequent), to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ □ mean (average)—estimating the average monthly gas bill for budgeting
______ □ mode (most frequent)—determining when the restaurant has the most customers

3.470. Solve problems using measures of central tendency, (mean and mode), to accomplish functional tasks (e.g., determining the median and mode of the exam scores, determining the average number of customers for the paper route). (CL.B.3.In.2, CL.B.3.Su.2)

3.471. Identify the meaning of information that is displayed in various forms of graphs (e.g., locate the team with the highest scores, locating high temperatures in a weather report). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ □ charts _____ □ graphs _____ □ tables

3.472. Solve problems using information displayed in charts and graphs to accomplish functional tasks (e.g., determining the highest temperature for the week from a bar graph, determining from a pie graph what percentage of time the student spends sleeping, determining the class’s favorite ice cream flavor from a graph). (CL.B.3.In.2, CL.B.3.Su.2)

Using Calculators, Electronic Tools

3.473. Identify characteristics of common electronic tools used in solving mathematical problems (e.g., calculator, adding machine, automatic cash register). (CL.B.3.In.1, CL.B.3.Su.1)

3.474. Identify situations when it is appropriate to use electronic tools to assist with calculations (e.g., balancing checkbook, working as a cashier, making out a budget). (CL.B.3.In.1, CL.B.3.Su.1)
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   Specify:  □ turning on and off
           □ entering a number
           □ entering a function—add, subtract, multiply, divide
           □ getting a total
           □ using percent
           □ clearing the display
           □ correcting a mistake
           □ other: ________________________________

3.476. Use a calculator to assist with computation to accomplish functional tasks
   (e.g., balancing a checkbook, determining purchase price of a 30% off sale, determining the
   average of five grades, determining the tax on a hotel room). (CL.B.3.In.2, CL.B.3.Su.2)

3.477. Use a calculator to perform complex addition computations. (Mathematics C 18: VI)

3.478. Use a calculator to perform complex subtraction computations. (Mathematics D 26: VI)

3.479. Use a calculator to perform complex division computations. (Mathematics 173: VII)

3.480. Use a calculator to perform complex multiplication problems. (Mathematics H 69: VII)

PROBLEM SOLVING

Identifying Problems

3.481. Identify that a problem exists in school, a discrepancy between what is and what
   should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness,
   not completing assignments). (CL.B.4.In.1, CL.B.4.Su.1)

3.482. Identify possible reasons for existing problems in school (e.g., lack of study time,
   ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)

3.483. Identify problems that lead to the breakdown of major goals in school (e.g., not
   completing homework assignments, watching too much television, getting in fights).
   (CL.B.4.In.1, CL.B.4.Su.1)

3.484. Analyze possible outcomes associated with specific problems in school (e.g., failing
   courses, getting detention, trouble with parents and school authorities, not graduating).
   (CL.B.4.In.1, CL.B.4.Su.1)

Applying Problem-Solving Strategies

3.485. Identify that a problem exists at work, a discrepancy between what is and what
   should or could be (e.g., work tasks continually being completed late, not staying on task,
   frequent mistakes on assigned tasks, frequent arguments with co-workers). (CL.B.4.In.1,
   CL.B.4.Su.1)
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3.486. Identify possible reasons for existing problems at work (e.g., did not understand what is expected, not staying on task, frequent absence from work, not given enough time). (CL.B.4.In.1, CL.B.4.Su.1)

3.487. Identify problems that lead to the breakdown of major goals at work (e.g., turning in incomplete work, disagreements with co-workers, frequent tardiness, treating customers with disrespect). (CL.B.4.In.1, CL.B.4.Su.1)

3.488. Analyze possible outcomes associated with specific problems at work (e.g., will not gain respect of others, may be overlooked for promotions, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)

3.489. Identify that a problem exists in personal life, a discrepancy between what is and what should or could be (e.g., gaining weight, not completing chores, not allowed to see friends). (CL.B.4.In.1, CL.B.4.Su.1)

3.490. Identify possible reasons for existing problems in personal life (e.g., not practicing good nutrition habits, lack of communication with family members). (CL.B.4.In.1, CL.B.4.Su.1)

3.491. Identify problems that lead to the breakdown of major goals in personal lives (e.g., getting involved in tobacco, alcohol, and other drugs; hanging around with inappropriate groups, family conflicts). (CL.B.4.In.1, CL.B.4.Su.1)

3.492. Analyze possible outcomes associated with specific problems in personal life (e.g., feelings of isolation, feeling that others don’t like to be with you). (CL.B.4.In.1, CL.B.4.Su.1)

3.493. Accept assistance with and participate in identifying problem in a personal care or productive activity (e.g., indicates water glass is empty). (CL.B.4.Pa.1)

3.494. Accept assistance with and participate in identifying problem in a leisure activity (e.g., indicates TV is not on). (CL.B.4.Pa.1)

Applying Problem-Solving Strategies

3.495. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: ______ □ home ______ □ school ______ □ community ______ □ workplace

3.496. Identify various ways to respond to and solve problems (e.g., late for class frequently—wake up earlier, leave house earlier, walk faster; car breaks down—take the bus, walk, take car to mechanic). (CL.B.4.In.1, CL.B.4.Su.1)

3.497. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)
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Specify:

- □ brainstorming—identifying all solutions that come to mind
- □ identifying steps—when a complicated task is involved
- □ estimating—when numbers are involved
- □ matching consequences to actions—for cause and effect
- □ troubleshooting—finding problems with a work process
- □ creative thinking—when multiple solutions are acceptable
- □ modeling—basing actions on those of a good example
- □ other: ________________

3.499. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)

3.500. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

3.501. Identify the steps of a process when solving a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; planning a surprise party—decide on location, plan entertainment, order or make refreshments, send invitations). (CL.B.4.In.1, CL.B.4.Su.1)

3.502. Construct rough estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time; estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)

3.503. Match consequences to actions and decisions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted; take in a stray cat—feed it every day, gain a companion, take it to the vet). (CL.B.4.In.1, CL.B.4.Su.1)

3.504. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)

3.505. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation for greater productivity; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.1, CL.B.4.Su.1)

3.506. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify habits of successful students, develop similar habits; work—identify techniques used by most productive employee, use these techniques to improve own performance; personal life—identify crowd that does not use drugs, identify their tactics for refusing drugs, use same tactics when offered drugs). (CL.B.4.In.1, CL.B.4.Su.1)
Course Number: 7963130 - Unique Skills

Evaluate Alternative Solutions

3.507. Identify alternative courses of action for solving a particular problem at school (e.g., missed the bus: catch next bus, get a ride, ride bike). (CL.B.4.In.1, CL.B.4.Su.1)

3.508. Analyze consequences of each alternative course of action for solving a particular problem at school (e.g., missed the bus so walk to school—takes longer, may be late for school). (CL.B.4.In.1, CL.B.4.Su.1)

3.509. Identify alternative courses of action for solving a particular problem at work (e.g., missed the bus—catch next bus, get a ride, ride bike; project not complete at deadline—work extra hours, ask for assistance, take work home). (CL.B.4.In.1, CL.B.4.Su.1)

3.510. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

3.511. Identify alternative courses of action for solving a particular problem in personal life (e.g., gained 10 pounds—start exercise program, talk to a physician, eat more nutritious foods). (CL.B.4.In.1, CL.B.4.Su.1)

3.512. Analyze consequences of each alternative course of action for solving a particular problem in personal life (e.g., arguing with parents—getting angry and leaving the house won’t resolve the anger, talking over cause of disagreement may lead to compromise). (CL.B.4.In.1, CL.B.4.Su.1)

3.513. Demonstrate awareness of cause and effect relationship during functional activities (e.g., if I press this switch, the TV will come on). (CL.B.4.Pa.1)

Specify setting:  home  school  community/workplace

3.514. Demonstrate awareness of object permanence during functional activities (e.g., looks at place where favorite object usually is placed, even if object is not there). (CL.B.4.Pa.1)

Specify setting:  home  school  community/workplace

Implementing Solutions

3.515. Complete tasks needed to solve problems at school (e.g., limited time to do homework assignments—use time-management strategies, ask teacher for extra help on some assignments). (CL.B.4.In.2, CL.B.4.Su.2)

3.516. Use appropriate techniques or tools to solve problems at school (e.g., computer software, assignment notebook, counseling sessions). (CL.B.4.In.2, CL.B.4.Su.2)

3.517. Seek assistance when needed to solve problems at school (e.g., emotional problems—seek help from school counselor, teacher, psychologist; problems with a subject area at school—seek help from tutor, teacher, family member). (CL.B.4.In.2, CL.B.4.Su.2)

3.518. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)
Course Number: 7963130 - Unique Skills

3.519. Use appropriate techniques or tools to solve problems at work (e.g., apply active listening skills, make a checklist of work to be accomplished). (CL.B.4.In.2, CL.B.4.Su.2)

3.520. Seek assistance when needed to solve problems at work (e.g., consult supervisor, co-workers, or special assistance centers). (CL.B.4.In.2, CL.B.4.Su.2)

3.521. Complete identified tasks to solve problems in personal life (e.g., flat tire—obtain jack, lug wrench, and spare tire; jack car up; loosen and take off lug nuts; remove flat; put on spare; put lug nuts back on; jack car down; put parts in trunk). (CL.B.4.In.2, CL.B.4.Su.2)

3.522. Use appropriate techniques or tools to solve problems in personal life (e.g., use calculator to determine annual income from monthly salary). (CL.B.4.In.2, CL.B.4.Su.2)

3.523. Seek assistance when needed to solve problems in personal life (e.g., consult with family member, talk with a teacher or counselor, ask a relative). (CL.B.4.In.2, CL.B.4.Su.2)

3.524. Participate in positioning objects for use (e.g., puts spoon on plate, turns switch toward hand). (CL.B.4.Pa.1)
   Specify: home □ school □ community/workplace

3.525. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)
   Specify: home □ school □ community/workplace

3.526. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.2)
   Specify: home □ school □ community/workplace

Evaluate Effectiveness of Solution

3.527. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

3.528. Determine impact of activities and decisions related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

COMPLETING WORK ASSIGNMENTS AND USING TECHNOLOGY

Planning Assignments

3.529. Identify purposes of planning assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)

3.530. Identify components of a plan to complete an assignment (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time, training or instruction; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)
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3.531. Identify, prioritize, and schedule responsibilities of assignments (e.g., make a to-do list, list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

3.532. Accept assistance with and participate in the sequence of tasks or activities of preparing for work or volunteer activities. (CL.C.2.Pa.1)

Implementing Work Assignments

3.533. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ work according to schedule □ set an alarm clock as a reminder
□ track subtasks on calendar □ check off subtasks when completed
□ other: ____________________________

3.534. Identify alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ try different techniques □ seek advice from others
□ seek assistance from others □ read the instructions or references
□ other: ____________________________

3.535. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ use a checklist or rubric □ compare with model or example
□ use spellchecker or similar tools □ look for errors
□ ask peer or co-worker to review □ ask supervisor to review
□ other: ____________________________

3.536. Follow a systematic procedure to complete specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ identify task
□ name steps of task
□ perform task following a model or demonstration
□ perform task with decreasing feedback
□ perform task independently
□ monitor own task performance using workplace or industry standards
□ evaluate own task performance using workplace or industry standards
□ other: ____________________________

3.537. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

3.538. Complete assignments as specified in lab and shop manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

3.539. Accept assistance with and participate in the sequence of tasks or activities of completing work or volunteer activities. (CL.C.2.Pa.1)
Specify: ____________________________
Course Number: 7963130 - Unique Skills

Using Tools, Equipment, and Supplies

3.540. Locate and identify the correct supplies, equipment, and tools required to complete specific assignments. (CL.C.2.In.2, CL.C.2.Su.2)
   Specify:  
   - supplies—pens, folders, towels, cleaning agents, parts, packing products
   - equipment—copy machine, computer, vacuum cleaner, lawn mower
   - tools—air pressure gauge, hammer, balance, wrenches, car jack
   - other: 

3.541. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)

3.542. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific assignments. (CL.C.2.In.2, CL.C.2.Su.2)
   Specify:  
   - use a checklist with pictures or descriptions of supplies, tools, and equipment
   - set up workstation with all needed supplies and equipment before starting
   - other: 

3.543. Select and use the appropriate materials and supplies for completion of assignments (e.g., writing a report—notebook, pen, references; painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, word processor). (CL.C.2.In.2, CL.C.2.Su.2)

3.544. Organize materials and supplies to complete assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

3.545. Use tools, equipment, and supplies safely and correctly for specific assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don’t overload an electrical outlet, carry scissors with tips facing down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)

3.546. Safely handle potentially harmful objects and materials. (Social and Personal C 34: IV)

3.547. Use new tools, equipment, and supplies by following instructions from an experienced user or from a manual. (CL.C.2.In.2, CL.C.2.Su.2)

3.548. Clean and maintain tools and equipment (e.g., copy machine—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)

3.549. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

3.550. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in cubby, closet, locker; personal work supplies in personal work area; cleaning supplies in cupboard). (CL.C.2.In.2, CL.C.2.Su.2)

3.551. Accept assistance with and participate in recognizing and relating to familiar objects used in assignments (e.g., turns toward own bed, reaches for own jacket when leaving). (CL.C.2.Pa.1)
   Specify: 

905  923
3.552. Accept assistance with and participate in requesting objects to produce desired
effects during assignments (e.g., bag to place supplies in, device to communicate).
(CL.C.2.Pa.1),
Specify: ____________________________________________

4. **Demonstrate communication skills to transmit or receive concepts, ideas,
information, thoughts, or feelings.**

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with
guidance and support.
CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- **physical prompt**
- **verbal prompt**
- **visual prompt**
- **assistive technology**
- **supervision**
- __ other: ____________________________

Indicate assistance necessary for mastery at participatory level:

- **physical assistance** ☐ full ☐ partial
- **assistive technology** ☐ full ☐ partial
- __ other: ____________________________

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**Understanding the Concept of Communication**

4.1. **Identify the various uses of language (verbal and nonverbal) in communication**
(e.g., interactive, personal, and informative purposes; to convey desires, feelings, ideas, and needs;
to respond to others). (CO.A.1.In.1, CO.A.1.Su.1)

4.2. **Identify the forms of verbal or symbolic language used in communication**
(e.g., spoken or written words, phrases, sentences; sign language, finger spelling, symbols and
icons). (CO.A.1.In.1, CO.A.1.Su.1)

4.3. **Identify the differences in communication skills and styles needed for formal and
informal situations** (e.g., formal—use proper names, use a formal greeting and closing,
maintain eye contact with speaker; informal—use first names, use slang or casual terminology,
use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1,
CO.A.1.Su.1)

4.4. **Identify the meaning of gestures, body language, and hand signals while engaging in
conversations** (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder
shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

4.5. **Differentiate appropriate styles of communication in formal and informal
conversations.** (Language B 15: V)

4.6. **Use appropriate nonverbal language and gestures when communicating.**
(CO.A.1.In.1, CO.A.1.Su.1)

Specify: ____________________________________________

- ☐ facial expressions
- ☐ gestures
- ☐ hand signals
- ☐ sounds
- ☐ body language
- ☐ other: ____________________________

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92.4
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4.7. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: ____ □ home ____ □ school ____ □ community ____ □ workplace

4.8. Use appropriate grammar and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: ____ □ home ____ □ school ____ □ community ____ □ workplace

4.9. Use voice and fluency appropriate for the social situation (e.g., when eating meals, attending a service, cheering at a sports event, talking in the halls). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: ____ □ tone of voice ____ □ pitch
   ____ □ fluency (rate and rhythm) ____ □ loudness
   ____ □ duration ____ □ other: ______________________

4.10. Use correct articulation to produce words and sounds correctly. (CO.A.1.In.1, CO.A.1.Su.1)

Listening

4.11. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: ____ □ relaxed ____ □ active ____ □ social ____ □ defensive
   ____ □ other: ______________________

4.12. Identify the difference between attentive and inattentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; inattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)

4.13. Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: ____ □ listening for content
   ____ □ paying attention to cues—first, second..., in summary, most important
   ____ □ linking to prior knowledge and experiences
   ____ □ considering emotional meaning
   ____ □ other: ______________________

4.14. Use strategies to improve listening (e.g., empathize with and “read” people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

Communicating Desires, Feelings, and Needs

4.15. Use appropriate language to express desires effectively (e.g., “May I have more potatoes?” “I want to finish this job.” “I don’t care for spinach.” “I would rather not go to that movie.”). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: ____ □ requests ____ □ refusals ____ □ other: ______________________

4.16. Ask questions to obtain information and expand knowledge. (Language C 27: IV)
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4.17. Express personal beliefs or opinions. (Language C 28: V)

4.18. Participate in conveying desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)
   Specify method: □ vocalize    □ gesture
   □ use assistive or augmentative device    □ other: ________________

4.19. Express wants and needs. (Language C 20: II)

4.20. Participate in requesting desired person, object, or action (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)
   Specify method: □ touch referent object    □ point to actual object
   □ vocalize    □ gesture
   □ use assistive or augmentative device    □ other: ________________

4.21. Use appropriate language to express ideas and feelings clearly (e.g., “I believe this is a valuable thing to do.” “This is what really happened.” “I like you a lot.” “I’m upset with what you did.”). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ opinions □ facts □ affection □ anger
   □ other: ____________________________

4.22. Use language to indicate displeasure or dislike. (Language C 16: I)

4.23. Use appropriate language to express need for assistance in various situations (e.g., ask for help, raise hand, call person’s name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ home □ school □ community □ workplace

4.24. Use language to give simple commands. (Language C 18: II)

4.25. Use appropriate language to express the need for assistance in emergency situations (e.g., ask for help, raise hand, call persons name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ home □ school □ community □ workplace

4.26. Participate in requesting help or assistance. (CO.A.1.Pa.1)
   Specify method: □ vocalize or gesture    □ verbalize or sign
   □ use assistive or augmentative device    □ other: ________________

4.27. Use language to indicate danger or give warnings to others. (Language C 22: III)

Respond to Communication

4.28. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., using “I” statements, make apologies, acknowledging discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ home □ school □ community □ workplace

4.29. Respond appropriately to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ home □ school □ community □ workplace
Using Greetings and Conversations

4.37. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1) Specify: ____ □ home    ____ □ school    ____ □ community    ____ □ workplace

4.38. Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1) Specify: ____ □ home    ____ □ school    ____ □ community    ____ □ workplace
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4.39. Use appropriate greetings when meeting other persons in various situations (e.g., formal—Hello...; informal—Hi!, “How are you?” “Nice to see you.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

4.40. Use language to initiate social greeting. (Language C 23: III)

4.41. Respond appropriately to greetings in various situations (e.g., “Hello.” “Thank you for inviting me.” “It’s nice to see you too.” “I’m doing well, and you?”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

4.42. Use language to respond to verbal greetings. (Language C 19: II)

4.43. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ with family □ with friends □ with other familiar persons □ with unfamiliar persons
Specify: □ home □ school □ community □ workplace

4.44. Use language to participate appropriately in conversation. (Language C 29: V)

4.45. Use language to initiate conversation. (Language C 30: VI)

4.46. Use language to relate recent personal experiences. (Language C 26: IV)

4.47. Use appropriate language to end conversations (e.g., “It was nice talking with you.” “Thank you for stopping by.” “It was so good to see you again.” “Let’s keep in touch.” “Talk to you soon.” “Good-bye!”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

4.48. Identify correct verbal responses in telephone interactions (e.g., “May I ask who is calling?” “One moment please.” “May I take a message?” “May I please speak to ...?” “This is she/he.” “Thank you for calling.”). (CO.A.1.In.1, CO.A.1.Su.1)

4.49. Use verbal and nonverbal communication with appropriate style and tone for the audience and occasion when participating in individual or group presentations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ home □ school □ community □ workplace

4.50. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ initiating topics □ maintaining topics □ taking turns □ ending a conversation □ repairing communication breakdowns □ showing sensitivity to cultural differences □ other: ______________________
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Feedback

4.51. Identify situations when feedback is usually given (e.g., after you have answered a question, after you have finished a project, after you have cleaned your room, after you have participated in a sport). (CO.A.1.In.1, CO.A.1.Su.1)

4.52. Respond effectively to feedback given in various situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace

4.53. Use feedback to make changes in various situations (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace

4.54. Give effective feedback to others (e.g., “You are doing great, try to do five more”; “You need to try to throw the ball straight by looking where you are throwing”; “You did well on your test, keep up the good work”; “Study for an extra hour each night”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace

Communication Systems

4.55. Identify characteristics of different types of alternative, augmentative, and technological devices for communication (e.g., communication boards, switches, electronic buttons with verbal cues, pictures or objects, letters to point and spell, words to point and make sentences, telephone, talking card reader). (CO.A.1.In.1, CO.A.1.Su.1)

4.56. Use a communication system for acquiring information and communication needs that matches linguistic, physical, and cognitive ability. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: sign language total communication
finger spelling augmentative communication
verbal language symbol system
other:

4.57. Identify need for own communication system and request its use in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: home school community workplace

4.58. Initiate communication using augmentative communication system in various situations. (CO.A.1.Su.1)
Specify: home school community workplace

4.59. Identify and use basic maintenance procedures for own communication system. (CO.A.1.In.1, CO.A.1.Su.1)
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4.60. Use one or more access modes in a functional way to access own communication system in various situations. (CO.A.1.Su.1)
   Specify:  
   - activate a switch, eye gaze, manual board, electronic device
   - use a scanning array (linear, row/column, block, circular, quadrant, group)
   - direct selection (touching)
   - other: __________________________

4.61. Use a presented symbol system to communicate in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify:  
   - objects
   - realistic pictures
   - blackened drawings
   - icons (multiple meanings)
   - written words
   - other: __________________________

4.62. Use appropriate social language skills when using an augmentative communication system in various situations. (CO.A.1.Su.1)
   Specify:  
   - initiating topics
   - maintaining topics
   - taking turns
   - ending a conversation
   - repairing communication breakdowns
   - showing sensitivity to cultural differences
   - other: __________________________

4.63. Select and modify systems of communication to accommodate a variety of settings (e.g., use of sign language and verbal communication, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)
   Specify:  
   - home
   - school
   - community
   - workplace

5. Demonstrate awareness of own Individual Educational Plan, including participation in the team meeting, if appropriate.
   Indicate guidance and support necessary for mastery at supported level:
   - physical prompt
   - verbal prompt
   - visual prompt
   - assistive technology
   - supervision
   - other: __________________________
   Indicate assistance necessary for mastery at participatory level:
   - physical assistance
   - full
   - partial
   - assistive technology
   - full
   - partial

Understanding the Components of the Individual Educational Plan

5.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

5.2. Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and adult living). (IF.B.1.In.1, IF.B.1.Su.1)
5.3. Identify characteristics of steps in the IEP development. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify:
   - ☐ determine school and post-school outcome desires
   - ☐ determine present levels of performance
   - ☐ develop annual goals and related short-term objectives or benchmarks
   - ☐ assign responsibility for objectives
   - ☐ identify needed services, modifications, and supports

5.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify:
   - ☐ high school course of study
   - ☐ employment
   - ☐ instruction and continuing education
   - ☐ community participation
   - ☐ independent living
   - ☐ agency support
   - ☐ daily living skills

5.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

Participating in the Development of the Plan

5.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

5.7. Identify own desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify:
   - ☐ in-school—course of study, diploma, extracurricular activities
   - ☐ post-school—postsecondary training, employment
   - ☐ post-school—living arrangements, community participation

5.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

5.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)

5.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

5.11. Assist in setting realistic annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

5.12. Assist in identifying the time and resources needed to implement the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

5.13. Assist in allocating, prioritizing, and scheduling time and resources to implement the IEP (e.g., assign responsibilities, determine timelines, set criteria for completion). (IF.B.1.In.1, IF.B.1.Su.1)
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5.14. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals, participate in discussion, make wants and desires known to participants, make preferences known to participants, express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

5.15. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)
Miscellaneous

Grades 9-12, Adult Education
Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Miscellaneous
Course Number: 7915010
Course Title: Specially Designed Physical Education

A. Major Concepts/Content. The purpose of this course is to provide opportunities for students with disabilities to develop motor skills and to participate in various physical activities that may be modified to meet individual needs.

The content should include, but not be limited to, the following:

- team sports
- independent sports
- recreational sports
- motor development
- physical fitness

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.
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Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder
  Verbal prompt—a sound, word, phrase, or sentence as a reminder
  Visual prompt—color coding, icons, symbols, or pictures as a reminder
  Assistive technology—an alarm, an electronic tool
  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.
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C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Perform physical movement skills at levels consistent with own capabilities.
   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt  ___ verbal prompt  ___ visual prompt
   ___ assistive technology  ___ supervision  ___ other: ______________________

   Indicate assistance necessary for mastery at participatory level:
   ___ physical assistance  □ full  □ partial  ___ assistive technology  □ full  □ partial

1.1. Use a variety of basic locomotor movements.
   Specify: ___ □ walking  ___ □ running
   ___ □ skipping  ___ □ hopping
   ___ □ sliding  ___ □ other: ______________________

1.2. Use a variety of basic non-locomotor skills.
   Specify: ___ □ bending  ___ □ twisting
   ___ □ stretching  ___ □ turning
   ___ □ lifting  ___ □ other: ______________________

1.3. Use a variety of basic object control skills.
   Specify: ___ □ underhand throw  ___ □ overhand throw
   ___ □ catch  ___ □ kick and strike
   ___ □ dribble  ___ □ other: ______________________

1.4. Use simple combinations of basic movement skills.
   Specify: ___ □ locomotor  ___ □ non-locomotor
   ___ □ rhythmic skills  ___ □ object control
   ___ □ body control  ___ □ other: ______________________

1.5. Use control in balance activities on a variety of body parts.
   Specify: ___ □ one foot  ___ □ one hand and one foot
   ___ □ hands and knees  ___ □ other: ______________________

1.6. Use control in travel activities on a variety of body parts.
   Specify: ___ □ forward travel  ___ □ backward travel
   ___ □ changing direction  ___ □ changing speed
   ___ □ other: ______________________
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1.7. Use smooth transitions between sequential motor skills (e.g., running and then jumping over a hurdle).

1.8. Use adaptive or assistive devices to perform various motor skills.
Specify:
- □ locomotor
- □ nonlocomotor
- □ travel skills
- □ object control
- □ body control
- □ other: ____________________________

1.9. Accept assistance and participate in performing various motor skills.
Specify:
- □ locomotor
- □ nonlocomotor
- □ travel skills
- □ object control
- □ body control
- □ other: ____________________________

1.10. Accept assistance and participate in using adaptive or assistive devices to perform various motor skills.
Specify:
- □ locomotor
- □ nonlocomotor
- □ travel skills
- □ object control
- □ body control
- □ other: ____________________________

2. Perform skills in individual and team activities at levels consistent with own capabilities.

Indicate guidance and support necessary for mastery at supported level:
- □ physical prompt
- □ verbal prompt
- □ visual prompt
- □ assistive technology
- □ supervision
- □ other: ____________________________

Indicate assistance necessary for mastery at participatory level:
- □ physical assistance □ full □ partial
- □ assistive technology □ full □ partial

2.1. Use basic movement and object control skills for a variety of games, sports, and dances (e.g., basketball chest pass, serving a volleyball, hitting a softball with a bat).

2.2. Use object control skills for selected games and sports (e.g., underhand and overhand throw, catch, hand dribble, foot dribble, kick and strike, batting, punt, pass).

2.3. Use proper form and appropriate sequence in combinations of fundamental locomotor, object control, and rhythmical skills for selected games, sports, and dances (e.g., combining steps to perform certain dances; combining running, stopping, passing, shooting, and dribbling for soccer).

2.4. Use appropriate form in balance activities on a variety of apparatuses (e.g., balance board, balance beam).

2.5. Use beginning strategies for net and invasion games (e.g., keeping object going with partner using striking pattern, keeping ball away from opponent in a racket sport, using hand and foot dribble while preventing an opponent from stealing the ball in basketball).
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2.6. Use adaptive or assistive devices to perform various movement and object control skills for a variety of games, sports, and dances.

2.7. Accept assistance and participate in performing various movement and object control skills for a variety of games, sports, and dances.

2.8. Accept assistance and participate in using adaptive or assistive devices to perform various movement and object control skills for a variety of games, sports, and dances.

3. Perform recreational skills involved in selected physical activities at levels consistent with own capabilities.

IF.A.1.In.1 complete productive and leisure activities used in the home and community.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.

IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and community—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt

- assistive technology
- supervision
- other: __________________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance (full or partial)
- assistive technology (full or partial)

3.1. Identify physical activities involved in common leisure and recreation activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify:
- indoor team or pairs games—basketball, racquetball, volleyball
- outdoor team or pairs games—softball, horseshoes, tennis, golf
- exercise programs—acrobics, strength training, jogging
- dance, gymnastics
- other: __________________________

3.2. Distinguish between work and leisure time activities. (Social and Personal G 53: IV)

3.3. Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)

3.4. Identify appropriate times and occasions for physical activities involved in common leisure and recreation activities (e.g., swimming, tennis, golf, skating, biking, walking or jogging). (IF.A.1.In.1, IF.A.1.Su.1)
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3.5. Use specific knowledge and skills when completing a variety of physical activities involved in leisure and recreation activities (e.g., taking turns, following the rules, keeping track of the scores, keeping track of progress). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: ☐ indoor team or pairs games—basketball, racquetball, volleyball
☐ outdoor team or pairs games—softball, horseshoes, tennis, golf
☐ exercise programs—aerobics, strength training, jogging
☐ dance, gymnastics
☐ other: ________________________________

3.6. Use adaptive or assistive devices to perform physical activities involved in leisure and recreation activities. (IF.A.1.Su.1)

3.7. Accept assistance and participate in performing various physical activities involved in leisure and recreation activities. (IF.A.1.Pa.1)

4. Demonstrate understanding of the importance of regular participation in physical activities, fitness activities, and recreation for maintenance of physical well-being.
IF.A.1.In.2 complete personal care, health, and fitness activities.
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
☐ physical prompt ☐ verbal prompt ☐ visual prompt
☐ assistive technology ☐ supervision ☐ other: ________________________________

Indicate assistance necessary for mastery at participatory level:
☐ physical assistance ☐ full ☐ partial ☐ assistive technology ☐ full ☐ partial

4.1. Demonstrate understanding of the relationships among the components of physical well-being. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ☐ routine medical care, periodic check-ups
☐ scheduling time alone for your personal needs
☐ scheduling social events
☐ getting regular rest and exercise
☐ maintaining a nutritious diet
☐ taking steps to maintain a positive mental attitude
☐ other: ________________________________
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4.2. Identify activities involved in fitness activities and exercise programs. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: ☐ selecting appropriate exercise activities for fitness as part of an individual wellness plan
   ☐ performing specific exercises
   ☐ maintaining participation in exercise programs
   ☐ identifying potential problems resulting from exercise programs
   ☐ evaluating the benefits of an exercise program
   ☐ requesting assistance with disability needs when necessary
   ☐ other: 

4.3. Identify when fitness activities and exercise programs are needed (e.g., to maintain wellness; to help lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to lower blood sugar; to strengthen heart, lungs, and muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

4.4. Use specific knowledge and skills when completing fitness activities or an exercise program (e.g., refining motor skills to complete exercises appropriate to ability level—using weights, swimming, running; increasing coordination for aerobics, yoga, karate, jumping rope; identifying ways to motivate yourself to continue; identifying symptoms of overexertion—sore muscles, cramps, incontinence; monitoring own progress). (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: ☐ selecting appropriate exercise activities for fitness
   ☐ performing specific exercises
   ☐ maintaining participation in exercise programs
   ☐ identifying potential problems resulting from exercise programs
   ☐ evaluating the benefits of an exercise program
   ☐ requesting assistance with disability needs when necessary
   ☐ other: 

4.5. Use strategies to complete exercise programs effectively and efficiently and on a regular basis (e.g., set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

4.6. Accept assistance and indicate awareness of fitness and exercise activities (e.g., turns to watch exercises and music, reaches for ball). (IF.A.1.Pa.2)
   Specify method: ☐ touch referent object ☐ point to actual object
   ☐ vocalize or gesture ☐ use assistive or augmentative device
   ☐ verbalize or sign ☐ other: 

4.7. Accept assistance and participate in fitness and exercise activities (e.g., moves when dance videos are on or other students are exercising). (IF.A.1.Pa.2)
   Specify: 

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5. Use responsible personal and social behaviors when participating in physical activities.

IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
IF.B.2.Pa.1 participate in using patterns of conduct that comply with social and environmental expectations in specified situations—with assistance.
IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

_____ physical prompt  _____ verbal prompt  _____ visual prompt
_____ assistive technology  _____ supervision  _____ other: ______________________

Indicate assistance necessary for mastery at participatory level:
_____ physical assistance  ☑ full  ☐ partial  _____ assistive technology  ☑ full  ☐ partial

Self-Management

5.1. Identify self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement when participating in physical activities (e.g., follows an individual wellness plan, is able to organize equipment, follows through with instructions, completes exercises, works out efficiently with minimum wasted effort or time). (IF.B.2.In.1, IF.B.2.Su.1)

5.2. Identify personal feelings. (Social and Personal G 54: IV)

5.3. Identify behaviors which indicate the acceptance of responsibility of own actions, attitudes, and decisions. (Social and Personal G 56: V)

5.4. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

5.5. Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)
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5.6. Discriminate between examples and non-examples of behaviors that represent self-management when participating in physical activities (examples—bringing all needed equipment, repeating the steps to yourself as you attempt to perform the skill, staying in line when waiting your turn; non-examples—getting in fights over a called strike in baseball, pushing ahead in line to get on an exercise machine). (IF.B.2.In.1, IF.B.2.Su.1)

5.7. Identify factors that promote self-management behaviors when participating in physical activities (e.g., opportunities for self-management, training in self-management, reinforcement for use of self-management). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: □ home □ school □ community □ workplace

5.8. Identify factors that inhibit self-management when participating in physical activities (e.g., too much emphasis on competition and winning, controlling persons in environment, strict rules regarding choices available). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: □ self-monitoring □ self-instruction □ self-reinforcement
Specify: □ home □ school □ community □ workplace

5.9. Demonstrate self-management in various situations when participating in physical activities. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: □ home—family gatherings, chores
□ school—in class, extracurricular activities, before and after school
□ community—leisure activities

5.10. Monitor own use of self-management behaviors in various situations involving physical activities. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: □ home—family gatherings, chores
□ school—in class, extracurricular activities, before and after school
□ community—leisure activities

Cooperation and Teamwork

5.11. Identify characteristics of behavior that are cooperative and support team work when completing physical activities (e.g., sharing ideas and effort, waiting your turn, sharing equipment, supporting the effort of others, listening to others’ opinions). (IF.B.2.In.1, IF.B.2.Su.1)

5.12. Cooperate with peers. (Social and Personal G 51: III)

5.13. Show respect for property of others. (Social and Personal G 52: III)

5.14. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)

5.15. Discriminate between examples and non-examples of behaviors that are cooperative and support teamwork when engaged in physical activities (examples—rotating sets on an exercise machine, practicing catching and throwing a ball with a friend, letting someone else take your place; non-examples—not helping team members get ready, staying on a piece of exercise equipment too long, making negative comments about teammates). (IF.B.2.In.1, IF.B.2.Su.1)
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5.16. Demonstrate cooperation and teamwork in various situations when engaged in physical activities. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: ☐ home—family gatherings, chores
☐ school—in class, extracurricular activities, before and after school
☐ community—leisure activities

5.17. Monitor own cooperation and teamwork in various situations when engaged in physical activities. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: ☐ home—family gatherings, chores
☐ school—in class, extracurricular activities, before and after school
☐ community—leisure activities

Rules and Regulations

5.18. Identify the purpose of various types of rules and regulations in games and sports (e.g., penalties, behavioral guidelines, restricted areas, uniforms and protective equipment, hours of operation). (IF.B.2.In.1, IF.B.2.Su.1)

5.19. Discriminate between examples and non-examples of behaviors that are in compliance with rules and regulations in games and sports (examples—following the call of the umpire, wearing protective equipment, abiding by the rules of the game; non-examples—ignoring the call of the umpire, fighting during the game). (IF.B.2.In.1, IF.B.2.Su.1)

5.20. Identify factors which indicate that noncompliance with rules and regulations in games and sports should be reported to authorities (e.g., poses danger to self or others, creates unfair advantage). (IF.B.2.In.1, IF.B.2.Su.1)

5.21. Demonstrate compliance with rules and regulations in various situations in games and sports. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: ☐ home—family gatherings, chores
☐ school—in class, extracurricular activities, before and after school
☐ community—leisure activities

5.22. Monitor own compliance with rules and regulations in various situations in games and sports. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: ☐ home—family gatherings, chores
☐ school—in class, extracurricular activities, before and after school
☐ community—leisure activities

Safety Procedures

5.23. Identify unsafe or potentially dangerous factors in areas where physical activities are completed (e.g., slippery playing surfaces, not enough light, threat of bad weather). (IF.B.2.In.3, IF.B.2.Su.3)

5.24. Recognize dangerous situations in the environment. (Social and Personal D 33: III)
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5.25. Identify situations when first aid might be required when participating in physical activities (e.g., at a swimming pool after someone has almost drowned, after someone has been hit by a ball, after someone slides and gets scraped). (IF.B.2.In.3, IF.B.2.Su.3)

5.26. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

5.27. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)

5.28. Identify how to handle specific emergency situations when participating in physical activities (e.g., injury to self or others, bad weather, power outage, fighting among team members). (IF.B.2.In.3, IF.B.2.Su.3)

5.29. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

5.30. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects in hand, call for help in emergencies, wear protective equipment). (IF.B.2.In.3, IF.B.2.Su.3)

5.31. Identify ways to avoid confrontation with violent or aggressive individuals when participating in physical activities (e.g., walking away, not provoking them, not becoming violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

5.32. Behave in ways that avoid confrontation with violent or aggressive individuals when participating in physical activities (e.g., walk away, do not provoke them, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)

5.33. Respond to unexpected events or potentially harmful situations appropriately during physical activities (e.g., ducks when asked to do so). (IF.B.2.In.3, IF.B.2.Su.3)

General Participation

5.34. Accept assistance and request fitness and exercise activities. (IF.A.1.Pa.1)
   Specify method:   ☐ vocalize           ☐ gesture
                    ☐ look at activity  ☐ say name of activity
                    ☐ use assistive or augmentative device  ☐ other:

5.35. Confirm that desired activity has been selected by accepting assistance and participating (e.g., takes offered ball). (IF.A.1.Pa.1)

5.36. Protest nonpreferred activities or objects when accepting assistance and participating in physical activities (e.g., frowns when presented with unwanted exercise routine). (IF.A.1.Pa.1)
   Specify method:   ☐ vocalize           ☐ point to actual object
                    ☐ look away or move away  ☐ gesture
                    ☐ use assistive or augmentative device  ☐ other:
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5.37. Indicate physical discomfort appropriately through observable behaviors when accepting assistance and participating in physical activities (e.g., facial expressions, vocalization, movement). (IF.B.2.Pa.2)
   Specify method: ☐ vocalize ☐ point to actual object
   ☐ move away ☐ gesture
   ☐ verbalize or sign ☐ use assistive or augmentative device
   ☐ other: ________________________

5.38. Accept assistance and participate in managing own behavior in unstructured settings for physical activities. (IF.B.2.Pa.1)

5.39. Accept assistance and participate in responding to unexpected events or potentially harmful situations appropriately during physical activities (e.g., moves away when asked to do so). (IF.B.2.Pa.3)

5.40. Accept assistance and participate in meeting social and functional expectations for behavior when participating in leisure activities (e.g., vocalizes loudly when the home team scores, keeps hands to self, does not tear at clothing). (IF.B.2.Pa.1)

5.41. Participate in selection of appropriate clothing and grooming for physical activities (e.g., points to shirt with team colors for football game, assists with shower before going in pool). (IF.B.2.Pa.1)

6. Use technology to participate in and gain knowledge about own individual fitness and recreation activities.

   Indicate guidance and support necessary for mastery at supported level:
   ☐ physical prompt ☐ verbal prompt ☐ visual prompt
   ☐ assistive technology ☐ supervision ☐ other: ________________________

   Indicate assistance necessary for mastery at participatory level:
   ☐ physical assistance ☐ full ☐ partial ☐ assistive technology ☐ full ☐ partial

6.1. Identify types of technology used in fitness and recreation involving physical activities (e.g., treadmill with computer selection, leg curl machine, leg press, pullover, assistive technology).

6.2. Identify ways to gain knowledge about own progress (e.g., stopwatch, wellness planning and tracking software).

6.3. Use technology appropriately to participate in fitness routines and recreational activities.

6.4. Use adaptive or assistive technology to participate in fitness and recreational activities.
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6.5. Accept assistance and participate in using adaptive assistive technology to participate in fitness and recreation activities.

7. Select and participate regularly in physical activities based on availability in the community and personal choice at levels consistent with own capabilities.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ___________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance 01 full 0 partial
- assistive technology 0 full 0 partial

7.1. Identify preferred physical activities.
Specify: ___________________________________________

7.2. Determine frequency of participation in physical activities.
Specify: __________________________________________

7.3. Participate in preferred activities on a regular basis.
Subject Area: Miscellaneous
Course Number: 7919010
Course Title: Driver Education for Special Learners
Credit: Multiple

A. Major Concepts/Content. The purpose of this course is to provide students with disabilities with the basic knowledge necessary to obtain a Florida driver's license.

The content should include, but not be limited to, the following:

- driving rules/regulations
- safety signs/symbols
- driving courtesy
- map-reading skills
- simple auto maintenance
- insurance

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed for students functioning at independent levels, who are generally capable of living and working independently with occasional assistance.

Any support and assistance must be limited to what is allowed by the Florida Department of Highway Safety and Motor Vehicles.
Course Number: 7919010 – Driver Education for Special Learners

- Requirements/objectives must be mastered at the Independent Level. Students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills. Assistive technology, such as hand controls, may be needed by certain students.

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings or on the driving range and in the community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and driving equipment.

Students must obtain a Florida Restricted Class E license before they can be allowed to drive in the community.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate understanding of traffic signs and traffic regulations.

   1. CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
   2. CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

   1.1. Identify the meaning of road and information signs (e.g., one-way street, no U-turn, yield). (CL.B.1.In.1)
   Specify:   ☐ stop       ☐ one way       ☐ no left turn
               ☐ speed limit   ☐ no U-turn       ☐ other: __________________

   1.2. Obey traffic control signals and signs when driving (e.g., traffic lights, stop signs, railroad crossing, pedestrian crosswalk, yield signs). (CL.B.1.In.2)

   1.3. Obey parking signs when driving (e.g., spaces for persons with disabilities, time limits, no parking, loading zones). (CL.B.1.In.2)

   1.4. Obey traffic regulations when driving (e.g., speed limit, cautions, turn lanes).
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2. **Demonstrate knowledge of Florida laws related to driving.**

   CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
   CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

   2.1. Demonstrate understanding of driving facts typically asked on driver's license tests (e.g., stopping for school buses, identification of common road signs, merging with traffic, use of turn signals). (CL.B.1.In.2)

   2.2. Identify purpose of the vision test for driving (e.g., determine accuracy of sight for driving, protect self and others, determine if glasses are needed). (IF.A.2.In.2)

   2.3. Demonstrate mastery of the road rules test (e.g., straight-in parking, three-point turn, reverse, coming to a complete stop). (CL.B.1.In.1, CL.B.1.In.2)

   2.4. Demonstrate mastery of the road sign test (e.g., yield, stop, railroad crossing, pedestrian crossing, school zone, speed limit, animal crossing, do not enter). (CL.B.1.In.1, CL.B.1.In.2)

   2.5. **Demonstrate understanding of safety and warning signs in the environment.**
   
   (Social and Personal D 37: V)

3. **Demonstrate knowledge of basic operational features of an automobile.**

   3.1. Identify the proper uses of horn, headlights, turn signals, and emergency signals when driving an automobile. (IF.A.2.In.2)

   3.2. Demonstrate the proper uses of steering wheel, gas pedal, brakes, gears, and hand controls or other assistive devices, if applicable, when driving an automobile. (IF.A.2.In.2)

   3.3. Identify the proper use of seat belts by the driver and passengers and child restraint devices for younger children. (IF.A.2.In.2)

   3.4. Demonstrate understanding and proper use of the symbols and indicators on dashboards and within car (e.g., seat belts, lights, defogger, turn signals, windshield wipers, radio). (IF.A.2.In.2)

4. **Demonstrate knowledge and skills needed to be a courteous driver.**

   4.1. Demonstrate necessary visual search skills needed when driving (e.g., looking ahead, to the sides, and behind; adjusting seat and mirrors; wearing glasses or contact lenses, if needed; having clear windows and mirrors).
4.2. Maintain the proper distance from other cars when driving on a road.
Specify:  □ space to merge         □ space to cross or enter
         □ space to pass                □ space to exit
         □ other: _______________________

4.3. Demonstrate understanding of what to do in special situations and emergencies when driving.
Specify:  □ when you hear a siren
         □ when you can’t see because of fog or rain
         □ when roads are slippery
         □ when you have a tire blowout
         □ when it is very windy
         □ other: _______________________

4.4. Demonstrate understanding of necessary actions to take when involved in an accident. (IF.A.2.In.2)
Specify:  □ call police                □ obtain copy of police report
         □ call insurance company        □ obtain three estimates for repairs
         □ produce driver’s license, car registration, and proof of insurance
         □ other: _______________________

4.5. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

4.6. Identify procedures for seeking assistance in unfamiliar or emergency situation. (Social and Personal D 35: V)

4.7. Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)

5. Exhibit driving skills necessary for obtaining a driver’s license in Florida.

5.1. Demonstrate basic driving skills.
Specify:  □ starting a car         □ straight-in parking
         □ backing a car              □ right turns
         □ left turns                □ stopping a car
         □ keeping proper distances □ other: _______________________

5.2. Demonstrate advanced driving skills.
Specify:  □ crossing intersections □ making lane changes
         □ making U-turns            □ making a three-point turn
5.3. Demonstrate understanding of defensive driving techniques.
   Specify: □ check mirrors before braking □ check cross streets before entering
   □ check signal lights and signs □ watch sides and middle of road
   □ follow at safe distance □ other:

5.4. Produce verification of age and parent consent for a restricted Class E license
   (e.g., birth certificate, picture identification card, Social Security card, parent’s signature).
   (IF.A.2.In.2)

5.5. Produce the correct amount of money to pay for a restricted Class E license.
   (IF.A.2.In.2)

5.6. Complete application for a restricted Class E license (e.g., name, address, Social Security
   number, telephone number, parent’s name, birth date). (IF.A.2.In.2)

6. Demonstrate knowledge of simple auto maintenance.
   CL.B.4.In.1 identify problems and examine alternative solutions.
   CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.

6.1. List items in a car that should be checked routinely for safety and efficiency (e.g., air
   conditioner, oil level, wiper blades, oil filter, air in tires, washer fluid, battery). (CL.B.4.In.1)

6.2. Identify advantages and disadvantages of self-service versus full-service gas stations
   (e.g., cost, time, ability to use equipment). (IF.A.2.In.2)

6.3. Identify ways to select the appropriate type of fuel for a car (e.g., determine gas type as
   specified under gas gauge, see owner’s manual, ask a knowledgeable person). (CL.B.4.In.1)

6.4. Demonstrate the correct procedure for filling the fuel tank of a car (e.g., locate corresponding fuel type at gas station pump, open fuel tank door, lift gas nozzle, unscrew gas cap, place nozzle in fuel tank, push handle up on pump, squeeze nozzle handle, fill, place nozzle back on gas pump, screw on gas cap). (IF.A.2.In.2)

6.5. Demonstrate the procedure for checking and replenishing air in tires (e.g., determine required air pressure for tires, take valve cap off, place air gauge on valve, read gauge, put air in if necessary, replace valve cap). (IF.A.2.In.2)

6.6. Describe proper procedures for keeping the interior and exterior of a car clean
   (e.g., wash car, wax car, clean windows and mirrors, vacuum interior, clean upholstery, clean dashboard). (IF.A.2.In.2)

6.7. Identify sources of assistance for maintaining a car (e.g., gas stations, automobile service
   departments, oil changing stations, brake service centers, tire dealers). (CL.B.4.In.1)

6.8. Identify appropriate responses to problem indicators in automobiles (e.g., oil is low and light comes on, temperature gauge indicates engine heating up, door is left open). (CL.B.4.In.2)
Course Number: 7919010 – Driver Education for Special Learners

6.9. Identify appropriate responses to a flat tire (e.g., call for assistance, use Motorist Aid call box, use car jack and lug wrench to replace tire). (CL.B.4.In.2)

7. Exhibit map-reading skills needed for driving.

7.1. Identify the meaning of information provided by map symbols when completing functional tasks that involve driving (e.g., planning a travel route, locating a specific location). (CL.B.1.In.1)

Specify: _____ roads _____ rivers, lakes _____ cities, towns
_____ mileage _____ direction _____ airports, parks
_____ other: ______________________

7.2. Locate a specific place using maps and floor plans. (Reading F 27: VI)

7.3. Use a key or legend to find information on a map when completing functional tasks that involve driving (e.g., traveling on a road trip, finding locations within a city or town). (CL.B.1.In.2)

Specify: _____ roads, highways
_____ cities, towns
_____ mileage
_____ other: ______________________

7.4. Find specified geographic areas using a map when completing functional tasks that involve driving (e.g., traveling in unfamiliar areas, completing a geography exam, locating a destination). (CL.B.1.In.1)

Specify: _____ city, state map _____ atlas
_____ other: ______________________

7.5. Identify routes of travel between specified locations using a map when completing functional tasks that involve driving (e.g., planning a trip, calculating distance, estimating time for travel). (CL.B.1.In.2)

7.6. Identify sources of assistance in planning travel and obtaining maps (e.g., automobile clubs, state or local tourist agencies). (CL.B.1.In.1)

8. Demonstrate knowledge of auto insurance, including legal requirements, characteristics, costs, and procedures for obtaining a policy.

8.1. Demonstrate understanding of the need for auto insurance (e.g., need—protection from lawsuits, covers cost of repairs to own or other vehicle, compliance with laws, covers medical costs if injured). (IF.A.2.In.2)
8.2. Demonstrate understanding of consequences for not having auto insurance (e.g., cannot obtain license for car, must pay all costs if involved in an accident). (IF.A.2.In.2)

8.3. Demonstrate understanding of types of auto insurance (e.g., personal injury protection, liability, collision). (IF.A.2.In.2)

8.4. Identify the procedure(s) to follow in order to obtain auto insurance. (IF.A.2.In.2)
Specify:
- [ ] identify make, model, and age of car
- [ ] obtain personal information required in application—driver’s license
- [ ] compile list of insurance companies
- [ ] call various companies for policy types and rates
- [ ] compare estimates
- [ ] determine best policy and rates
- [ ] other: ________________________________
Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Miscellaneous
Course Number: 7967010
Course Title: Visual and Performing Arts
Credit: Multiple

A. **Major Concepts/Content.** The purpose of this course is to enable students with disabilities to develop a knowledge and appreciation of the visual and performing arts.

The content should include, but not be limited to, the following:

- music
- dance
- visual arts
- theatre
- careers in the arts

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers’ addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.
Three levels of functioning, independent, supported, and participatory, have been
designated to provide a way to differentiate benchmarks and course requirements for
students with diverse abilities. Individual students may function at one level across
all areas, or at several different levels, depending on the requirements of the
situation. Students functioning at independent levels are generally capable of
working and living independently. Students functioning at supported levels are
generally capable of living and working with ongoing supervision and support.
Students functioning at participatory levels are generally capable of participating in
major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or
performance objective. The key to determining the level is consideration of the
amount of additional support and assistance that must be provided for the student.
This support and assistance must be beyond what is typically provided for
nondisabled individuals in performing the same type of behaviors or tasks. The
following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are
  expected to be able to perform the behaviors identified for each benchmark on
  their own once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be
determined with consideration of the amount and type of guidance and support
  necessary to the student to perform the behavior. This generally consists of
  some type of prompting or supervision.
  - Physical prompts—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color-coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should
  be determined with consideration of the amount and type of assistance
  necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial
    movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair;
    partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-
term objectives for instructional planning. The performance objectives are not
intended to be exhaustive of all the possible short-term objectives a student may
need in this multiple credit course. Other objectives should be added as required by
an individual student.

Instructional activities involving practical applications of course requirements may
occur in naturalistic settings in home, school, and community for the purposes of
practice, generalization, and maintenance of skills. These applications may require
that the student acquire the knowledge and skills involved with the use of related
technology, tools, and equipment.
Course Number: 7967010 - Visual and Performing Arts

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate knowledge of various art forms (e.g., music, dance, visual arts, theatre).

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ____________________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance
- full
- partial
- assistive technology
- full
- partial

Music

1.1. Identify characteristics that make certain music suitable for specific uses (e.g., dancing, listening, different kinds of ceremonies and celebrations, background music, marches).

1.2. Identify various types and styles of music from different historical periods and cultures (e.g., classical, modern, Native American, Mexican).

Dance

1.3. Identify characteristics of various dance forms (e.g., classical ballet, modern dance, jazz, ballroom, square, folk).

1.4. Identify various types and styles of dance from different historical periods and cultures (e.g., Virginia reel, court dance, tango, Viennese waltz, line dances, Irish jig, Israeli hora).

Visual Arts

1.5. Identify characteristics of various visual art forms (e.g., drawing, painting, sculpture, fabric art, ceramics and pottery, printmaking, jewelry, photography, graphics).

1.6. Identify various works and styles of visual art from different historical periods and cultures (western art, modern art, landscapes, portraits, Mona Lisa).
Course Number: 7967010 - Visual and Performing Arts

Theatre

1.7. Demonstrate awareness of ways in which realistic and non-realistic theatre and drama reflect life.

1.8. Identify and compare similar characters and situations in stories or dramas from various cultures (the hero or heroine, a "Cinderella" story).

1.9. Demonstrate knowledge of different types of drama productions, including live theatre, film, television, and electronic media.

1.10. Accept assistance with and participate in recognizing and relating to various forms of visual and performing arts (e.g., listening to music, viewing painting or sculpture, watching a play).

2. **Demonstrate knowledge of artists and musicians.**

Indicate guidance and support necessary for mastery at supported level:

- [ ] physical prompt
- [ ] verbal prompt
- [ ] visual prompt
- [ ] assistive technology
- [ ] supervision
- [ ] other: 

Indicate assistance necessary for mastery at participatory level:

- [ ] physical assistance
- [ ] full
- [ ] partial
- [ ] assistive technology
- [ ] full
- [ ] partial

2.1. Identify characteristics of the various roles that musicians perform (e.g., orchestra conductor, folksinger, church organist, blues guitarist, band member).

2.2. Identify characteristics of the various roles of actors, directors, playwrights, and producers in theatre productions.

2.3. Identify characteristics of the various roles of dancers (e.g., lead, soloist, partner, instructor, member of a dance company, choreographer).

2.4. Identify characteristics of the various roles of artists using visual art forms (e.g., illustrator, painter, sculptor, mixed media artist, photographer, printmaker, graphic artist).

2.5. Accept assistance with and participate in recognizing and relating to various forms of visual and performing arts (e.g., indicating a preference for a particular musician, recognizing the same character type in two plays).
Course Number: 7967010 - Visual and Performing Arts

3. Use basic skills involved with selected tools and instruments used in visual and performing arts activities.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- assistive technology
- supervision
- other: __________________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance  □ full  □ partial
- assistive technology  □ full  □ partial

3.1. Use materials and tools for two-dimensional visual art in a safe and responsible manner.

Specify:  □ pencil, charcoal, markers, crayons  □ paints—watercolor, poster, oil
         □ printmaking tools  □ cameras
         □ graphic art software  □ brushes
         □ other: __________________________

3.2. Use materials and tools for three-dimensional visual art in a safe and responsible manner.

Specify:  □ clay  □ papier mache
         □ wood  □ fabric
         □ yarn  □ beads
         □ other: __________________________

3.3. Perform simple rhythms and melodies on musical instruments using appropriate posture, breath support, and embouchure (e.g., recorder-type instruments, percussion instruments, Orff instrument, dulcimer).

3.4. Perform melodies or parts for an ensemble on a band or orchestra instrument using appropriate posture, breath support, and embouchure (e.g., woodwind, string, brass, percussion).

3.5. Sing along with a group using appropriate breath support and tone quality.

3.6. Use props and equipment appropriately and safely when performing a dance or in a drama.

3.7. Accept assistance with and participate in using objects appropriately and safely to perform activities involving visual and performing arts (e.g., drawing on posterboard, turning on CD player).
Course Number: 7967010 - Visual and Performing Arts

4. Demonstrate skills in visual art forms.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ______________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance (full/partial)
- assistive technology (full/partial)

4.1. Identify and use various art techniques—overlapping, shading, varying size or color—to create a desired effects in a work of art.

4.2. Identify and use various art processes—casting and constructing in jewelry, blending of paints in painting—to create a desired effect in a work of art.

4.3. Identify and use various organizational principles—repetition, balance, emphasis, contrast, and unity—to create desired effects in a work of art.

4.4. Accept assistance with and participate in using materials and tools appropriately and safely to perform activities involving visual arts (e.g., shaping clay, taking a picture).

5. Demonstrate skills in performing arts forms, including music, dance, or theatre.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ______________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance (full/partial)
- assistive technology (full/partial)

Music

5.1. Sing or play short musical patterns, partner songs, and rounds.

5.2. Sing or play on pitch and in rhythm and maintain a steady tempo.

5.3. Sing or play melodies alone or with others.

5.4. Sing or play specified parts in an ensemble or chorus.

5.5. Identify a variety of types of songs and styles of various composers and cultures (e.g., march, work song, lullaby, Dixieland).
Course Number: 7967010 - Visual and Performing Arts

Dance

5.6. Use a variety of basic locomotor movements to dance to a rhythmic or musical accompaniment.
Specify: _____ □ running  _____ □ skipping  _____ □ hopping
_____ □ sliding  _____ □ leaping  _____ □ other: ____________

5.7. Use a variety of basic nonlocomotor skills to dance to a rhythmic or musical accompaniment.
Specify: _____ □ bending  _____ □ twisting  _____ □ stretching
_____ □ turning  _____ □ lifting  _____ □ other: ____________

5.8. Define and maintain personal space, demonstrating kinesthetic or body awareness, concentration, and focus when dancing.

5.9. Use basic dance steps, body positions, and spatial patterns for dances from various styles or traditions (e.g., ballet, square, modern, Native American, African).

Theatre

5.10. Identify familiar characters in dramas or plays and their relationships.

5.11. Use body control, different speaking voices, and a variety of movements to portray characters.

5.12. Demonstrate knowledge of how to improvise when acting.

5.13. Demonstrate responsible participation in a drama production.


General Participation

5.15. Accept assistance with and participate in a sequence of tasks or activities involving visual and performing arts.
Specify: _____ □ home  _____ □ school  _____ □ community

5.16. Participate in a range of appropriate visual and performing arts activities with a frequency observed in nondisabled peers (e.g., attending school concerts, participating in group activities at a community center). (IF.A.1.Pa.1)
Specify: _____ □ home  _____ □ school  _____ □ community

5.17. Use adaptive or assistive devices during visual and performing arts activities.
Course Number: 7967010 - Visual and Performing Arts

6. **Demonstrate knowledge of careers in the visual and performing arts.**
   
   CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
   
   CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
   
   CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   - [ ] physical prompt
   - [ ] verbal prompt
   - [ ] visual prompt
   - [ ] assistive technology
   - [ ] supervision
   - [ ] other: __________________________

   Indicate assistance necessary for mastery at participatory level:
   - [ ] physical assistance  [ ] full  [ ] partial
   - [ ] assistive technology  [ ] full  [ ] partial

6.1. **Identify general characteristics of the career cluster associated with visual and performing arts** (e.g., requires creative expression; provides opportunities for performance at various levels—local community, urban areas; provides many related support positions). (CL.C.1.In.1, CL.C.1.Su.1)

6.2. **Identify characteristics of specific jobs associated with visual and performing arts** (e.g., actor or actress, author, advertising copywriter, commercial artist, floral designer, merchandising display designer, photographer, pattern and model maker). (CL.C.1.In.1, CL.C.1.Su.1)

   Specify: [ ] entry level  [ ] technical support
   - [ ] advanced level  [ ] creative support
   - [ ] other: __________________________

6.3. **Identify requirements of specified occupations in visual and performing arts** (e.g., talent and skill, technical knowledge, experience and training, creativity). (CL.C.1.In.1, CL.C.1.Su.1)

6.4. **Identify interests and skills generally needed for specific jobs associated with visual and performing arts** (e.g., creative expression, performance skills in selected art form, ability to use technology). (CL.C.1.In.1, CL.C.1.Su.1)

6.5. **Identify trends in the local job market for specific jobs associated with visual and performing arts** (e.g., competition, performance and employment opportunities, use of technology). (CL.C.1.In.1, CL.C.1.Su.1)

6.6. **Identify educational and training requirements for jobs associated with visual and performing arts** (e.g., technical training, degree programs, summer programs, workshops). (CL.C.1.In.1, CL.C.1.Su.1)

6.7. **Identify career advancement opportunities for jobs associated with visual and performing arts.** (CL.C.1.In.1, CL.C.1.Su.1)
6.8 Indicate awareness of visual and performing arts activities (e.g., turns toward painting or sculpture, shows interest in music). (CL.C.1.Pa.1)
Specify method: □ touch referent object □ point to actual object
□ vocalize or gesture □ use assistive or augmentative device
□ verbalize or sign □ other: __________________________

6.9 Communicate interest in participating in visual and performing arts activities (e.g., smiles when asked about working with clay). (CL.C.1.Pa.1)
Specify method: □ touch referent object □ point to actual object
□ vocalize or gesture □ use assistive or augmentative device
□ verbalize or sign □ other: __________________________
Specify setting: □ home □ school □ community

7. Demonstrate knowledge of the roles of visual and performing arts in the school and community.

IF.A.2.In.1 select and use community resources and services for specified purposes.
IF.A.2.Su.1 use community resources and services—with guidance and support.
IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: __________________________

Indicate assistance necessary for mastery at participatory level:
□ physical assistance □ full □ partial □ assistive technology □ full □ partial

7.1 Identify common leisure activities involving visual and performing arts. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: □ concerts—music, dance performances
□ theatres and plays
□ celebrations—holidays, parades, festivals, exhibits
□ other: __________________________

7.2 Identify appropriate times and occasions for attending activities in the community involving visual and performing arts (e.g., on holidays, when a performer is on tour, when transportation is available). (IF.A.2.In.1, IF.A.2.Su.1)

7.3 Use specific knowledge and skills when planning leisure activities in the community involving visual and performing arts (e.g., locating the event on a schedule, obtaining tickets for a performance, following the rules of behavior for the attendees). (IF.A.2.In.1, IF.A.2.Su.1)
Course Number: 7967010 - Visual and Performing Arts

7.4. Use strategies to plan leisure activities involving visual and performing arts in the community effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for the types of events of interest, watch billboards or scrolling marquees at civic or performing arts center, write dates of upcoming events on personal calendar, ask friends to alert you to events). (IF.A.2.In.1, IF.A.2.Su.1)

7.5. Accept assistance and participate in a sequence of tasks or activities involving visual and performing arts at school or in the community. (IF.A.2.Pa.1)
   Specify:  
   - ☐ musical performances—concerts, dance performances
   - ☐ theatres and plays
   - ☐ celebrations—holidays, parades, festivals, exhibits
   - ☐ hands-on workshops or programs for a specific art form
   - ☐ camps, extended school day programs, clubs, organizations
   - ☐ other: ________________________________

7.6. Attend events involving visual and performing arts in the community (e.g., concerts in the park, school art show). (IF.A.2.In.1, IF.A.2.Su.1)
   Specify location and type of activity: ________________________________

7.7. Demonstrate appropriate audience behavior and response when viewing visual or performing arts activities. (IF.B.2.In.2, IF.B.2.Su.2)

7.8. Accept assistance and participate in leisure activities in the community involving visual and performing arts. (IF.A.2.Pa.1)
   Specify: ________________________________

7.9. Distinguish between work and leisure time activities. (Social and Personal G 53: IV)

7.10. Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)
Gifted

Grades 9-12,
Adult Education
## Florida Department of Education

### COURSE DESCRIPTION - GRADES 9-12, ADULT

#### SUGGESTED COURSE PERFORMANCE OBJECTIVES

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<td>Course Title:</td>
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**A. Major Concepts/Content.** The purpose of this course is to provide students who are gifted with special skills and experiences to do independent research and projects, and to provide opportunities for in-depth studies under the direction of selected faculty.

The content should include, but not be limited to, the following:

- research methodology appropriate for a selected discipline or area of study
- use of primary and secondary resource materials
- skills in expression and communication
- skills in the use of technology to search for information, manage projects, and produce documents and multimedia products

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter.

**B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to the student's research.
Course Number: 7965010 - Research Methodology for Students who are Gifted

The performance objectives listed below are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

C. Course Requirements.

After successfully completing this course, the student will:

1. Use appropriate technical language related to the research process.
   1.1. Identify the meaning of specialized vocabulary, acronyms, and symbols used in the research process (e.g., data, hypothesis testing, statistical analysis, review of literature).
   1.2. Identify and use sources of explanation of technical language related to the research process (e.g., professionals, dictionaries, glossaries, help sections).
   1.3. Use specialized vocabulary, acronyms, and symbols effectively in communicating needs and results related to one's own use of the research process.

2. Demonstrate mastery of knowledge and skills involved in the research process.
   2.1. Demonstrate understanding of the nature and characteristics of the research process and its application in various fields and disciplines (e.g., hypothesis testing, identifying variables, recording and analyzing data, making inferences, drawing conclusions).
   2.2. Demonstrate understanding of characteristics and uses of different types of research (e.g., experimental research, longitudinal research, ethnographic research, trend analysis, program evaluation, qualitative research).
   2.3. Demonstrate understanding of common purposes of research (e.g., in-depth investigation of issues or phenomena, identification of patterns and trends, replication of previous experimental studies, evaluation of how well a theory or proposition predicts or explains an outcome, comparison of different theories or propositions).
   2.4. Describe attributes or characteristics of a problem, issue, or topic that make it appropriate for research (e.g., complexity of issue, pressing need, availability of information, potential solutions).
2.5. Demonstrate understanding of methods used to obtain information and gather data in the research process.
Specify: □ review of literature
□ direct observations
□ focus groups, interviews, and surveys
□ modeling and simulations
□ other: ________________________________

2.6. Demonstrate understanding of ethical practices in gathering data and using information for research.
Specify: □ rights of subjects
□ copyright laws
□ citations and references
□ issues of plagiarism and falsification of data
□ other: ________________________________

2.7. Demonstrate understanding of methods used to manipulate and analyze information and data in the research process (e.g., identifying patterns and trends, statistical analysis, semantic or concept mapping, flow-charts, tree diagrams, identifying relationships—causal or correlational).

3. Use technological skills in the research process (e.g., use of information databases and the Internet; use of telecommunications; use of word processing, spreadsheet, and graphic software).

3.1. Demonstrate knowledge and skills needed to access electronic information databases on software or from the Internet when investigating selected topics or issues for research.
Specify: □ using hardware, software, and network connectivity programs
□ conducting searches, e.g., using the Boolean process
□ downloading, copying, and printing information
□ citing and documenting sources of information
□ other: ________________________________

3.2. Demonstrate knowledge and skills needed to use telecommunications when investigating selected topics or issues for research.
Specify: □ using hardware, software, and network connectivity programs
□ using e-mail, list-serves, chat services
□ using teleconferences
□ citing and documenting sources of information
□ other: ________________________________
3.3. Demonstrate knowledge and skills needed to use word processing, spreadsheet, and graphics software when investigating selected topics or issues for research. Specify: □ using hardware and software □ making backups □ other: 

4. Collect, analyze, and synthesize information from primary and secondary sources on an identified topic.

4.1. Identify problem, issue, or topic for research.

4.2. Use strategies to identify a range of subtopics, related factors, historical background, or other concerns to be addressed in the research process (e.g., generating questions to be answered, brainstorming, conducting a preliminary literature review).

4.3. Select and use an appropriate organizational framework to structure issues or subtopics and identifying a research design.

4.4. Identify distinguishing characteristics and purposes of primary and secondary sources of information.

4.5. Conduct an extensive search of primary and secondary sources of information related to issues and subtopics identified in the research design.

4.6. Complete an in-depth review of literature using strategies to obtain and evaluate relevant information from available sources (e.g., notetaking, paraphrasing, outlining, using direct quotations).

4.7. Create or select instruments or procedures to accurately gather data and make observations as appropriate to the research design (e.g., structured interviews, surveys, observation scales, direct measurements of variables, models and simulations).

4.8. Record and compile data accurately in accordance with research design.

4.9. Select and use appropriate methods and tools for data analysis (e.g., spreadsheets, calculators).

4.10. Analyze information gathered to identify patterns, trends, causal or correlational relationships, or other relevant findings.

4.11. Evaluate results and draw conclusions based on findings of literature review and results obtained from data analysis.

4.12. Report results of literature review and data analysis using a format and organizational structure that is appropriate for the audience and purposes of the research (e.g., written report, oral presentation, media presentation).
Course Number: 7965010 - Research Methodology for Students who are Gifted

4.13. Use appropriate technology to prepare a report on the results of the research (e.g., word processor, desktop publishing software, presentation software, camcorder, tape recorder).

4.14. Use the writing process in preparing a report on the results of the research (e.g., prewriting, drafting, peer review, revising, editing, and publishing).

4.15. Evaluate own presentation skills in communicating results of research using feedback from self, peers, authentic audiences, and teachers.
   Specify:  □ written report—clarity, organization, formatting
   □ oral presentation—fluency, voice control, eye contact, clarity
   □ media presentation—impact of images, color, and layout

5. **Complete a project involving research according to a plan and timeline.**

5.1. Use a systematic planning process to identify tasks and sequence of steps needed for completing a research project.

5.2. Select and use planning tools to support the planning process (e.g., project management software, planners).

5.3. Identify resources needed to accomplish tasks identified in plan (e.g., tools, materials, information).

5.4. Prioritize and schedule tasks to complete research project within expected timeframe.

5.5. Identify quality standards or expectations for final product including documentation of research process.

5.6. Establish and follow a procedure to monitor own progress according to plan and quality standards or expectations and make adjustments to plan as circumstances require.
Subject Area: Gifted
Course Number: 7965030
Course Title: Externship for Students who are Gifted
Previous Course Title: Externship for the Gifted
Credit: Multiple

A. Major Concepts/Content. The purpose of this course is to provide opportunities for students who are gifted to participate in a field experience with a community professional. This externship will provide an opportunity for field experience, research, and personal growth to enhance awareness of career options.

The content should include, but not be limited to, the following:

- collaboration with field experts
- application and utilization of appropriate technology
- documentation of acquired information from field experience
- exploration of educational requirements, employment opportunities, and salaries in careers related to areas of externship

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to the student's field experience.
Course Number: 7965030 - Externship for Students who are Gifted

The performance objectives listed below are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

C. Course Requirements.

After successfully completing this course, the student will:

1. Demonstrate understanding of the educational and professional requirements demanded by the targeted profession.

   1.1. Use reliable sources to obtain information about educational and training requirements of the target profession (e.g., employers, professional organizations, practicing professionals).

   1.2. Demonstrate understanding of education and training requirements needed for entry-level and advanced positions within the targeted profession (e.g., high school diploma, post-secondary certificates or degrees, major emphasis of study, internships).

   1.3. Use reliable sources to obtain information about professional requirements of the target profession (e.g., employers, professional organizations, practicing professionals).

   1.4. Demonstrate understanding of professional requirements needed for entry level and advanced positions within the targeted profession (e.g., licenses, professional certification, work experiences, knowledge and skills).

2. Acquire and use vocabulary appropriate to the targeted profession.

   2.1. Identify characteristics of the various styles of communication used within the targeted profession.

   2.2. Use appropriate styles of communication specific to the targeted profession.

   2.3. Use technical language, idioms, and slang appropriately within the targeted profession.

   2.4. Use nonverbal language used within the targeted profession.
Course Number: 7965030 - Externship for Students who are Gifted

3. **Demonstrate understanding of personal characteristics of individuals in the targeted profession.**

3.1. Identify knowledge and skills characteristic of entry-level employees who are successful in the targeted profession.
   Specify: ______ □ cognitive skills
   ______ □ affective skills
   ______ □ motor skills

3.2. Identify knowledge and skills characteristic of employees who are successful in advanced levels of the targeted profession.
   Specify: ______ □ cognitive skills
   ______ □ affective skills
   ______ □ motor skills

4. **Use the technology essential to the targeted profession.**

4.1. Identify the technology and tools that are commonly used in the targeted profession.

4.2. Demonstrate knowledge and skills needed to use the tools and technology effectively and safely within the targeted profession.

4.3. Demonstrate the appropriate management and care of technology and tools in order to increase professional productivity in the targeted profession.

4.4. Identify the situations in which operational problems with technology or tools should be reported to a supervisor.

4.5. Evaluate effectiveness and efficiency of selected tools and technology used within the targeted profession.

5. **Increase personal knowledge about the targeted profession by reading field-related materials.**

5.1. Identify and access sources of professional literature in the targeted profession.

5.2. Use self-generated questions and other self-monitoring strategies to ensure comprehension when reading the professional literature in the targeted profession.

5.3. Evaluate the accuracy of fictional and film portrayals of the targeted profession.
Course Number: 7965030 - Externship for Students who are Gifted

6. Exhibit knowledge and skills needed to function successfully in the adult world and professional community.

6.1. Demonstrate understanding of knowledge and skills needed to function successfully in the adult world (e.g., personal care, independent adult living, community interaction, citizenship).

6.2. Identify knowledge and skills needed to function successfully in a professional community (e.g., general employability skills, job-specific knowledge and skills).

6.3. Demonstrate entry-level competence in the knowledge and skills generally needed to function successfully in the adult world.

6.4. Demonstrate entry-level competence in the knowledge and skills needed to function successfully in the professional community.

6.5. Develop a plan to improve one’s knowledge and skills needed to function successfully in the adult world and professional community.

6.6. Use feedback from mentor to improve one’s functioning successfully in the adult world and professional community.

6.7. Develop additional knowledge and skills needed to function successfully in the adult world and professional community based on changing circumstances and events.

7. Use appropriate decision-making techniques in exploring career possibilities.

7.1. Demonstrate understanding of a systematic approach in a planning process to set career goals (e.g., determining strengths and weaknesses, identifying interests and abilities, matching to opportunities, identifying desired situations).

7.2. Identify resources and sources of assistance for planning (e.g., counselors, mentors, family members).

7.3. Demonstrate understanding of how to use sources of information about setting career goals.
Course Number: 7965030 - Externship for Students who are Gifted

7.4. Conduct an in-depth personal assessment to determine current status related to career planning (e.g., complete aptitude or interest assessments, consult with counselors or practicing professionals, review own school and work records, use a self-reflection process). Specify: 
- self-concept and values clarification
- personality characteristics and personal style
- motivational patterns and personal preferences
- occupational interests
- personal and educational background
- work history and experience
- key accomplishments and successes
- satisfying and dissatisfying experiences
- other: __________________________

7.5. Conduct self-assessment to determine career goals and aims (e.g., complete relevant surveys, consult with counselors, develop statements that reflect personal desires). Specify:
- analysis of current interests and jobs—behavioral demands
- significance of various job elements—likes and dislikes
- values, skills, and abilities—professional or technical, managerial, personal
- insight into capabilities—personal qualities, developmental needs
- ideal job description
- preferred working environment
- ideal lifestyle
- career goals
- other: __________________________

7.6. Identify options and risks associated with selected careers (e.g., local job market, opportunity for advancement, availability of support on the job).

7.7. Select and plan realistic career choices (e.g., identifying personal strengths and weaknesses, evaluating experiences and education, identifying jobs that relate to personal goals).

8. **Exhibit appropriate behavior in various situations related to specific job responsibilities.**

8.1. Demonstrate understanding of the policies and code of conduct in the externship.

8.2. Identify benefits of working in a group on the job (e.g., diversity of talents, diversity of viewpoints, increased productivity).

8.3. Use appropriate interpersonal communication skills when working in a group on the job (e.g., respecting others and their opinions, expressing opinions in an objective manner, checking for understanding, speaking when no one else is speaking, accepting criticism, providing feedback in a nonjudgmental manner).
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8.4. Identify individual styles when working in a group (e.g., leader, self-motivated member, member who needs regular feedback, quiet member, expressive member, creative thinker, traditional thinker).

8.5. Demonstrate ability to interact positively with group members with diverse styles of working.

8.6. Use appropriate methods of giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions or ideas, using a group reflection, providing opinions).

8.7. Use behaviors that represent active listening (e.g., checking for understanding, using "I" messages, facing speaker, commenting or nodding in response to conversation, maintaining eye contact as listener and responder, maintaining "open" body position).

8.8. Use behaviors toward others that help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others).

9. Apply academic skills in the performance of the externship responsibilities.

9.1. Use relevant academic skills effectively in the performance of the externship responsibilities.

9.2. Evaluate own effectiveness of performance in using relevant academic skills in the performance of the externship responsibilities.

9.3. Develop a strategy with mentor for improving one's effective use of relevant academic skills in the performance of the externship responsibilities.

9.4. Self-monitor improvement in effectively using relevant academic skills in the performance of the externship responsibilities.

10. Apply knowledge gained in externship to understanding of related career fields.

10.1. Identify cognitive and affective skills and concepts to be acquired in the externship.

10.2. Self-assess cognitive and affective skills and concepts developed in the externship.

10.3. Identify ways in which the newly acquired cognitive and affective skills and concepts inform one's understanding of related career fields.
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10.4. Analyze the congruence of or discrepancy between the anticipated skills and concepts and the actually acquired skills and concepts.

10.5. Determine the possible cause(s) of any discrepancies between the anticipated skills and concepts and the actually acquired skills and concepts (e.g., a misconception of the nature of the targeted profession and/or the externship, a mismatch between one’s own talents and skills and those required in the targeted profession and/or the externship).

10.6. Evaluate one’s own compatibility with the targeted profession, based on the results of self-assessment.

11. Demonstrate understanding of key learnings from the externship experience in a culminating project or paper.

11.1. Maintain an ongoing record of key learnings from the externship (e.g., by keeping a journal throughout the externship, by recording responses to specific questions).

11.2. Select a format for publication or presentation of one’s culminating project (e.g., oral presentation, I-Search paper, video, multimedia presentation).

11.3. Organize the information using appropriate strategies (e.g., outlining, concept mapping, free writing).

11.4. Use a systematic process to document the culminating project (e.g., recursive drafting or storyboarding, peer review, revising, editing, publishing).

11.5. Present culminating project to an authentic audience (e.g., externship classmates, colleagues in targeted profession in externship workplace).

11.6. Evaluate one’s performance based on audience feedback and self-assessment.
**COURSE DESCRIPTION - GRADES 9-12, ADULT**

**SUGGESTED COURSE PERFORMANCE OBJECTIVES**

<table>
<thead>
<tr>
<th>Subject Area:</th>
<th>Gifted</th>
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<tbody>
<tr>
<td>Course Number:</td>
<td>7965040</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Studies for Students who are Gifted</td>
</tr>
<tr>
<td>Previous Course Title:</td>
<td>Gifted Studies</td>
</tr>
<tr>
<td>Credit:</td>
<td>Multiple</td>
</tr>
</tbody>
</table>

**A. Major Concepts/Content.** The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

The content should include, but not be limited to the following:

- higher-order thinking skills
- independent learning
- application of acquired knowledge
- high-level communication
- career exploration
- leadership
- self-awareness

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter.

**B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

Instructional activities used to meet course requirements and address individual student needs may occur in schools, communities, museums, institutions of higher education, or other appropriate scientific or cultural organizations. Instruction in these settings may require that students acquire specialized knowledge and skills, including the use of advanced technology, special tools, and equipment; terminology; and methodologies essential to the student’s research.

The performance objectives listed below are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are

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not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

C. Course Requirements.

After successfully completing this course, the student will:

1. Exhibit higher-order thinking skills in completing projects or tasks.

   Higher-order Thinking

   1.1. Demonstrate understanding of characteristics of the processes and results of higher-order thinking.
       Specify: □ analysis—whole to part
              □ synthesis—part to whole
              □ evaluation—comparing results
              □ identifying patterns and trends
              □ identifying relationships—causes and correlations
              □ systems thinking
              □ modeling
              □ other: _______________________________

   1.2. Identify situations when higher-order thinking processes are effective and beneficial and situations when higher-order thinking processes are not helpful.

   1.3. Use higher-order thinking processes effectively in initiating, carrying out, and completing tasks and projects.

   Problem Solving

   1.4. Demonstrate understanding of characteristics of problem-solving strategies.
       Specify: □ brainstorming—identifying all solutions that come to mind
              □ identifying steps—when a complicated process is involved
              □ estimating—when numbers are involved
              □ matching consequences to actions—for cause and effect
              □ troubleshooting—finding problems with a process
              □ creative thinking—when multiple solutions are acceptable
              □ modeling—basing actions on those of a good example
              □ analyzing probability—when making predictions
              □ other: _______________________________

   1.5. Apply a general model for solving problems when completing tasks and projects (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results).
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1.6. Use a discrepancy analysis of actual versus ideal conditions to describe the nature of a problem when completing tasks and projects.

1.7. Analyze a problem, identifying its component elements, when completing tasks and projects (e.g., causes; effects; social culture; expectations; availability of time, space, and resources).

1.8. Differentiate between problems individuals can solve by themselves and those that require assistance from others.
   Specify:  
   - determining the scope of the problem
   - determining the severity of the problem
   - evaluating how to accomplish a solution
   - determining if individual has the necessary knowledge, skills, and tools
   - seeking assistance if necessary

1.9. Select and use effective problem-solving strategies based on requirements of the situation.

2. Demonstrate a sophisticated level of communication in a variety of modes in products or activities (e.g., research paper, seminar, oral presentation, debate, panel discussion).

2.1. Use vocabulary that is specific to the discipline and topic to convey information, concepts, and ideas effectively (e.g., technical language, idioms, slang).

2.2. Use graphics to convey information, concepts, and ideas effectively (e.g., pictures, diagrams, models, concept maps, flow charts, organizational charts, tables, graphs, symbols, icons).

2.3. Use a style of communication that effectively reflects the content and purpose of the information, concepts, and ideas conveyed (e.g., narrative, descriptive, expository, persuasive, dramatic, poetic).

2.4. Use a tone of communication that effectively reflects the purpose of the information, concepts, and ideas conveyed as well as the expectations of the intended audience (e.g., informal, business, academic, technical, humorous).

2.5. Use an organizational structure that effectively represents the content and supports the intended purpose of the information, concepts, and ideas conveyed.
   Specify:  
   - chronological
   - hierarchical
   - categorical
   - cause-effect
   - importance (most to least, least to most)
   - other: __________________________
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2.6. Use formatting that emphasizes the essential nature and the purpose of the information, concepts, and ideas conveyed (e.g., layout, use of illustrations, type and size of fonts).

2.7. Use communication skills needed to reach the intended audience in an oral presentation (e.g., voice volume, pitch, and stress; diction to match sophistication of audience; presentation of ideas and tone to match purpose).

2.8. Evaluate the quality of one’s presentation, comparing feedback from the audience with one’s own perceptions.

2.9. Develop an action plan to improve the quality of future presentations based on self-evaluation of current presentation.

3. Demonstrate evidence of measurable cognitive and affective growth in targeted subject areas.

3.1. Create a plan to improve own cognitive and affective growth in targeted academic subject areas that emphasizes in-depth learning of concepts and theories and applies to real-world issues and interdisciplinary connections.

3.2. Measure own cognitive and affective abilities in targeted academic subject areas as a baseline.
   Specify: □ identify indicators of growth
   □ use self-assessment tool to gather information
   □ compile results

3.3. Compare results of self-assessment with results of other types of assessments including teacher-made tests, teacher observations, peer review, and standardized tests to measure own cognitive and affective growth in targeted academic subject areas.

3.4. Analyze discrepancies among results of other types of assessments and between the results of self-assessment and the results of each other type of assessment to evaluate own cognitive and affective growth in targeted academic subject areas.

3.5. Carry out plan to improve own cognitive and affective growth in targeted academic subject areas.

3.6. Analyze results of subsequent self-evaluations and other types of assessments to evaluate own cognitive and affective growth in targeted academic subject areas.
4. Use effective leadership skills to initiate, organize, and carry out activities and projects.

4.1. Demonstrate understanding of knowledge and skills required for effective and successful leadership (e.g., understanding the purpose and intent of the project, using strategies for effective management and organization, using conflict resolution and negotiation strategies, accessing a broad and deep knowledge base, using effective speaking and listening skills, using self-control, exhibiting respect, motivating and persuading members of the group, facilitating decision making).

4.2. Demonstrate understanding of different leadership styles and the impact of each style on group behavior and accomplishments.

4.3. Use behaviors characteristic of an appropriate style of leadership, based on the requirements of the situation, membership of the group, and expected accomplishments.

4.4. Demonstrate respect for the ideas, feelings, and abilities of others by ensuring opportunities for active participation by each member of the group when initiating, organizing, and carrying out tasks and projects.

4.5. Demonstrate knowledge and understanding of the needs of diverse social, ethnic, economic, and gender groups when initiating, organizing, and carrying out tasks and projects.

4.6. Establish reasonable group goals related to completion of project (e.g., setting deadlines for each step in the process, assigning roles to each member of the group, revising schedule as needed).

4.7. Use skills to keep group on task when initiating, organizing, and carrying out tasks and projects (e.g., collaboratively establishing ground rules, setting goals, planning to achieve goals according to a timeline, continuously monitoring progress toward goals, exchanging information, processing information, adhering to time schedules, staying on task, revising plans as needed).

4.8. Use skills to maintain group efforts when initiating, organizing, and carrying out tasks and projects (e.g., maintaining open communication, managing conflict, providing the resources of time and supplies, being enthusiastic and positive, complimenting contributions of others, sharing power, sharing resources, practicing self-control when disagreeing).

4.9. Identify possible sources of conflict in a group when initiating, organizing, and carrying out tasks and projects (e.g., viewpoints, styles of communication and behavior, motivation, personalities).

4.10. Use conflict resolution skills when faced with a problem when initiating, organizing, and carrying out tasks and projects (e.g., identifying the conflict, dealing with feelings, pinpointing the cause of conflict, choosing a strategy to resolve the conflict [avoidance, delay, confrontation, negotiation, mediation], allowing time for negotiation).
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4.11. Implement steps for group problem-solving when initiating, organizing, and carrying out tasks and projects (e.g., identify a problem, discuss the problem, individually list possible causes, record individual group members’ suggestions and clarifications, discuss and verify causes, reach consensus on a solution, implement solution, report results, move on to the next most probable cause if initial action is ineffective).

4.12. Monitor and evaluate effectiveness of own use of leadership skills on group process, accomplishments of group as a whole, and accomplishments of individual members.

5. Set personal, academic, and career goals by analyzing career choices, education requirements, and personal strengths and interests.

5.1. Use a process of self-appraisal to identify own strengths that relate to personal, academic, and career goals (e.g., complete inventory, write personal reflection, review own records, ask others about your strengths).

Specify: ______ □ self-concept and values clarification

□ personality characteristics and personal style

□ motivational patterns and personal preferences

□ occupational interests

□ personal and educational background

□ work history and experience

□ key accomplishments and successes

□ satisfying and dissatisfying experiences

□ other: ______

5.2. Conduct self-assessment to determine personal, academic, and career goals and desires (e.g., complete relevant surveys or inventories, consult with counselor or others, develop statements that reflect personal desires).

Specify: ______ □ analysis of current lifestyle—school program, activities, job

□ values, skills, and abilities—professional or technical, managerial, personal

□ insight into capabilities—personal qualities, developmental needs

□ ideal job description

□ preferred working environment

□ ideal life-style

□ career goals

□ other: ______

5.3. Identify alternatives and choices available to reach personal, academic, or career goals (e.g., careers in technology, the arts, science, business).

5.4. Identify the risks and benefits associated with each alternative choice.

5.5. Set goals that relate to personal, academic, and career goals that reflect one’s strengths, interests, and desires.

5.6. Identify educational and experiential requirements for preferred career(s).
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6. Develop realistic and systematic plans for achievement of personal, academic, and career goals and make progress toward achieving set goals.

6.1. Use a systematic planning process to identify tasks and timelines for accomplishing personal, academic, or career goals.
Specify:  
   □ identifying goal or outcome
   □ identifying needed information, resources, or training
   □ determining major tasks
   □ scheduling tasks

6.2. Integrate personal, academic, and career goals into a comprehensive plan, with a detailed action plan and timeline for the achievement of each goal.

6.3. Monitor completion of the tasks and the timelines of the plan to determine any necessary changes.

6.4. Revise the plan as personal, academic, and career-related strengths, interests, and/or goals change.

7. Exhibit appreciation of the contributions of fine arts and philosophical thought.

The Fine Arts

7.1. Demonstrate understanding of the principles of aesthetics as outlined in works of philosophers, such as Aristotle's Poetics, and reflected in contributions of the fine arts and philosophical thought to our culture.

7.2. Demonstrate understanding of how principles of aesthetics are revealed in specific works in visual art, music, theatre, and dance.

7.3. Identify ways in which fine arts have enriched the daily lives of people in history and in today's world (e.g., decorative painting of pottery, music in daily and seasonal rituals, dance in seasonal and rites of passage rituals, public theater).

Philosophy

7.4. Demonstrate understanding of major concepts and patterns of thought in selected classical and modern philosophical works.

7.5. Demonstrate understanding of principles of aesthetics discussed in specific works of philosophy.
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7.6. Evaluate the effects of selected classical and modern philosophical works on culture and society.


Self-awareness

8.1. Identify individual physical strengths and areas of need, including talents, attributes, and interests.

8.2. Identify individual social strengths and areas of need, including talents, attributes, and interests.

8.3. Identify individual emotional strengths and areas of need, including talents, attributes, and interests.

8.4. Identify individual cognitive strengths and areas of need, including talents, attributes, and interests.

8.5. Identify options for meeting individual physical, social, emotional, and cognitive needs (e.g., reading primary sources in a targeted academic subject area to meet need for complexity, asking teacher and peers for emotional support while performing a challenging task).

Self-evaluation

8.6. Identify options for nurturing one’s strengths, talents, attributes, and interests.

8.7. Set standards for achieving quality (a commitment to continuous improvement) in individual physical, social, emotional, and cognitive tasks.

Specify: _____ □ defining individual quality standards

_____ □ monitoring one’s progress in meeting those standards

_____ □ assessing potential impact of standards on self and others

_____ □ adjusting standards based on self-monitoring of their impact

_____ □ other: ________________________________

Self-actualization

8.8. Identify own accomplishments and achievements.

8.9. Demonstrate understanding of personal points of view as they relate to those held by peers, family, community members, and mentors.
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8.10. Respond receptively and critically to ideas that are new or divergent from one's own.

8.11. Use coping skills to deal effectively with change (e.g., flexibility, openness, willingness to risk, tolerance of the unknown).
Vocational Education for Students with Disabilities

Grades 9-12, Adult Education
Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980010
Course Title: Exploratory Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

A. Major Concepts/Content. The purpose of this course is to enable students with disabilities to obtain a basic introduction to skills and aptitudes associated with a broad range of occupations in order to assist in making preliminary decisions regarding their future academic and occupational goals. This program should provide a foundation for further progress at a higher level and provide the option to move between occupational clusters if desired.

The content should include, but not be limited to, exploratory experiences in one or more vocational clusters such as:

- health science
- agriculture
- business technology
- family and consumer sciences
- industrial
- marketing

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. Course requirements must include the vocational and exceptional student education performance
standards that reflect the student's desired post-school outcome statement on the Transition Individual Educational Plan.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not
Course Number: 7980010 - Exploratory Education

intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Experiences should be provided to assist the students in evaluating their interests, abilities, values, and needs as they relate to the world of work. The use of community resource people is encouraged.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Effectively use a planning process to establish and revise realistic personal and career goals.

   CL.C.1.In.3 make general preparations for entering the work force.
   CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.
   IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
   IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
   IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
   IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th>physical prompt</th>
<th>verbal prompt</th>
<th>visual prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>assistive technology</td>
<td>supervision</td>
<td>other:</td>
</tr>
</tbody>
</table>

Personal Planning

1.1. Identify the need for responsible planning in making personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)
1.2. Set preferred school and extracurricular goals (e.g., passing specific courses, obtaining a diploma, joining a civic group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)

1.3. Set preferred personal goals related to community and leisure activities (e.g., join a recreational sports team, read self-help books, participate in religious organizations, volunteer at a community organization, attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)

1.4. Make a plan to implement personal goals (e.g., identify steps; record the steps orally or in writing; discuss goals with family, peers, or teachers; seek assistance, if needed). (IF.B.1.In.1, IF.B.1.Su.1)

1.5. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need hour or so depending on extent of repairs, need an open space, need tools and lubricant; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of past tests). (IF.B.1.In.1, IF.B.1.Su.1)

1.6. Identify consequences of decisions before acting (e.g., thinking about the ethical or legal implications of an action; volunteering your services—personal satisfaction, job related benefits, letters of recommendation). (IF.B.1.In.1, IF.B.1.Su.1)

1.7. Commit to carry out the plan to accomplish personal goals. (IF.B.1.In.2, IF.B.1.Su.2)

1.8. Evaluate progress and adjust plan if circumstance requires. (IF.B.1.In.2, IF.B.1.Su.2)

**Career Planning**

1.9. Use a goal-directed strategy to prepare plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify:  
   - reconciling personal-assessment with environmental assessment of a potential workplace
   - identifying long-range alternatives
   - specifying short-range goals
   - setting priorities and preparing an action plan
   - developing a contingency plan
   - other:  

1.10. Identify various methods of achieving career goals when employed (e.g., choosing preferred career, choosing jobs with high probability of promotion, working hard, living up to expectations). (IF.B.1.In.1, IF.B.1.Su.1)

1.11. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, prepare resume and application, apply for Social Security card, know how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)

1.12. Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that relate to your strengths and experience). (IF.B.1.In.1, IF.B.1.Su.1)
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1.13. Identify the risks and benefits associated with each alternative occupational choice (e.g., high-paying job—high stress, long hours; service-oriented job—self-satisfaction, irregular work hours, job satisfaction). (IF.B.1.In.1, IF.B.1.Su.1)

1.14. Periodically monitor own progress in specific activities when carrying out plans related to personal or career goals (e.g., determine current state, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

1.15. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., recall original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)

1.16. Adapt personal or career plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

Preparations for Entering the Workforce

1.17. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find a job opening, prepare a resume, fill out applications, contact employers, set up interviews, prepare for interviews, send follow-up thank-you notes). (CL.C.1.In.3, CL.C.1.Su.3)

1.18. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)

1.19. Identify resources for finding employment. (Social and Personal C 30: VI)

1.20. Identify the items that are generally included in resumes and portfolios (e.g., resume—name, address, phone number, work experience, education, job training, awards; portfolio—sample of drawings or photographs, positive work evaluations, video of task performance). (CL.C.1.In.3, CL.C.1.Su.3)

1.21. Identify ways to make resumes or portfolios effective (e.g., use correct format, use appropriate language, use clear organization, check spelling and grammar, print on good quality paper). (CL.C.1.In.3, CL.C.1.Su.3)

1.22. Identify ways that people or agencies can assist a person in writing a resume and preparing a portfolio (e.g., suggest content and format, review and suggest changes). (CL.C.1.In.3, CL.C.1.Su.3)

1.23. Identify the importance of a job interview (e.g., make first impression, identify job requirements, build rapport, learn about an organization). (CL.C.1.In.3, CL.C.1.Su.3)

1.24. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)

Specify: _______ □ work history _______ □ related experiences
________ □ training _______ □ career goals
________ □ personal strengths and interests _______ □ other: ______________________________
1.25. Identify inappropriate grooming and attire for job interview (e.g., dirty clothes, excessive perfume or cologne, uncombed hair). (CL.C.1.In.3, CL.C.1.Su.3)

1.26. Identify steps in preparing for a job interview (e.g., identify sources for learning about the company, identify commonly asked interview questions, find out who to contact, practice by role playing). (CL.C.1.In.3, CL.C.1.Su.3)

1.27. Identify purposes of job application forms (e.g., provide personal information, serve as a basis for matching individual to job opening, describe special needs). (CL.C.1.In.3, CL.C.1.Su.3)

1.28. Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)

1.29. Identify specific information requested on job application forms (e.g., personal history, job interests and skills, references and education, employment record). (CL.C.1.In.3, CL.C.1.Su.3)

1.30. Identify information that an applicant may choose to keep confidential when completing an application or interviewing for a job (e.g., marital status, disability, information about family). (CL.C.1.In.3, CL.C.1.Su.3)

1.31. Identify common tests necessary for employment (e.g., drug tests, eye examinations, physical examinations, Armed Services Vocational Aptitude Battery [ASVAB], driving test). (CL.C.1.In.3, CL.C.1.Su.3)

1.32. Identify the purposes of testing potential employees (e.g., screen applicants, verify skills and capabilities of workers). (CL.C.1.In.3, CL.C.1.Su.3)

1.33. Identify ways to prepare for common employment examinations (e.g., get physical examination, study materials, obtain study guides, contact others who have taken the exam, choose a testing date). (CL.C.1.In.3, CL.C.1.Su.3)

1.34. Identify special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., separate setting, extra time). (CL.C.1.In.3, CL.C.1.Su.3)

1.35. Identify sources of assistance in obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., private agencies, public agencies, equal opportunity offices, counselors). (CL.C.1.In.3, CL.C.1.Su.3)

1.36. Identify purposes of obtaining references when looking for a job (e.g., prospective employer can talk to former employer; employer can gain insight into applicant’s responsibility, work ethic, and personality traits). (CL.C.1.In.3, CL.C.1.Su.3)

1.37. Identify types of information provided by references (e.g., name, address, business title, and telephone number; relationship to individual; opinions about individual’s work ethic and performance abilities). (CL.C.1.In.3, CL.C.1.Su.3)
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1.38. Identify characteristics of individuals who are effective references (e.g., know you well, know your work and capabilities, have a high opinion of you). (CL.C.1.In.3, CL.C.1.Su.3)

1.39. Identify kinds of information that the person requesting the reference should provide (e.g., a description of job that you are seeking, your reasons for wanting the job). (CL.C.1.In.3, CL.C.1.Su.3)

1.40. Identify types of follow-up procedures to use when seeking a job (e.g., thank you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)

1.41. Identify common legal documents necessary for employment (e.g., identification card, driver’s license, birth certificate, Social Security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)

1.42. Identify purposes of common legal documents necessary for employment (e.g., provide legal protection, provide information for filing income taxes, verify personal information). (CL.C.1.In.3, CL.C.1.Su.3)

2. Evaluate own interests and abilities as related to career and postsecondary educational opportunities.

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: __________________________

2.1. Complete a personal assessment to determine current status related to career planning. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: ___ □ self-concept and values clarification
       ___ □ personality characteristics and personal style
       ___ □ motivational patterns and personal preferences
       ___ □ occupational interests
       ___ □ personal and educational background
       ___ □ work history and experience
       ___ □ key accomplishments and successes
       ___ □ satisfying and dissatisfying experiences
       ___ □ test scores
       ___ □ physical stamina
       ___ □ other: __________________________
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2.2. Complete a personal assessment to determine career goals and desires. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: _______ ☐ analysis of current job—behavioral demands
   _______ ☐ significance of various job elements—likes and dislikes
   _______ ☐ values, skills, and abilities—professional or technical, managerial, personal
   _______ ☐ personal understanding of own capabilities—personal qualities, individual needs
   _______ ☐ ideal job description
   _______ ☐ preferred working environment
   _______ ☐ ideal life-style
   _______ ☐ career goals
   _______ ☐ other: ____________________________________________

2.3. Identify personal characteristics that affect preferred job choices (e.g., special talents, self-management, ability to solve problems, ability to communicate, physical stamina). (IF.B.1.In.1, IF.B.1.Su.1)

2.4. Identify personal limitations that may negatively affect career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)

2.5. Identify personal strengths and weaknesses. (Social and Personal G 59: VI)

2.6. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., certificates or diplomas desired, ambition, test scores, previous experiences, personal strengths). (IF.B.1.In.1, IF.B.1.Su.1)

2.7. Identify characteristics of a good employee. (Social and Personal C 23: IV)

2.8. Evaluate the results of personal appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)

2.9. Identify individual strengths and weaknesses that may affect preferred post-secondary educational opportunities (e.g., grades, test scores, independent study skills, courses taken, desire). (IF.B.1.In.1, IF.B.1.Su.1)

2.10. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals—veternarian’s assistant; gardening—landscaper; volunteering to help others—teacher, child-care worker). (IF.B.1.In.1, IF.B.1.Su.1)

3. Demonstrate understanding of options for high school diploma and requirements for postsecondary training that relate to desired career and post-school outcomes.
   Indicate guidance and support necessary for mastery at supported level:
   _______ physical prompt
   _______ verbal prompt
   _______ visual prompt
   _______ assistive technology
   _______ supervision
   _______ other: ____________________________
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3.1. Demonstrate knowledge of diploma options and requirements for each (e.g., standard diploma—required courses, credits, grade point average, passing grade on High School Competency Test or Florida Comprehensive Assessment Test; special diploma—mastery of standards, number and types of courses).

3.2. Demonstrate understanding of diploma options, including benefits and limitations of each (e.g., standard diploma—accepted by colleges, armed services, and employers; special diploma—accepted by employers).

3.3. Identify preferred goals relating to own plan for high school and postsecondary training (e.g., earning a diploma, graduating, attending trade school, earning an advanced degree). (IF.B.1.In.1, IF.B.1.Su.1)

3.4. Identify educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency and technical school training; millwright—apprenticeship; cashier—high school education and on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)

3.5. Identify the characteristics of available postsecondary education and training opportunities within career clusters to provide the skills associated with specific job types (e.g., computer courses, apprenticeships, technical school). (CL.C.1.In.1, CL.C.1.Su.1)

3.6. Use knowledge and understanding of diploma options to plan high school course of study.

4. Demonstrate understanding and appreciation of the need for employment (e.g., economic, social, and personal factors).

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th>Physical prompt</th>
<th>Verbal prompt</th>
<th>Visual prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive technology</td>
<td>Supervision</td>
<td>Other: __________</td>
</tr>
</tbody>
</table>

4.1. Identify ways in which individuals who are employed help society (e.g., contributing goods and services, paying taxes). (CL.C.1.In.2, CL.C.1.Su.2)

4.2. Identify ways an individual can obtain personal satisfaction from an occupation (e.g., sense of independence, personal growth, goal achievement, improved self-esteem, recognition, relationships with co-workers, financial stability). (CL.C.1.In.2, CL.C.1.Su.2)

4.3. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, investment plans, overtime, maternity leave, contracts, unemployment benefits, wages, worker’s compensation). (CL.C.1.In.1, CL.C.1.Su.1)

4.4. Identify the difference between being paid by the hour and by salary (e.g., hourly wage—overtime, opportunity for pay raise; salary—benefits, sick and vacation pay, stable pay check, opportunity for pay raise). (CL.C.1.In.1, CL.C.1.Su.1)
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5. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

CL.C.2.In.1 plan and implement personal work assignments.
CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
CL.C.2.In.5 apply employability skills in the workplace.
CL.C.2.Su.1 plan and implement personal work assignments— with guidance and support.
CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace— with guidance and support.
CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace— with guidance and support.
CL.C.2.Su.5 apply employability skills in the workplace— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

物理提示  
口头提示  
视觉提示
辅助技术  
监督  
其他:

Planning and Implementing Work Assignments

5.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, determine amount of time for each task, put most important tasks first, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

5.2. Use strategies to pace effort so that the assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)

Specify:  
- work according to schedule 
- set an alarm clock as a reminder 
- track subtasks on calendar 
- check off subtasks when completed 
- other:

5.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)

Specify:  
- try different techniques 
- seek advice from others 
- seek assistance from others 
- read the instructions or references 
- other:

5.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)

Specify:  
- use a checklist or rubric 
- compare with model or example 
- use spell check or similar tool 
- look for errors 
- ask peer or co-worker to review 
- ask supervisor to review 
- other:
5.5. Follow a systematic procedure to complete job-specific tasks (e.g., janitorial—clean windows; clerical—type a letter) (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ identify task
□ name steps of task
□ perform task following a model or demonstration
□ perform task with decreasing feedback
□ perform task independently
□ monitor own task performance using workplace or industry standards
□ evaluate own task performance using workplace or industry standards
□ other: ___________________________

5.6. Follow verbal directions to complete a two-step task. (Language B 13: IV)

5.7. Follow verbal directions with more than two steps. (Language B 14: V)

5.8. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)

5.9. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

5.10. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

5.11. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

5.12. Complete assignments as specified in workbooks, technical manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

Problem Solving

5.13. Apply a general model for solving problems when working (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)


5.15. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: □ brainstorming—identifying all solutions that come to mind
□ identifying steps—when a complicated task is involved
□ estimating—when numbers are involved
□ matching consequences to actions—for cause and effect
□ troubleshooting—finding problems within a work process
□ creative thinking—when multiple solutions are acceptable
□ modeling—basing actions on those of a good example
□ other: ___________________________
5.16. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

5.17. Identify the separate steps of a complicated process when solving a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; plan a simple project—decide on location, assign responsibility, plan sequence of tasks, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)

5.18. Construct rough estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)

5.19. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted). (CL.B.4.In.1, CL.B.4.Su.1)

5.20. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)

5.21. Apply creative-thinking strategies to solve problems in which a variety of solutions are possible (e.g., design a brochure or pamphlet, rearrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)

5.22. Apply modeling techniques to solve problems where a good example exists (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)

5.23. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

5.24. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)

5.25. Use appropriate techniques or tools to solve problems at work (e.g., apply active listening skills, make a checklist of work to be accomplished). (CL.B.4.In.2, CL.B.4.Su.2)

5.26. Seek assistance when needed to solve problems at work (e.g., consult supervisor, co-workers, special assistance centers). (CL.B.4.In.2, CL.B.4.Su.2)
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Evaluating Effectiveness of Solution

5.27. Determine effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

5.28. Determine impact of decisions and activities related to solving the problem (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

Reliability and Work Ethic

5.29. Demonstrate reliability and dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)

5.30. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in supervisors). (CL.C.2.In.3, CL.C.2.Su.3)

5.31. Demonstrate responsibility and self-control when working (e.g., accept criticism in a positive way, use a calm tone of voice to negotiate issues, give credit to others for their work). (CL.C.2.In.3, CL.C.2.Su.3)

5.32. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

5.33. Demonstrate self-directed behavior when working (e.g., begin tasks when they are assigned, think positively, ask questions only when necessary). (CL.C.2.In.3, CL.C.2.Su.3)

5.34. Demonstrate attentive behavior when working (e.g., staying on task, talking to others at appropriate times, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)

5.35. Use strategies to maintain an acceptable attendance record at work (CL.C.2.In.3, CL.C.2.Su.3)

Specify: □ report to work regularly and be on time
□ stay until quitting time
□ return from breaks promptly
□ inform supervisor if unable to work—illness, lateness, scheduling conflict
□ other: ____________________________

5.36. Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)

5.37. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
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Health and Safety

5.38. Identify the purpose of cleaning up after spilling or breaking something and disposing of trash properly (e.g., prevent self and others from being harmed, keep area clean, prevent contamination, ensure proper sanitation). (IF.B.2.In.3, IF.B.2.Su.3)

5.39. Pick up trash and dispose properly. (Social and Personal F 47: III)

5.40. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)

5.41. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

5.42. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

5.43. Identify materials and tools that should be found in the workplace to use in emergency situations (e.g., fire extinguisher, flashlight, candles, matches, first aid kits, battery-operated radio). (IF.B.2.In.3, IF.B.2.Su.3)

5.44. Identify persons to ask for assistance in emergency situations when working (e.g., supervisor, security guard, co-workers). (IF.B.2.In.3, IF.B.2.Su.3)

5.45. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)

5.46. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber’s commands, report to police). (IF.B.2.In.3, IF.B.2.Su.3)

5.47. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)

Employability Skills

5.48. Demonstrate a positive attitude toward tasks at work (e.g., accept a difficult task without complaint, do not talk negatively about supervisor or co-workers, talk positively about the job when not at work). (CL.C.2.In.3, CL.C.2.Su.3)

5.49. Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)

5.50. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, address concerns in an appropriate fashion, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)
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5.51. Use appropriate verbal responses to interactions from supervisors and co-workers (e.g., sir, ma'am, please, thank you, excuse me). (CL.C.2.In.3, CL.C.2.Su.3)

5.52. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)

5.53. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

5.54. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

5.55. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)

5.56. Cooperate with peers. (Social and Personal G 51: III)

5.57. Show respect for property of others. (Social and Personal G 52: III)

5.58. Identify the responsibility of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)

5.59. Demonstrate behavior that complies with the existing rules and code of conduct of the workplace (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

5.60. Stay on task for the duration of a work activity according to the expectations of the workplace (e.g., complete one task before starting another, ask for assistance if necessary, work until task is completed, use resources if necessary, determine alternative methods, work continuously and efficiently, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)

5.61. Use strategies to assist with the maintenance of on-task behavior when working. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: __________
- □ complete one task before starting another
- □ pace work so tasks are completed on time
- □ do not take prolonged or unnecessary breaks
- □ reward yourself periodically for completing subtasks
- □ other: ___________________________

5.62. Stay on task until its completion. (Social and Personal C 20: III)

5.63. Stay on task to completion within a given time frame (Social and Personal C 22: IV)
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5.64. Demonstrate how to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)

5.65. Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)

5.66. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

5.67. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)

5.68. Seek help and accept assistance. (Social and Personal C 21: III)

5.69. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)

5.70. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)

Specify: □ work schedule □ work duties
□ work site □ supervisor
□ other: ____________________________

5.71. Apply basic academic skills appropriate to the task and work setting (e.g., math—measuring; reading—following written directions; writing—taking messages). (CL.C.2.In.5, CL.C.2.Su.5)

Grooming and Hygiene

5.72. Identify characteristics of appropriate grooming and attire selection for work for specified jobs (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)

5.73. Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)

5.74. Arrive at work clean and dressed properly (e.g., take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)

5.75. Use strategies to achieve acceptable grooming and hygiene when completing work-related activities effectively and efficiently and on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothing the night before). (CL.C.2.In.3, CL.C.2.Su.3)

5.76. Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)

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6. **Demonstrate awareness of jobs in a variety of occupational clusters.**

   - **CL.C.1.In.1** use knowledge of occupations and characteristics of the workplace in making career choices.
   - **CL.C.1.In.2** identify individual rights and responsibilities in the workplace.
   - **CL.C.1.Su.1** recognize expectations of occupations and characteristics of the workplace in making career choices—following guidance and support.
   - **CL.C.1.Su.2** recognize individual rights and responsibilities in the workplace—following guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: _________________________

6.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)

6.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative or clerical). (CL.C.1.In.1, CL.C.1.Su.1)

6.3. Identify specific jobs associated with each career cluster (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; marketing—cashier, salesperson; administrative or clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

6.4. Identify advantages and disadvantages of an occupation in a specified cluster (e.g., stuffing envelopes—repetitive, essential; yard care—outdoors, varied in tasks; recycling—helpful to environment, time-consuming to sort items, requiring transportation to collect; construction—outdoors, labor-intensive, dangerous). (CL.C.1.In.1, CL.C.1.Su.1)

6.5. Identify how characteristics of a given occupation may be perceived differently by individuals. (CL.C.1.In.1, CL.C.1.Su.1)

   Specify: 
   - q activity level required
   - q working environment
   - q interaction with customers
   - q consistency of expectations
   - q other: _________________________

6.6. Identify entry-level skills needed to fulfill performance requirements for specific jobs within a career cluster (e.g., secretary—reading, writing, keyboarding; seamstress—ability to sew, take measurements, and use fractions; truck driver—reading maps, writing in travel logs, passing licensing exams; dishwasher—manual dexterity, ability to stand for long periods of time). (CL.C.1.In.1, CL.C.1.Su.1)

6.7. Identify trends in the local job market for different career clusters and occupations (e.g., increase or decrease in computer skills; environmental issues; use of technology; hiring of the elderly, minorities, and the handicapped; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)

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6.10. Identify educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency and technical school training; millwright—apprenticeship; cashier—high school education and on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)

6.11. Identify the characteristics of postsecondary education and training opportunities available to provide the skills associated with specific job types within career clusters (e.g., computer courses, apprenticeships, trade school). (CL.C.1.In.1, CL.C.1.Su.1)

6.12. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, ensure workplace accommodations, ensure accessibility to businesses, increase public awareness of individual’s rights, encourage self-advocacy, ensure legal services). (CL.C.1.In.2, CL.C.1.Su.2)

6.13. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney, advocacy groups). (CL.C.1.In.2, CL.C.1.Su.2)

7. Demonstrate, in the school setting, the performance standards reflected in the student’s desired postschool outcome statement on the Transition Individual Educational Plan.

Note: The standards for this requirement are to be selected from the Vocational Program Course Standards and Course Descriptions for Grades 6-12, Exceptional Student Education.

Indicate guidance and support necessary for mastery at supported level:

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<tr>
<td></td>
<td>physical prompt</td>
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<td>assistive technology</td>
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The following courses may be used for this requirement:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td>8100110</td>
<td>Orientation to Agriscience, Technology, and Environmental Sciences</td>
<td>6-9</td>
</tr>
<tr>
<td>8100120</td>
<td>Introduction to Agriscience, Technology, and Environmental Sciences</td>
<td>6-9</td>
</tr>
<tr>
<td>8100210</td>
<td>Exploration of Agriscience, Technology, and Environmental Sciences</td>
<td>6-9</td>
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</tbody>
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Course Number: 7980010 - Exploratory Education

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<tr>
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<tbody>
<tr>
<td>8200110</td>
<td>Business Keyboarding</td>
<td>6-9</td>
</tr>
<tr>
<td>8200220</td>
<td>Computer Applications in Business I</td>
<td>6-9</td>
</tr>
<tr>
<td>8200210</td>
<td>Computer Applications in Business II</td>
<td>6-9</td>
</tr>
<tr>
<td>9100210</td>
<td>Exploration of Vocational Occupations</td>
<td>6-9</td>
</tr>
<tr>
<td>8500130</td>
<td>Life Choices</td>
<td>6-9</td>
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<tr>
<td>8500230</td>
<td>Personal Development</td>
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<tr>
<td>8500240</td>
<td>Teen Challenges</td>
<td>6-9</td>
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<tr>
<td>8400110</td>
<td>Orientation to Health and Public Service Occupations</td>
<td>6-9</td>
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<tr>
<td>8400210</td>
<td>Exploration of Health Occupations</td>
<td>6-9</td>
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<tr>
<td>8800110</td>
<td>Orientation to Marketing Occupations</td>
<td>6-9</td>
</tr>
<tr>
<td>8800210</td>
<td>Exploration of Marketing Occupations</td>
<td>6-9</td>
</tr>
<tr>
<td>8600000</td>
<td>Integrated Technology Studies</td>
<td>6-9</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980020
Course Title: Practical Arts Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

A. Major Concepts/Content. The purpose of this course is to enable students with disabilities to obtain broad practical skills and a basic introduction to broad occupational areas, and to stimulate personal aptitudes, abilities, and interests in specific occupational fields as part of the career decision-making process.

The content should include, but not be limited to, the following:

- employability skills
- workplace literacy
- communications skills
- human relations skills
- content from selected vocational practical arts courses

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. Course requirements must include the vocational performance standards that reflect the student’s desired post-school outcome statement on the Transition Individual Educational Plan.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable
of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.

  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.
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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate understanding and appreciation of the need for employment (e.g., economic, social, and personal factors).

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: __________

1.1. Identify ways in which individuals who are employed help society (e.g., contributing goods and services, paying taxes). (CL.C.1.In.2, CL.C.1.Su.2)

1.2. Identify ways an individual can obtain personal satisfaction from an occupation (e.g., sense of independence, personal growth, goal achievement, improved self-esteem, recognition, relationships with co-workers, financial stability). (CL.C.1.In.2, CL.C.1.Su.2)

1.3. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, investment plans, overtime, maternity leave, contracts, unemployment benefits, wages, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)

1.4. Identify the difference between being paid by the hour and by salary (e.g., hourly wage—overtime; salary—benefits, sick and vacation pay, stable paycheck). (CL.C.1.In.1, CL.C.1.Su.1)

1.5. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, ensure workplace accommodations, ensure accessibility to businesses, increase public awareness of rights of individual, encourage self-advocacy, ensure legal services). (CL.C.1.In.2, CL.C.1.Su.2)

1.6. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney, advocacy groups). (CL.C.1.In.2, CL.C.1.Su.2)
2. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

   CL.C.2.In.1 plan and implement personal work assignments.
   CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
   CL.C.2.In.5 apply employability skills in the workplace.
   CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
   CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
   CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

   ___ physical prompt   ___ verbal prompt   ___ visual prompt
   ___ assistive technology ___ supervision ___ other: ______________________

Planning and Implementing Work Assignments

2.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, determine amount of time for each task, put most important tasks first, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

2.2. Use strategies to pace work so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)

   Specify: ___ ☐ work according to schedule   ___ ☐ set an alarm clock as a reminder
   ___ ☐ track subtasks on calendar   ___ ☐ check off subtasks when completed
   ___ ☐ other: _______________________________________________________

2.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)

   Specify: ___ ☐ try different techniques   ___ ☐ seek advice from others
   ___ ☐ seek assistance from others   ___ ☐ read the instructions or references
   ___ ☐ other: _______________________________________________________

2.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)

   Specify: ___ ☐ use a checklist or rubric   ___ ☐ compare with model or example
   ___ ☐ use spell check or similar tool   ___ ☐ look for errors
   ___ ☐ ask peer or co-worker to review   ___ ☐ ask supervisor to review
   ___ ☐ other: _______________________________________________________
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2.5. Follow a systematic procedure to complete job-specific tasks (e.g., janitorial—clean windows; clerical—type a letter) (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ identify task
□ name steps of task
□ perform task following a model or demonstration
□ perform task with decreasing feedback
□ perform task independently
□ monitor own task performance using workplace or industry standards
□ evaluate own task performance using workplace or industry standards
□ other: _______________________________

2.6. Follow verbal directions to complete a two-step task. (Language B 13: IV)

2.7. Follow verbal directions with more than two steps. (Language B 14: V)

2.8. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

2.9. Complete assignments as specified in workbooks, technical manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

Problem Solving

2.10. Apply a general model for solving problems when working (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: □ school □ workplace

2.11. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)

2.12. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: □ brainstorming—identifying all solutions that come to mind
□ identifying steps—when a complicated task is involved
□ estimating—when numbers are involved
□ matching consequences to actions—for cause and effect
□ troubleshooting—finding problems within a work process
□ creative thinking—when multiple solutions are acceptable
□ modeling—basing actions on those of a good example
□ other: _______________________________

2.13. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
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2.14. Identify the separate steps of a complicated process when solving a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; plan a project—decide on location, assign responsibility, plan sequence of tasks, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)

2.15. Construct rough estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)

2.16. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., choosing to violate dress code at work—be sent home, be reprimanded, have job terminated, be demoted). (CL.B.4.In.1, CL.B.4.Su.1)

2.17. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)

2.18. Apply creative-thinking strategies to solve problems in which a variety of solutions are possible (e.g., design a brochure or pamphlet, rearrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)

2.19. Apply modeling techniques to solve problems where a good example exists (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)

2.20. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

2.21. Demonstrate steps for group problem-solving on the job (e.g., discuss the problem, individually list possible causes, record individual group member’s suggestions and clarifications, identify and verify probable causes, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)

Work Ethic

2.22. Demonstrate reliability and dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)

2.23. Demonstrate flexibility when working (e.g., completes task even if requirements have changed, considers the opinions of others, adapts to changes in company policies). (CL.C.2.In.3, CL.C.2.Su.3)

2.24. Demonstrate responsibility and self-control when working (e.g., accepts criticism in a positive way, negotiates issues in calm tone of voice, gives credit to others for their work). (CL.C.2.In.3, CL.C.2.Su.3)
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2.25. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

2.26. Demonstrate self-directed behaviors in the workplace (e.g., begins tasks when they are assigned, thinks positively, asks questions only when necessary). (CL.C.2.In.3, CL.C.2.Su.3)

2.27. Demonstrate attentive behaviors when working (e.g., stays on task, talks to others at appropriate times, listens to directions). (CL.C.2.In.3, CL.C.2.Su.3)

Attendance

2.28. Use strategies to maintain an acceptable attendance record at work. (CL.C.2.In.3, CL.C.2.Su.3)

   Specify: □ report to work regularly and be on time
   □ stay until quitting time
   □ return from breaks promptly
   □ inform supervisor if unable to work—illness, lateness, scheduling conflict
   □ other: ____________________________

2.29. Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)

2.30. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

Employability Skills

2.31. Identify the responsibility of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)

2.32. Identify characteristics of a good employee. (Social and Personal C 23: IV)

2.33. Stay on task for the duration of a work activity according to the expectations of the workplace (e.g., work on only one task at a time, ask for assistance if necessary, work until the task is completed, use resources if necessary, determine alternative methods, work continuously and efficiently, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)

2.34. Stay on task until its completion. (Social and Personal C 20: III)

2.35. Stay on task to completion within a given time frame. (Social and Personal C 22: IV)

2.36. Demonstrate self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring daily and monthly tasks necessary to fulfill short- and long-term goals, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)
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2.37. Use strategies to assist with the maintenance of on-task behaviors when on the job. (IF.B.2.In.2, IF.B.2.Su.2)
Specify:

___ ___ work on only one task at a time
___ ___ pace work so tasks are completed on time
___ ___ do not take prolonged or unnecessary breaks
___ ___ reward yourself periodically for completing subtasks
___ ___ other: ________________________________

2.38. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify:

___ ___ use a timer or alarm clock to monitor time or deadlines
___ ___ keep a model of final product for reference
___ ___ use breaks appropriately
___ ___ other: ________________________________

2.39. Demonstrate a positive attitude toward work tasks (e.g., accept difficult tasks without complaint, talk positively about supervisor or co-workers, talk positively about the job when not at work). (CL.C.2.In.3, CL.C.2.Su.3)

2.40. Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)

2.41. Identify appropriate verbal responses to interactions from supervisors and co-workers (e.g., sir, ma'am, please, thank you, excuse me). (CL.C.2.In.3, CL.C.2.Su.3)

2.42. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

2.43. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

2.44. Recognize and show respect for the supervisor when working at a job (e.g., follow given directions, obey rules, accept criticism, address concerns in an appropriate fashion, follow the chain of command). (CL.C.2.In.5, CL.C.2.Su.5)

2.45. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)

2.46. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)

2.47. Demonstrate behaviors that complies with the existing rules and codes of conduct of the workplace (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)
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2.48. Identify mistakes on task assignments with and without assistance.
(Social and Personal C 28: V)

2.49. Demonstrate how to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)

2.50. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)

2.51. Seek help and accept assistance. (Social and Personal C 21: III)

2.52. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)

2.53. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: □ work schedule □ work duties □ other: ________________________
□ work site □ supervisor

2.54. Apply basic academic skills appropriate to the task or work setting (e.g., math—measuring; reading—following written directions; writing—taking messages). (CL.C.2.In.5, CL.C.2.Su.5)

Grooming and Hygiene

2.55. Identify characteristics of appropriate grooming and attire selection for work for specified jobs (e.g., clean clothes, skirts or pants of the appropriate length, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)

2.56. Distinguish between appropriate dress for school, work, and leisure activities.
(Social and Personal A 7: V)

2.57. Arrive at work clean and dressed properly (e.g., take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)

2.58. Use strategies to achieve acceptable grooming and hygiene when completing work-related activities effectively and efficiently and on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothing the night before). (CL.C.2.In.3, CL.C.2.Su.3)

2.59. Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)
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3. Demonstrate awareness of jobs in a variety of occupational clusters.
   CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
   CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
   CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
   CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
   __ physical prompt   __ verbal prompt   __ visual prompt
   __ assistive technology __ supervision __ other: ____________________

Exploring Careers

3.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)

3.2. Identify general characteristics of different occupations (e.g., health care/medicine, construction, marketing, administrative or clerical). (CL.C.1.In.1, CL.C.1.Su.1)

3.3. Identify specific jobs associated with each occupation (e.g., health care/medicine—nurse, lab assistant, nurse's aide; construction—carpenter, plumber, drywall installer; marketing—cashier, salesperson; administrative or clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

3.4. Identify licenses and certification requirements for specific jobs within career clusters and occupations (e.g., aerobic instructor—American Council on Exercise [ACE] certification; hairdresser—cosmetology license; lifeguard—certification in first aid, Cardiopulmonary Resuscitation [CPR], water safety instruction; medical records technician—Accredited Records Technician [ART] certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)

3.5. Identify educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency, technical school training; millwright—apprenticeship; cashier—high school education, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)

3.6. Identify different types of work hours and schedules associated with employment. (CL.C.1.In.1, CL.C.1.Su.1)
   Specify: ________ ☐ day shifts ________ ☐ night shifts ________ ☐ part-time
   ________ ☐ full-time ________ ☐ overtime ________ ☐ other: ____________________

3.7. Identify differences between being paid by the hour and by salary (e.g., hourly wage—overtime; salary—benefits, sick and vacation pay, stable paycheck). (CL.C.1.In.1, CL.C.1.Su.1)
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3.8. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, investment plans, overtime, maternity leave, contracts, unemployment benefits, wages, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)

3.9. Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, accessibility, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)

3.10. Identify the purpose and benefits of worker's compensation (e.g., provide employee compensation if injured on the job, pay medical bills, provide compensation for work time missed due to injury). (CL.C.1.In.2, CL.C.1.Su.2)

3.11. Identify the purpose of unemployment insurance (e.g., means of income if job ends, temporary income until new job found). (CL.C.1.In.2, CL.C.1.Su.2)

3.12. Identify the purpose of disability insurance (e.g., provide compensation if disabled on the job, provide income if unable to work). (CL.C.1.In.2, CL.C.1.Su.2)

Responsibilities

3.13. Identify the characteristics and purposes of workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee protection, behavioral guidelines, health and safety requirements). (CL.C.1.In.2, CL.C.1.Su.2)

3.14. Identify ways of getting information and clarification about workplace policies, codes of conduct and other types of rules and regulations (e.g., employee handbooks, supervisor, co-workers, bulletin boards, company web sites). (CL.C.1.In.2, CL.C.1.Su.2)

3.15. Identify the purpose and benefits of employment contracts (e.g., provide legal protection, are legally binding agreements of terms and conditions). (CL.C.1.In.2, CL.C.1.Su.2)

3.16. Identify characteristics of employment contracts (e.g., specify starting and ending dates, list responsibilities, show salary amount). (CL.C.1.In.2, CL.C.1.Su.2)

3.17. Identify strategies that employees may use to achieve job retention. (CL.C.1.In.2, CL.C.1.Su.2)

Specify: □ obtain a description of expectations and procedures
□ perform job requirements at or above expectations
□ periodically request evaluation of job performance
□ use results of evaluation to improve performance
□ maintain reliable attendance record
□ other: ______________________________________

3.18. Identify proper procedures for terminating a job (e.g., provide written and verbal notice; inform all superiors—manager, supervisor; allow two weeks' notice; participate in an exit interview). (CL.C.1.In.2, CL.C.1.Su.2)
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3.19. Use actions that show acceptance of responsibility for own actions, attitudes, and decisions on the job (e.g., admitting mistakes when wrong, accepting criticism, voicing opinions politely, keeping appointments, meeting deadlines, fulfilling contract obligations). (CL.C.1.In.2, CL.C.1.Su.2)

4. Describe the importance of the selected occupational field.

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th>Physical prompt</th>
<th>Verbal prompt</th>
<th>Visual prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive technology</td>
<td>Supervision</td>
<td>Other: ____________________</td>
</tr>
</tbody>
</table>

4.1. Identify advantages and disadvantages of an occupation in a specified cluster (e.g., stuffing envelopes—repetitive, essential; yard care—outdoors, varied in tasks; recycling—helpful to environment, time-consuming to sort items, requiring transportation to collect; construction—outdoors, labor intensive, dangerous). (CL.C.1.In.1, CL.C.1.Su.1)

4.2. Identify entry-level skills needed to fulfill performance requirements for specific jobs within a career cluster (e.g., secretary—reading, writing, keyboarding; seamstress—ability to sew, take measurements, and use fractions; truck driver—reading maps, writing in travel logs, pass licensing exams; dishwasher—manual dexterity, ability to stand for long periods of time). (CL.C.1.In.1, CL.C.1.Su.1)

4.3. Identify trends in the local job market for different career clusters and occupations (e.g., use of computer skills; environmental issues, use of technology, hiring of the elderly, minorities, and individuals with disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)

4.4. Evaluate present and future local job market of a specific occupation. (CL.C.1.In.1, CL.C.1.Su.1)

4.5. Identify career advancement opportunities within specific occupations. (CL.C.1.In.1, CL.C.1.Su.1)
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5. Display appropriate communication, interpersonal, and leadership skills.

SE.A.1.In.1 cooperate in a variety of group situations.
SE.A.1.In.2 assist in establishing and meeting group goals.
SE.A.1.In.3 function effectively within formal organizations.
SE.A.1.Su.1 cooperate in group situations—with guidance and support.
SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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</tr>
</tbody>
</table>

Communication Skills

5.1. Use appropriate nonverbal language and gestures when communicating in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ☐ facial expressions ☐ sounds
☐ gestures ☐ body language
☐ hand signals ☐ other: _____________

5.2. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

5.3. State steps to complete a task. (Language C 31: VI)

5.4. Use appropriate social language skills in various work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ☐ initiating topics ☐ maintaining topics
☐ taking turns ☐ ending a conversation
☐ repairing communication breakdowns
☐ showing sensitivity to cultural differences
☐ other: _____________

5.5. Use language to initiate social greeting. (Language C 23: III)
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5.6. Use appropriate language to express need for assistance in various situations (e.g., ask for help, raise hand, call person’s name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

5.7. Ask questions to obtain information and expand knowledge. (Language C 27: IV)

5.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: ___ □ listening for content
   ___ □ paying attention to cues
   ___ □ linking to prior knowledge and experiences
   ___ □ considering emotional meaning
   ___ □ other: _______________________________________________________

5.9. Use strategies to improve listening in work situations (e.g., empathize with and “read” people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

5.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar person—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)

5.11. Use language to participate appropriately in conversation. (Language C 29: V)

5.12. Use language to initiate conversation. (Language C 30: VI)

5.13. Use language to relate recent personal experiences. (Language C 26: IV)

Using Feedback

5.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

5.15. Express personal beliefs and opinions. (Language C 28: V)

5.16. Use feedback to make changes in work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

5.17. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

5.18. Give effective feedback to others in work situations (e.g., state positively, show ways to improve, focus on the task). (CO.A.1.In.1, CO.A.1.Su.1)
Responding to Others

5.19. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using "I" statements, making apologies, acknowledging discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)

5.20. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., getting quiet, picking up tools). (SE.A.2.In.1, SE.A.2.Su.1)

5.21. Respond to others' generosity by stating appreciation in work situations (e.g., thanking the person, telling the person how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)

5.22. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., asking for more information related to the topic being discussed, answering a question correctly and concisely, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

5.23. Select and modify systems of communication to accommodate a variety of settings so that a reciprocal relationship can be established in work situations (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)

Interpersonal Skills

5.24. Demonstrate behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)

5.25. Demonstrate appropriate actions to use when joining a group at work (e.g., ask permission, wait for a convenient time, do not interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

5.26. Use appropriate interpersonal communication skills when working in a group (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.2.In.1, SE.A.2.Su.1)

5.27. Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)

5.28. Demonstrate behaviors that meets social expectations when working in a group (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
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5.29. Demonstrate behaviors that meets the responsibilities of the role taken by the individual in the group at work (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

5.30. Volunteer and assist in the completion of work tasks requiring group effort (e.g., volunteering to set up workstation, helping to clean up after work is completed). (SE.A.1.In.1, SE.A.1.Su.1)

5.31. Demonstrate responsibilities individuals have to co-workers (e.g., keeping a trusting relationship, being dependable, not talking behind another's back, helping through difficulties, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)

5.32. Cooperate with peers. (Social and Personal G 51: III)

5.33. Establish reasonable group goals related to completion of a task (e.g., set deadline for completion of a rough draft, assign roles to different members of a group, set deadline for completion of each member's contribution, schedule meetings every week). (SE.A.1.In.1, SE.A.1.Su.1)

5.34. Allocate and schedule the time and space needed to accomplish group goals (e.g., schedule group meetings so every member or the majority can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.1, SE.A.1.Su.1)

5.35. Exhibit appropriate behaviors to establish reasonable group goals (e.g., attend group meetings, speak up in group conversation, provide opinions and viewpoints on discussion topics, explain the role you would like to hold in the group, explain the time you can allocate to the group each week, explain when you think you can finish your part of the work). (SE.A.1.In.1, SE.A.1.Su.1)

5.36. Share plans with others in a group on the job (e.g., explain a plan orally to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.1, SE.A.1.Su.1)

Interpersonal Communication

5.37. Demonstrate characteristics of communication which promote good relationships with others on the job (e.g., uses appropriate grammar, enunciates words, uses polite language, makes polite comments). (SE.A.2.In.1, SE.A.2.Su.1)

5.38. Demonstrate behaviors that represent active listening on the job (e.g., checking for understanding, using 'I' messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)

5.39. Demonstrate behaviors and communications that are complimentary to others on the job (e.g., honoring others with rewards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)
5.40. Recognize and display sensitivity to others' feelings on the job (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

5.41. Identify personal feelings. (Social and Personal G 54: IV)

5.42. Use actions of others as social cues for appropriate behavior on the job (e.g., waiting to start eating until all have been served, letting others go first when waiting). (SE.A.2.In.1, SE.A.2.Su.1)

5.43. Demonstrate respect for other's rights and property on the job (e.g., do not touch other's personal belongings, do not trespass on other's land, do not damage other's property, respect other's privacy). (SE.A.2.In.1, SE.A.2.Su.1)

5.44. Show respect for property of others. (Social and Personal G 52: III)

5.45. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)

5.46. Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)

Physical Contact

5.47. Demonstrate behaviors that represent appropriate physical contact toward others on the job (e.g., casual greeting—shaking hands; display of friendship—patting on back, shaking hands, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)

5.48. Use effective responses to inappropriate physical contact from others that will protect the person on the job (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

5.49. Ask for assistance if one experiences inappropriate physical contact from others (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)

Leadership Skills

5.50. Demonstrate leadership skills that maintain group effort on the job (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)

5.51. Demonstrate leadership skills that keep the group on task on the job (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)
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5.52. Apply leadership skills in a group activity on the job (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating action of group members). (SE.A.1.In.2)

5.53. Identify expectations of behavior and production within the workplace. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: □ school
□ businesses and service organizations in the community
□ workplace
□ other: ________________________________

5.54. Identify the existing rules and codes of conduct that must be followed for individuals to participate within the workplace. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: □ policy manuals
□ rules and regulations
□ security systems
□ other: ________________________________

5.55. Identify behaviors that may conflict with expectations within the workplace (e.g., rearranging work schedule, transferring to a new site, moving to a new location, holding personal ethical/moral opinions that may conflict with job). (SE.A.1.In.3, SE.A.1.Su.2)

5.56. Identify aspects of the workplace that demand different expectations (e.g., power structure, line of command, individual problem solving, independent work, group collaboration, working at a distance, flexible work schedule, concern for others in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

5.57. Demonstrate behaviors that comply with the existing rules and codes of conduct of the workplace (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

5.58. Respond appropriately to rules and expectations of the workplace. (SE.A.1.In.3, SE.A.1.Su.2)
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6. Use appropriate technology, tools, equipment, and supplies safely and correctly.

- CL.C.2.In.2: use appropriate technology and equipment to complete tasks in the workplace.
- CL.C.2.Su.2: use appropriate technology and equipment to complete tasks in the workplace—
  with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ________________

6.1. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)

Specify:  
- supplies—seeds, detergent, oil, paper
- equipment—computer, lawn mower, power saw
- tools—shovel, hammer, ruler
- other: ________________

6.2. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)

6.3. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)

Specify:  
- use a checklist with pictures or descriptions of supplies, tools, and equipment
- set up workstation with all needed supplies and equipment before starting
- other: ________________

6.4. Organize materials and supplies to complete work assignments (e.g., tool box, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

6.5. Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water; use tools, equipment, and supplies for designated purposes only; wear proper protection when required; don’t overload an electrical outlet; safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)

6.6. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

6.7. Safely handle potentially harmful objects and materials. (Social and Personal C 34: IV)

6.8. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

6.9. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)

6.10. Use measuring devices appropriately to complete functional tasks on the job (e.g., rulers; beakers; flasks; scales; tapes; instruments such as micrometers, calipers, and depth gauges). (CL.C.2.In.2, CL.C.2.Su.2)
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6.11. Use various features of a telephone appropriately to complete functional work-related tasks (e.g., conference calls, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for persons with hearing impairments [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)

6.12. Identify and use emergency number (0-911) on telephone in appropriate manner. (Social and Personal H 61: IV)

6.13. Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)

6.14. Use a fax machine to complete functional or work-related tasks (e.g., send information to another location instantaneously—letters, official documents, price quotes, directions, menus). (CL.C.2.In.2, CL.C.2.Su.2)

6.15. Use the various capabilities of computer technology to complete functional or work-related tasks (e.g., e-mail, data collection or management, messages, notes, letters, instructions, or other information; send a co-worker or supervisor an attached file, send a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)

7. Meet health and safety requirements related to the workplace.

CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ______________________________

7.1. Perform job tasks without any injury to self or others (e.g., wear protective clothing, use safety data sheets, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)

7.2. Recognize standard industry symbols that indicate caution, warning, or danger and any others appropriate to the job or task (e.g., identify electrical shock symbol, explain the meaning of the poison symbol). (CL.C.2.In.4, CL.C.2.Su.4)

7.3. Follow safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves, hardhat; use an oven mitt; use electrical appliances away from water). (CL.C.2.In.4, CL.C.2.Su.4)

7.4. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

7.5. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)
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7.6. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (IF.B.2.In.3, IF.B.Su.3)

7.7. Use language to indicate danger or give warnings to others. (Language C 22: III)

7.8. Perform common health and safety activities involving first aid. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify: ☐ stopping bleeding and applying bandages
   ☐ taking care of burns, poisons, and wounds
   ☐ getting help when needed
   ☐ other: __________________________

7.9. Use knowledge related to health and safety activities in the workplace (e.g., cleaning cuts and wounds properly, applying a bandage properly, performing CPR, putting out a fire, moving objects from walkway, reporting dangerous situation). (IF.A.1.In.2, IF.A.1.Su.2)

7.10. Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)

7.11. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

7.12. Identify and follow safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves, hard-hat; use an oven mitt; use electrical appliances away from water). (CL.C.2.In.4, CL.C.2.Su.4)

7.13. Demonstrate the meaning of laws and regulations which help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—requires worker to be over 18 to operate dangerous machinery such as meat cutters, requires a work permit if 15 or under, requires that employer allow a 15-minute break for every four hours worked; Drug Free Workplaces—do not allow alcohol or drug use while on duty, may require tests prior to employment, provide treatment for employees with drug or alcohol problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)

7.14. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)

7.15. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)
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8. Demonstrate, in the school setting, the performance standards reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt  - verbal prompt  - visual prompt
- assistive technology  - supervision  - other: ________________________

Note: The standards for this requirement are to be selected from the Vocational Program Course Standards for any Practical Arts course.

The following courses may be used for this requirement:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td>8100320</td>
<td>Fundamentals of Agriscience</td>
<td>9-12</td>
</tr>
<tr>
<td>8207010</td>
<td>Emerging Technology in Business</td>
<td>9-12</td>
</tr>
<tr>
<td>8300320</td>
<td>Practical Arts General</td>
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<tr>
<td>8300330</td>
<td>Workplace Computer Applications</td>
<td>9-12</td>
</tr>
<tr>
<td>8300310</td>
<td>Workplace Essentials</td>
<td>9-12</td>
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<tr>
<td>8500375</td>
<td>Blueprint for Professional Success</td>
<td>9-12</td>
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<tr>
<td>8500310</td>
<td>Child Development</td>
<td>9-12</td>
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<td>8500345</td>
<td>Family Dynamics</td>
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<tr>
<td>8500365</td>
<td>Family, Home, and Consumer Technology</td>
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<td>8500395</td>
<td>Food Science Technology</td>
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<td>Life Management Skills</td>
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<td>8500355</td>
<td>Nutrition and Wellness</td>
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<td>Parenting Skills</td>
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<td>8500380</td>
<td>Principles of Clothing Construction</td>
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<td>8500390</td>
<td>Principles of Food Preparation</td>
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<tr>
<td>8400320</td>
<td>Medical Skills and Services</td>
<td>9-12</td>
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<tr>
<td>8700300</td>
<td>Practical, Technical, and Industrial Occupations</td>
<td>9-12</td>
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<td>8800310</td>
<td>Practical Entrepreneurship Skills</td>
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Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980030
Course Title: Job Preparatory Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

A. **Major Concepts/Content.** The purpose of this job preparatory course is to provide instruction for students with disabilities in the competencies necessary for effective entry into an occupation.

The content should include, but not be limited to, the following:

- work evaluation
- on-the-job training activities
- components from vocational job preparatory courses

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan. The course requirements must include the vocational performance standards selected for the identified job(s).

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with
ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  
  Physical prompt—a touch, pointing, or other type of gesture as a reminder
  Verbal prompt—a sound, word, phrase, or sentence as a reminder
  Visual prompt—color coding, icons, symbols, or pictures as a reminder
  Assistive technology—an alarm, an electronic tool
  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require
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that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Experiences should be provided to assist the students in evaluating their interests, abilities, and needs as they relate to the world of work. The use of community resource people is encouraged.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Effectively use a planning process to establish and revise realistic personal and career goals.

   CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
   CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
   CL.C.1.In.3 make general preparations for entering the work force.
   CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
   CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.
   CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.
   IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
   IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
   IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
   IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

_____ physical prompt _____ verbal prompt _____ visual prompt
_____ assistive technology _____ supervision _____ other: ________________________

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Personal Planning

1.1. Identify the need for responsible planning in making personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)

1.2. Set preferred school and extracurricular goals (e.g., passing specific courses, obtaining a diploma, joining a civic group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)

1.3. Set preferred personal goals related to community and leisure activities (e.g., join a recreational sports team, read self-help books or novels, attend religious services, volunteer at a community organization, attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)

1.4. Make a plan to implement personal goals (e.g., identify steps, record the steps, have someone review steps). (IF.B.1.In.1, IF.B.1.Su.1)

1.5. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need hour or so depending on extent of repairs, a wrench, a screw driver, oil; scoring a certain score on a test—allow several weeks for study time, obtain a study guide, obtain copies of past tests). (IF.B.1.In.1, IF.B.1.Su.1)

1.6. Commit to carry out plan to accomplish personal goals. (IF.B.1.In.2, IF.B.1.Su.2)

1.7. Evaluate progress and adjust plan if circumstances require. (IF.B.1.In.2, IF.B.1.Su.2)

Career Planning

1.8. Use a goal-directed strategy to prepare a plan to meet career goals. (IF.B.1.In.2, IF.B.1.Su.2)

Specify: ___________ q reconcile personal assessment with environmental assessment of the workplace
___________ q identify long-range alternatives
___________ q specify short-range goals
___________ q set priorities and prepare an action plan
___________ q develop a contingency plan
___________ q other: _______________________________________

1.9. Identify various methods of achieving career goals when employed (e.g., choosing jobs with high probability of promotion, working hard, living up to expectations). (IF.B.1.In.1, IF.B.1.Su.1)

1.10. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, prepare a resume and application, obtain Social Security card, learn how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)

1.11. Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that correlate). (IF.B.1.In.1, IF.B.1.Su.1)
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1.12. Identify preferred goals relating to own plan for high school and post-secondary training (e.g., earning a diploma, graduating by age 18, attending technical school, earning an advanced degree). (IF.B.1.In.1, IF.B.1.Su.1)

1.13. Demonstrate understanding of diploma options, including benefits and limitations of each (e.g., standard diploma—accepted by colleges and armed services; special diploma—accepted by employers, but not by universities). (CL.C.1.In.1, CL.C.1.Su.1)

1.14. Use knowledge and understanding of diploma options to plan high school course of study. (CL.C.1.In.1, CL.C.1.Su.1)

1.15. Commit to carry out plan related to own career goals. (IF.B.1.In.2, IF.B.1.Su.2)

1.16. Evaluate progress related to career plan and make changes as circumstances require. (IF.B.1.In.2, IF.B.1.Su.2)

Exploring Careers

1.17. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)

1.18. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative or clerical). (CL.C.1.In.1, CL.C.1.Su.1)

1.19. Identify specific jobs associated with each career cluster (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; marketing—cashier, salesperson; administrative or clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

1.20. Identify licenses and certification requirements for specific jobs within career clusters and occupations (e.g., aerobic instructor—American Council on Exercise [ACE] Certification; hairstylist—cosmetology license; lifeguard—certification in first aid, Cardiopulmonary Resuscitation [CPR], water safety instruction; medical records technician—Accredited Records Technician [ART] certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)

1.21. Identify educational and training requirements for specific jobs within a career cluster (e.g., hairstylist—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency, technical school training; millwright—apprenticeship; cashier—high school education, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)

1.22. Identify different types of work hours and schedules associated with employment. (CL.C.1.In.1, CL.C.1.Su.1)

Specify: ☐ day shift ☐ night shift ☐ part-time
☐ full-time ☐ overtime ☐ other: ________________

1.23. Identify differences between being paid by the hour and by salary (e.g., hourly wage—overtime, predictable set schedule, opportunity for pay raise; salary—benefits, sick and vacation pay, union eligibility, pay increase opportunities, contract). (CL.C.1.In.1, CL.C.1.Su.1)
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1.24. Identify financial benefits associated with employment (e.g., health and life insurance, vacation/sick leave, pension, investment plan, overtime, maternity leave, contract, unemployment benefits, wages, worker’s compensation). (CL.C.1.In.1, CL.C.1.Su.1)

Employee Rights

1.25. Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, accessibility, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)

1.26. Identify the purposes and benefits of worker’s compensation (e.g., provide employee compensation if injured on the job, pay medical bills, provide compensation for work time missed due to injury). (CL.C.1.In.2, CL.C.1.Su.2)

1.27. Identify the purposes of unemployment insurance (e.g., means of income if job ends, temporary income). (CL.C.1.In.2, CL.C.1.Su.2)

1.28. Identify the purposes of disability insurance (e.g., provide compensation if disabled on the job, provide income if unable to work). (CL.C.1.In.2, CL.C.1.Su.2)

Self-advocacy

1.29. Demonstrate self-advocating behaviors in school and community work situations (e.g., decisiveness, speaking up for oneself, voicing opinion). (CL.C.1.In.2, CL.C.1.Su.2)

1.30. Discriminate between examples and non-examples of self-advocating behavior in various school and community work situations (e.g., examples—presenting self to the boss to apply for a raise, promoting self when interviewing for a job, identifying personal strengths, stating own needs; non-examples—not being able to list personal strengths when asked by a supervisor, talking negatively about oneself, not standing up for self). (CL.C.1.In.2, CL.C.1.Su.2)

1.31. Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)

1.32. Identify personal strengths and weaknesses. (Social and Personal G 59: VI)

1.33. Apply self-advocacy and self-determination skills in Transition IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.2.In.2, IF.B.2.Su.2)

1.34. Demonstrate and monitor own use of self-advocacy in various school and community work situations. (CL.C.1.In.2, CL.C.1.Su.2)

Specify:  
- [ ] school—in class, between classes, extracurricular activities
- [ ] community—events, organizations, services
- [ ] community—leisure activities, stores, restaurants, traveling
- [ ] workplace—on the job, breaks
- [ ] other: ____________________________
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Employee Responsibilities

1.35. Identify the characteristics and purposes of workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee protection, behavioral guidelines, health and safety requirements). (CL.C.1.In.2, CL.C.1.Su.2)

1.36. Identify ways of getting information and clarification about workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee handbooks, supervisor, co-workers, bulletin boards, company web sites). (CL.C.1.In.2, CL.C.1.Su.2)

1.37. Identify the purposes and benefits of employment contracts (e.g., provide legal protection, are agreements of terms and conditions). (CL.C.1.In.2, CL.C.1.Su.2)

1.38. Identify characteristics of employment contracts (e.g., specify starting and ending dates, list responsibilities, show salary amount). (CL.C.1.In.2, CL.C.1.Su.2)

1.39. Identify strategies that employees may use to achieve job retention. (CL.C.1.In.2, CL.C.1.Su.2)

Specify:

- obtain a description of expectations and procedures
- perform job requirements at or above expectations
- periodically request evaluation of job performance
- use results of evaluation to improve performance
- maintain reliable attendance record
- other: ____________________________

1.40. Identify proper procedures for terminating a job (e.g., provide written and verbal notice; inform all superiors—boss, manager, or supervisor; allow two weeks’ notice; participate in an exit interview). (CL.C.1.In.2, CL.C.1.Su.2)

1.41. Use actions that show acceptance of responsibility for own actions, attitudes, and decisions on the job (e.g., admitting when wrong, accepting criticism, voicing opinions properly, keeping appointments, meeting deadlines, fulfilling contract obligations). (CL.C.1.In.2, CL.C.1.Su.2)

Preparations for the Workforce

1.42. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find a job opening, prepare a resume, fill out applications, contact employers, set up interviews, prepare for interviews). (CL.C.1.In.3, CL.C.1.Su.3)

1.43. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)

1.44. Identify resources for finding employment. (Social and Personal C 30: VI)
1.45. Identify the items that are generally included in a resume and a portfolio (e.g., resume—name, address, phone number, work experience, education, job training, awards; portfolio—sample of drawings, photographs, or artwork; positive work evaluations; video of task performance). (CL.C.1.In.3, CL.C.1.Su.3)

1.46. Identify ways to make a resume or portfolio effective (e.g., use correct format, use appropriate language, use clear organization, edit, print on professional style paper). (CL.C.1.In.3, CL.C.1.Su.3)

1.47. Identify ways that people or agencies can assist a person in writing a resume and preparing a portfolio (e.g., parents can assist in writing, teachers can teach resume writing, friends can provide references, employment agencies can identify required elements of a resume). (CL.C.1.In.3, CL.C.1.Su.3)

1.48. Identify the importance of a job interview (e.g., make positive first impression, identify job requirements, build rapport, learn about an organization). (CL.C.1.In.3, CL.C.1.Su.3)

1.49. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)

Specify: □ work history □ training
□ related experiences □ career goals
□ personal strengths and interests □ other: ____________

1.50. Identify appropriate grooming and attire for job interview (e.g., no short skirts or shorts, neat and ironed clothes, combed hair). (CL.C.1.In.3, CL.C.1.Su.3)

1.51. Identify the steps in preparing for a job interview (e.g., identify sources for learning about the company, identify commonly asked interview questions, prepare answers, find out whom to speak with, practice by role playing). (CL.C.1.In.3, CL.C.1.Su.3)

1.52. Identify purposes of job application forms (e.g., provides personal information of applicant, serves as a basis for matching individual to job opening). (CL.C.1.In.3, CL.C.1.Su.3)

1.53. Identify specific information requested on job application forms (e.g., personal history, job interests and skills, references and education, employment records). (CL.C.1.In.3, CL.C.1.Su.3)

1.54. Using appropriate sources for information, complete job-related applications forms. (Social and Personal C 31: VI)

1.55. Identify information that the applicant may choose to keep confidential when completing an application or interviewing for a job (e.g., marital status, disability, information about family.)

1.56. Identify common tests necessary for employment (e.g., drug test, eye examination, physical examination, Armed Services Vocational Aptitude Battery [ASVAB], driving test). (CL.C.1.In.3, CL.C.1.Su.3)

1.57. Identify the purposes of testing potential employees (e.g., screen applicants, verify skills and capabilities of workers). (CL.C.1.In.3, CL.C.1.Su.3)
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1.58. Identify and demonstrate ways to prepare for common employment examinations (e.g., study materials, obtain study guides, contact others who have taken the exam, choose a testing date). (CL.C.1.In.3, CL.C.1.Su.3)

1.59. Identify special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., separate setting, extra time). (CL.C.1.In.3, CL.C.1.Su.3)

1.60. Identify sources of assistance in obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., private agencies, public agencies, equal opportunity offices, counselors). (CL.C.1.In.3, CL.C.1.Su.3)

1.61. Identify purposes of obtaining references when looking for a job (e.g., employer can talk to former employer; employer can gain insight into applicant's responsibility, work ethic, and personality traits). (CL.C.1.In.3, CL.C.1.Su.3)

1.62. Identify types of information provided by references (e.g., name, address, business title, and telephone number; relationship with individual; opinions about individual's work ethics and performance abilities; letters of recommendation). (CL.C.1.In.3, CL.C.1.Su.3)

1.63. Identify characteristics of individuals who make good references (e.g., know you well, know your work and capabilities, have a high opinion of you). (CL.C.1.In.3, CL.C.1.Su.3)

1.64. Identify kinds of information that the person requesting the reference should provide (e.g., a description of job that you are seeking, why you want the job). (CL.C.1.In.3, CL.C.1.Su.3)

1.65. Identify types of follow-up procedures to use when seeking a job (e.g., thank you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)

1.66. Identify common legal documents necessary for employment (e.g., identification card, driver's license, birth certificate, Social Security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)

1.67. Identify purposes of common legal documents necessary for employment (e.g., provides legal protection, provides information for filing income taxes, verifies personal information). (CL.C.1.In.3, CL.C.1.Su.3)

Transportation

1.68. Demonstrate basic personal safety skills when traveling to and from school and community work situations (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don't fight, determine closest exit; by cab—determine route in advance, inform driver of destination, have enough money; by foot—watch for cars, look both ways, don't talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)

1.69. Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)
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1.70. Use available modes of transportation to reach job in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)

1.71. Use maps to travel on a bus and other mass transit vehicles and systems as appropriate to the community to reach job site (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination). (IF.A.2.In.2, IF.A.2.Su.2)

1.72. Demonstrate basic automotive maintenance skills (e.g., checking oil, tires, power steering, radiator, battery, and windshield washer fluid). (IF.A.2.In.2, IF.A.2.Su.2)

1.73. List items which should be checked routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, air pressure in tires, windshield washer fluid, battery). (IF.A.2.In.2, IF.A.2.Su.2)

1.74. Describe selection of appropriate type of fuel and the correct procedure for filling the fuel tank (e.g., determine gas type as specified under gas gauge, in owner’s manual, or by fuel tank; locate corresponding type at gas station pump; open fuel tank door; remove tank gas cap; remove gas nozzle from pump; push handle up on pump; place pump in fuel tank; fill; place gas nozzle back on pump; replace gas cap; close fuel tank door). (IF.A.2.In.2, IF.A.2.Su.2)

1.75. Explain the need for automobile insurance and the consequences for noncompliance (e.g., need—protects from lawsuits, covers cost of repairs to own vehicle, covers cost of repairs if damage another vehicle, complies with laws, cover costs of hospital bills if injured; consequences—lawsuits, fines, jail time, costs if in an accident and uninsured). (IF.A.2.In.2, IF.A.2.Su.2)

1.76. Describe the steps to take when involved in an accident (e.g., call police; stay with car; produce operator’s license, car registration, and insurance card; obtain copy of police report; call insurance company; obtain three estimates for repairs). (IF.A.2.In.2, IF.A.2.Su.2)

1.77. Describe alternatives to follow when regular transportation mode for school or community work situations is not available (e.g., take a bus, carpool with a friend). (IF.A.2.In.2, IF.A.2.Su.2)

2. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

| CL.C.2.In.1 | plan and implement personal work assignments. |
| CL.C.2.In.3 | display reliability and work ethic according to the standards of the workplace. |
| CL.C.2.In.4 | follow procedures to ensure health and safety in the workplace. |
| CL.C.2.In.5 | apply employability skills in the workplace. |
| CL.C.2.Su.1 | plan and implement personal work assignments—with guidance and support. |
| CL.C.2.Su.3 | display reliability and work ethic according to the standards of the workplace—with guidance and support. |
| CL.C.2.Su.4 | follow procedures to ensure health and safety in the workplace—with guidance and support. |
| CL.C.2.Su.5 | apply employability skills in the workplace—with guidance and support. |
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Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ____________________

Effective Work Habits

2.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

2.2. Use strategies to pace efforts so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
   Specify: □ work according to schedule □ set an alarm clock as a reminder
   □ track subtasks on calendar □ check off subtasks when completed
   □ other: ____________________

2.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
   Specify: □ try different techniques □ seek advice from others
   □ seek assistance from others □ read the instructions or references
   □ other: ____________________

2.4. Use strategies to monitor own work so that the assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
   Specify: □ use a checklist or rubric □ compare with model or example
   □ use spell check or similar tool □ look for errors
   □ ask co-worker to review □ ask supervisor to review
   □ other: ____________________

2.5. Follow a systematic procedure to complete job-specific tasks (e.g., janitorial—clean windows; clerical—type a letter) (CL.C.2.In.1, CL.C.2.Su.1)
   Specify: □ identify task
   □ name steps of task
   □ perform task following a model or demonstration
   □ perform task with decreasing feedback
   □ perform task independently
   □ monitor own task performance using workplace or industry standards
   □ evaluate own task performance using workplace or industry standards
   □ other: ____________________

2.6. Follow verbal directions to complete a two-step task. (Language B 13: IV)

2.7. Follow verbal directions with more than two steps. (Language B 14: V)

2.8. Complete routine tasks accurately and effectively in school or community work situations (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
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2.9. Complete work assignments as specified in technical manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

Problem Solving

2.10. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)

2.11. Select and use effective problem-solving strategies based on requirements of the school or community work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)

Specify: ☐ brainstorming—identifying all solutions that come to mind
☐ identifying steps—when a complicated task is involved
☐ estimating—when numbers are involved
☐ matching consequences to actions—for cause and effect
☐ troubleshooting—finding problems with a work process
☐ creative-thinking—when multiple solutions are acceptable
☐ modeling—basing actions on those of a good example
☐ other: __________________________________________

2.12. Apply brainstorming techniques when starting to solve a problem in school or community work situations (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

2.13. Identify the separate steps of a complicated process when solving a problem in school or community work situations involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; plan a project—decide on location, assign responsibilities, plan sequence of tasks, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)

2.14. Construct rough estimates of answers to problems involving numbers before solving them in school or community work situations (e.g., estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)

2.15. Match consequences to actions and decisions in school or community work situations when solving problems involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)

2.16. Use troubleshooting in school or community work situations for problems in which the cause is not easily seen (e.g., work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)

2.17. Apply creative-thinking strategies in school or community work situations to solve problems in which a variety of solutions are possible (e.g., design a brochure or pamphlet, rearrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)
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2.18. Apply modeling techniques to solve problems where a good example exists in school or community work situations (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)

2.19. Analyze consequences of each alternative course of action for solving a particular problem in school or community work situations (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

2.20. Demonstrate steps for problem-solving in school or community work situations (e.g., discuss the problem, individually list possible causes, record individual group members’ suggestions and clarifications, discuss and verify most probable causes, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.2, SE.A.1.Su.2)

2.21. Complete identified tasks to solve problems in school or community work situations (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)

2.22. Use appropriate techniques or tools to solve problems in school or community work situations (e.g., apply active listening skills, make a checklist of work to be accomplished). (CL.B.4.In.2, CL.B.4.Su.2)

2.23. Seek assistance when needed to solve problems in school or community work situations (e.g., consult supervisor, co-workers, and special assistance centers). (CL.B.4.In.2, CL.B.4.Su.2)

Evaluating Effectiveness of Solution

2.24. Determine effectiveness of problem-solving strategies used in school or community work situations (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

2.25. Determine impact of decisions and activities related to solving problems in school or community work situations (e.g., determine if solution solved the problem, increased the problem, or caused new problem). (CL.B.4.In.2, CL.B.4.Su.2)

Work Ethic

2.26. Demonstrate dependability when working (e.g., reports to work on time, checks tasks thoroughly before submitting, finishes work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)

2.27. Demonstrate flexibility when working (e.g., completes task even if requirements have changed, considers the opinions of others, adapts to changes in company policies). (CL.C.2.In.3, CL.C.2.Su.3)
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2.28. Demonstrate responsibility and self-control when working (e.g., accepts criticism in a positive way; negotiates issues using a calm tone of voice; gives credit to others for their work). (CL.C.2.In.3, CL.C.2.Su.3)

2.29. Demonstrate self-directed behaviors in school or community work situations (e.g., begins tasks when they are assigned, thinks positively, asks questions only when necessary). (CL.C.2.In.3, CL.C.2.Su.3)

2.30. Demonstrate attentive behaviors when working (e.g., stays on task, talks to others at appropriate times). (CL.C.2.In.3, CL.C.2.Su.3)

Attendance

2.31. Use strategies to maintain an acceptable attendance record in school or community work situations. (CL.C.2.In.3, CL.C.2.Su.3)

Specify: □ report to work regularly and be on time
□ stay until quitting time
□ return from breaks promptly
□ inform supervisor if unable to work—illness, lateness, scheduling conflict
□ other: ____________________________

2.32. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

2.33. Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)

Health and Safety Requirements

2.34. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)

2.35. Identify safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves, hardhat; use an oven mitt; do not use electrical appliances near water). (CL.C.2.In.4, CL.C.2.Su.4)

2.36. Follow safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves, hardhat; use an oven mitt; use electrical appliances away from water). (CL.C.2.In.4, CL.C.2.Su.4)

2.37. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

2.38. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

2.39. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)
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2.40. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)

2.41. Perform common health and safety activities involving first aid in school or community work situations. (CL.C.2.In.4, CL.C.2.Su.4)
Specify: □ stopping bleeding and applying bandages
□ taking care of burns, poisons, and wounds
□ getting help when needed
□ other: _______________________

2.42. Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)

2.43. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you about proper health and safety procedures, keep emergency numbers on wall by phone). (CL.C.2.In.4, CL.C.2.Su.4)

2.44. Demonstrate knowledge of the meaning of laws and regulations that help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—worker must be over 18 to operate dangerous machinery such as meat cutters, requires worker to get work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or drug use while on duty, may require tests prior to employment, provides treatment for employees with drug or alcohol problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)

2.45. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)

2.46. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)

Employability Skills

2.47. Identify the responsibility of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)

2.48. Identify characteristics of a good employee. (Social and Personal C 23: IV)

2.49. Stay on-task for the duration of a work activity (e.g., complete one task before starting another, ask for assistance if necessary, work until the task is completed, use resources if necessary, determine alternative methods, work continuously and efficiently, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)
2.50. *Stay on task until its completion.* (Social and Personal C 20: III)

2.51. *Stay on task to completion within a given time frame.* (Social and Personal C 22: IV)

2.52. Demonstrate self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring daily and monthly tasks necessary to fulfill short- and long-term goals, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)

2.53. Use strategies to assist with the maintenance of on-task behavior when on the job. (CL.C.2.In.5, CL.C.2.Su.5)

Specify: □ complete one task before starting another
□ pace work so tasks are completed on time
□ do not take prolonged or unnecessary breaks
□ reward yourself periodically for completing subtasks
□ other: ____________________________

2.54. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)

Specify: □ use a timer or alarm clock to monitor time or deadlines
□ keep a model of final product for reference
□ use breaks appropriately
□ other: ____________________________

2.55. Recognize and show respect for supervisors in a work situation (e.g., follow given directions; obey rules; accept criticism; address concerns in a calm, unbiased fashion; follow the chain of command). (CL.C.2.In.5, CL.C.2.Su.5)

2.56. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)

2.57. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)

2.58. Demonstrate behaviors that complies with the existing rules and codes of conduct of the workplace (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (CL.C.2.In.5, CL.C.2.Su.5)

2.59. *Identify mistakes on task assignments with and without assistance.* (Social and Personal C 28: V)

2.60. Correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)

2.61. *Seek help and accept assistance.* (Social and Personal C 21: III)
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2.62. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use self-evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)

2.63. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)
   Specify: □ work schedule □ work duties
   □ work site □ supervisor
   □ other: ____________________________

2.64. Demonstrate a positive attitude toward tasks at work (e.g., accept difficult tasks without complaints, talk positively about supervisor or co-workers, talk positively about the job when not at work). (CL.C.2.In.3, CL.C.2.Su.3)

2.65. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

2.66. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

2.67. Apply basic academic skills needed in school or community work settings (e.g., math—measuring; reading—following written directions; writing—taking messages).

Grooming and Hygiene

2.68. Identify characteristics of appropriate grooming and attire for specified jobs (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)

2.69. Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)

2.70. Arrive at work clean and dressed properly (e.g., take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)

2.71. Use strategies to achieve acceptable grooming and hygiene when completing work-related activities effectively and efficiently and on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access). (CL.C.2.In.3, CL.C.2.Su.3)

2.72. Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)
3. Display appropriate communication, interpersonal, and leadership skills.

SE.A.1.In.1 cooperate in a variety of group situations.
SE.A.1.In.2 assist in establishing and meeting group goals.
SE.A.1.In.3 function effectively within formal organizations.
SE.A.1.Su.1 cooperate in group situations—with guidance and support.
SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th></th>
<th>physical prompt</th>
<th>verbal prompt</th>
<th>visual prompt</th>
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<tr>
<td>assistive technology</td>
<td></td>
<td>supervision</td>
<td>other:</td>
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Communication Skills

3.1. Use appropriate nonverbal language and gestures when communicating in school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___________ facial expressions ________ sounds
__________ gestures ________ body language
__________ hand signals ________ other: ________________

3.2. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)

3.3. State steps to complete a task. (Language C 31: VI)

3.4. Use appropriate social language skills in various school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___________ initiating topics
__________ maintaining topics
__________ taking turns
__________ ending a conversation
__________ repairing communication breakdowns
__________ showing sensitivity to cultural differences
__________ other: ____________________

3.5. Use language to initiate social greeting. (Language C 23: III)
3.6. Use appropriate language to express need for assistance in various school or community work situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

3.7. Ask questions to obtain information and expand knowledge. (Language C 27: IV)

3.8. Use critical listening skills to gain understanding in school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ listening for content
   □ paying attention to cues
   □ linking to prior knowledge and experiences
   □ considering emotional meaning
   □ other: ____________________________

3.9. Use strategies to improve listening in school or community work situations (e.g., empathize with and "read" people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

3.10. Use appropriate topics and responses when engaging in conversations in school or community work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar person—about the weather, job or school, sports, current events). (CO.A.1.In.1, CO.A.1.Su.1)

3.11. Use language to participate appropriately in conversation. (Language C 29: V)

3.12. Use language to initiate conversation. (Language C 30: VI)

3.13. Use language to relate recent personal experiences. (Language C 26: IV)

3.14. Respond effectively to feedback given in school or community work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

3.15. Express personal beliefs or opinions. (Language C 28: V)

3.16. Use feedback to make changes in school or community work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

3.17. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

3.18. Give effective feedback to others in school or community work situations (e.g., "You need to measure the board more precisely." "You did well on your task." "Keep up the good work."). (CO.A.1.In.1, CO.A.1.Su.1)
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3.19. Respond appropriately to actions and expressions of emotions of others in school or community work situations (e.g., using “I” statements, making apologies, acknowledging discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)

3.20. Respond appropriately to environmental and social cues to change behavior in school or community work situations (e.g., getting quiet, picking up tools). (SE.A.2.In.1, SE.A.2.Su.1)

3.21. Respond to others’ generosity by stating appreciation in school or community work situations (e.g., thanking the person, telling the person how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)

3.22. Respond appropriately to basic questions, directions, and informational statements in school or community work situations (e.g., asking for more information related to the topic being discussed, answering a question correctly and concisely, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

Interpersonal Skills

3.23. Demonstrate behaviors that contribute positively to group effort in school or community work situations (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control and restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)

3.24. Use appropriate interpersonal communication skills when working in a group in school or community work situations (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.2.In.1, SE.A.2.Su.1)

3.25. Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)

3.26. Demonstrate behaviors that meets social expectations when working in a group in school or community work situations (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

3.27. Demonstrate behaviors that meets the responsibilities of the role taken by the individual in the group in school or community work situations (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

3.28. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)
3.29. Volunteer and assist in the completion of work tasks requiring group effort (e.g., volunteering to set up workstation, helping to clean up after work is completed). (SE.A.1.In.1, SE.A.1.Su.1)

3.30. Demonstrate responsibilities individuals have to co-workers in school or community work situations (e.g., keeping a trusting relationship, being dependable, not talking behind each other's back, helping others through difficulties, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)

3.31. Cooperate with peers. (Social and Personal G 51: III)

3.32. Establish reasonable group goals related to completion of a work task (e.g., set deadline for completion of a rough draft, assign roles to different members of a group, set deadline for completion of each member's contribution, schedule meetings every week). (SE.A.1.In.1, SE.A.1.Su.1)

3.33. Allocate and schedule the time and space needed to accomplish group goals in school or community work situations (e.g., schedule group meetings so every member or the majority can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.1, SE.A.1.Su.1)

3.34. Exhibit appropriate behaviors to establish reasonable group goals in school or community work situations (e.g., attend group meetings, speak up in group conversations, provide opinions and viewpoints on discussion topics, explain the role you would like to hold in the group, explain the time you can allocate to the group per week, explain when you think you can finish your part of the work). (SE.A.1.In.1, SE.A.1.Su.1)

3.35. Share plans with others in a group on the job (e.g., hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.1, SE.A.1.Su.1)

3.36. Demonstrate characteristics of communication which promote positive relationships with others on the job (e.g., using appropriate grammar, enunciating words, using polite language, making polite comments). (SE.A.2.In.1, SE.A.2.Su.1)

3.37. Demonstrate behaviors that represent active listening on the job (e.g., checking for understanding, using 'I' messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)

3.38. Demonstrate behaviors and communications that are complimentary to others on the job (e.g., honoring others with awards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)

3.39. Recognize and display sensitivity to others' feelings on the job (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

3.40. Identify personal feelings. (Social and Personal G 54: IV)
3.41. Use actions of others as social cues on the job (e.g., waiting to start eating until all have been served, not sitting down until others have been seated). (SE.A.2.In.1, SE.A.2.Su.1)

3.42. Demonstrate respect for others’ rights and property on the job (e.g., do not touch others’ personal belongings, do not trespass on others’ land, do not damage others’ property, respect others’ privacy). (SE.A.2.In.1, SE.A.2.Su.1)

3.43. Show respect for property of others. (Social and Personal G 52: III)

3.44. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)

3.45. Offer assistance to co-workers in school or community work situations (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)

3.46. Demonstrate behaviors that represent appropriate physical contact toward others on the job (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)

3.47. Use effective responses to inappropriate physical contact from others that will protect the person on the job (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

3.48. Ask for assistance if a person experiences inappropriate physical contact from others in school or community work situations (e.g., calling for a co-worker’s help, asking for a supervisor’s assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)

Leadership Skills

3.49. Demonstrate leadership skills that maintain group effort on the job (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)

3.50. Demonstrate leadership skills that keep the group on task on the job (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)

3.51. Apply leadership skills in a group activity on the job (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating action of group members). (SE.A.1.In.2)

3.52. Identify expectations of behavior and production within the workplace organization. (SE.A.1.In.3, SE.A.1.Su.2)

Specify: ___ □ businesses and service organizations in the community
       ___ □ workplace
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3.53. Identify existing rules and codes of conduct that must be followed for individuals to participate within the workplace organization. (SE.A.1.In.3, SE.A.1.Su.2)

Specify: □ policy manuals
□ rules and regulations
□ security systems
□ other: ____________________________

3.54. Identify expectations of the workplace organization (e.g., chain of command, individual responsibilities, group collaboration, working at a distance, flexible work schedule). (SE.A.1.In.3, SE.A.1.Su.2)

3.55. Demonstrate behaviors that comply with the existing rules and codes of conduct of the workplace organization (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

3.56. Identify behaviors that may conflict with expectations within the workplace organization (e.g., rearranging own work schedule without approval, using work supplies for personal needs). (SE.A.1.In.3, SE.A.1.Su.2)

4. Use appropriate technology, tools, equipment, and supplies safely and correctly in the workplace.

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ____________________________

4.1. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: □ supplies—seeds, detergent, oil, paper
□ equipment—computer, lawn mower, power saw
□ tools—shovel, hammer, ruler
□ other: ____________________________

4.2. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)

4.3. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: □ use a checklist with pictures or descriptions of supplies, tools, and equipment
□ set up workstation with all needed supplies and equipment before starting
□ other: ____________________________
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4.4. Organize materials and supplies to complete work assignments (e.g., tool box, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

4.5. Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don't overload an electrical outlet, safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)

4.6. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

4.7. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

4.8. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)

4.9. Use measuring devices appropriately to complete functional tasks on the job (e.g., rulers; beakers; flasks; scales; tapes; instruments such as micrometers, calipers, and depth gauges). (CL.C.2.In.2, CL.C.2.Su.2)

4.10. Use various functions of a telephone appropriately to complete work-related tasks (e.g., conference calling, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for hearing and speech impaired [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)

4.11. Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)

4.12. Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)

4.13. Use a fax machine to complete work-related tasks (e.g., send or receive information—letters, official documents, price quotes, directions, menus). (CL.C.2.In.2, CL.C.2.Su.2)

4.14. Use the various capabilities of computer technology to complete work-related tasks (e.g., e-mail, data collection or management, notes, letters, instructions, or other information; sending a co-worker or supervisor an attached file; sending a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)

5. Demonstrate, in the school setting, the performance standards required for the job(s) reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.

Note: The standards for this requirement are to be selected from the Vocational Education Program Course Standards for any job preparatory program.
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6. Demonstrate, in a work environment, the performance standards required for the job(s) reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan. 

Note: The standards for this requirement are to be selected from the Vocational Education Program Course Standards for any job preparatory program.
Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980040
Course Title: Agriculture Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

A. Major Concepts/Content. The purpose of this course is to prepare students with disabilities for employment in one or more jobs in the agribusiness and natural resources industry. The particular job or jobs may be selected from the wide range of occupations in the field of agribusiness and natural resources.

The content should include, but not be limited to, the following:

- employability skills
- interpersonal and leadership skills
- use of technology, tools, equipment, and supplies
- maintenance of facilities, equipment, and records
- job-specific skills and competencies

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student’s desired post-school outcome statement on the Transition Individual Educational Plan. The course requirements must include the vocational performance standards selected for the identified job(s).
This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  
  Physical prompt—a touch, pointing, or other type of gesture as a reminder
  
  Verbal prompt—a sound, word, phrase, or sentence as a reminder
  
  Visual prompt—color coding, icons, symbols, or pictures as a reminder
  
  Assistive technology—an alarm, an electronic tool
  
  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  
  Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  
  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required for an individual student.
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Activities in an agricultural setting, turf horticultural land-laboratory, or other simulated work environments are an integral part of this program. Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Planned and supervised occupational activities must be provided through one or more of the following: 1) directed laboratory experience, 2) student projects, 3) placement for experience, and 4) cooperative experience.

When the cooperative method of instruction is used for this program, the following are required for each student: a training plan signed by the employer, teacher, and student, which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal.

Because of the production and marketing cycle of the agricultural industry, this program may require individual instruction and supervision of students for a period of time beyond the 180-day school year.

Future Farmers of America (FFA) (secondary) and the National Postsecondary Agricultural Student Organization (postsecondary) are the appropriate vocational student organizations for providing leadership training and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Display appropriate communication, interpersonal, and leadership skills.
   SE.A.1.In.1 cooperate in a variety of group situations.
   SE.A.1.In.2 assist in establishing and meeting group goals.
   SE.A.1.In.3 function effectively within formal organizations.
   SE.A.1.Su.1 cooperate in group situations—with guidance and support.
   SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
Course Number: 7980040 - Agriculture Education

SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ______________________

Communication Skills

1.1. Use appropriate nonverbal language and gestures when communicating in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: _____ ☐ facial expressions _____ ☐ sounds
   _____ ☐ gestures _____ ☐ body language
   _____ ☐ hand signals _____ ☐ other: ______________________

1.2. Use appropriate vocabulary, grammar, and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

1.3. State steps to complete a task. (Language C 31: VI)

1.4. Use appropriate social language skills in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: _____ ☐ initiating topics
   _____ ☐ maintaining topics
   _____ ☐ taking turns
   _____ ☐ ending a conversation
   _____ ☐ repairing communication breakdowns
   _____ ☐ showing sensitivity to cultural differences
   _____ ☐ other: ______________________

1.5. Use language to initiate social greeting. (Language C 23: III)

1.6. Use appropriate language to express need for assistance in work situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

1.7. Ask questions to obtain information and expand knowledge. (Language C 27: IV)
1.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ listening for content
             □ paying attention to cues—first, second...; in summary; most important
             □ linking to prior knowledge and experiences
             □ considering emotional meaning
             □ other: _______________________________________

1.9. Use strategies to improve listening in work situations (e.g., empathize with and "read" people, check for understanding, nod or comment in response to communication, be flexible in use of listening style, be sensitive to the environment, request feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

1.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs, current events). (CO.A.1.In.1, CO.A.1.Su.1)

1.11. Use language to participate appropriately in conversation. (Language C 29: V)

1.12. Use language to initiate conversation. (Language C 30: VI)

1.13. Use language to relate recent personal experiences. (Language C 26: IV)

1.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

1.15. Use feedback to make changes in work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

1.16. Give effective feedback to others in work situations (e.g., "You need to measure the feed more precisely." "You did well on your task." "Keep up the good work."). (CO.A.1.In.1, CO.A.1.Su.1)

1.17. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using "I" statements, making apologies, acknowledging a discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)

1.18. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., get quiet, pick up tools). (CO.A.1.In.1, CO.A.1.Su.1)

1.19. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you know about the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
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1.20. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

Interpersonal Skills

1.21. Demonstrate behaviors that contribute positively to group effort in work situations (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, using self-control and restraint when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)

1.22. Use appropriate interpersonal communication skills when working in a group in work situations (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)

1.23. Differentiate appropriate styles of communication in formal and informal conversations. (Language C 15: VI)

1.24. Demonstrate behaviors that meet social expectations when working in a group in work situations (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

1.25. Demonstrate behaviors that meet the responsibilities of the role taken by the individual in the group in work situations (e.g., leader, recorder, timekeeper, manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

1.26. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

1.27. Cooperate with peers. (Social and Personal G 51: III)

1.28. Share plans with others in a group in work situations (e.g., explain a plan orally to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.2, SE.A.1.Su.1)

1.29. Demonstrate behaviors and communications that are complimentary to others in work situations (e.g., honoring others with rewards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)

1.30. Recognize and display sensitivity to others' feelings in work situations (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.Su.1, SE.A.2.In.1)

1.31. Identify personal feelings. (Social and Personal G 54: IV)
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1.32. Demonstrate respect for others' rights and property in work situations (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)

1.33. Show respect for property of others. (Social and Personal G 52: III)

1.34. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)

1.35. Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)

1.36. Demonstrate behaviors that represent appropriate physical contact from others in work situations (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)

1.37. Use effective responses to inappropriate physical contact from others that will protect oneself in work situations (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

1.38. Ask for assistance if one experiences inappropriate physical contact from others in work situations (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)

1.39. Demonstrate behavior that meets the expectations of the target business organization within the agribusiness and natural resources industry (e.g., follows company policies, interacts with supervisors and co-workers appropriately, files reports as necessary). (SE.A.1.In.3, SE.A.1.Su.2)

1.40. Demonstrate behavior that complies with the existing rules and code of conduct of the target business organization within the agribusiness and natural resources industry (e.g., making comments that reflect a positive attitude; respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Leadership Skills

1.41. Establish reasonable group goals related to completion of a task in work situations (e.g., set deadline for completion of a product, assign roles to different members of a group). (SE.A.1.In.2)

1.42. Allocate and schedule the time and space needed to accomplish group goals in work situations (e.g., schedule group meetings so every member can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.2)
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1.43. Demonstrate steps for problem solving in work situations involving groups (e.g., discuss the problem, individually list possible causes, record individual group member's suggestions and clarifications, discuss and determine most probable cause, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)

1.44. Demonstrate leadership skills that maintain group effort in work situations (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)

1.45. Demonstrate leadership skills that keep the group on-task in work situations (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)

1.46. Apply leadership skills in a group activity in work situations (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating the action of group members). (SE.A.1.In.2)

1.47. Identify the opportunities for leadership development available through an appropriate student and/or professional organization (e.g., contact state director of Future Farmers of America [FFA]). (SE.A.1.In.2)

2. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

CL.C.2.In.1 plan and implement personal work assignments.
CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
CL.C.2.In.5 apply employability skills in the workplace.
CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th>Physical prompt</th>
<th>Verbal prompt</th>
<th>Visual prompt</th>
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<tbody>
<tr>
<td>Assistive technology</td>
<td>Supervision</td>
<td>Other:</td>
</tr>
</tbody>
</table>

Note: For performance objectives related to Benchmarks CL.C.2.In.4 and CL.C.2.Su.4, see Requirement 4 in this course.
Effective Work Habits

2.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

2.2. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: □ work according to schedule
□ set an alarm clock as a reminder
□ track subtasks on calendar
□ check off subtasks when completed
□ other: __________________________________________

2.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: □ try different techniques
□ seek advice from others
□ seek assistance from others
□ read the instructions or references
□ other: __________________________________________

2.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: □ use a checklist
□ compare with model or example
□ look for errors
□ ask peer or co-worker to review
□ ask supervisor to review
□ other: __________________________________________

2.5. Follow a systematic procedure to complete job-specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: □ identify task
□ name steps of task
□ perform task following a model or demonstration
□ perform task with decreasing feedback
□ perform task independently
□ monitor own task performance using workplace or industry standards
□ evaluate own task performance using workplace or industry standards
□ other: __________________________________________

2.6. Follow verbal directions to complete a two-step task. (Language B 13: IV)

2.7. Follow verbal directions with more than two steps. (Language B 14: V)

2.8. Complete routine tasks accurately and effectively in work situations (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

2.9. Complete assignments as specified in lab and shop manuals, instruction sheets, and electronic displays. (CL.C.2.In.1, CL.C.2.Su.1)
2.10. Demonstrate attentive behavior when working (e.g., stay on task, do not talk excessively, listen to directions). (CL.C.2.In.3, CL.C.2.Su.3)

2.11. Use strategies to assist with the maintenance of on-task behavior in work situations. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: □ work on only one task at a time
□ pace work so tasks are completed on time
□ do not take prolonged or unnecessary breaks
□ reward yourself periodically for completing subtasks
□ other: ________________________

2.12. Stay on task for the duration of a work activity (e.g., work on only one task at a time, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently). (CL.C.2.In.5, CL.C.2.Su.5)

2.13. Stay on task until its completion. (Social and Personal C 20: III)

2.14. Stay on task to completion within a given time frame. (Social and Personal C 22: IV)

2.15. Demonstrate self-management skills necessary for job performance (e.g., staying on-task, setting goals, monitoring necessary daily and monthly tasks, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)

2.16. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: □ use a timer or alarm clock to monitor time or deadlines
□ keep a model of final product for reference
□ use breaks appropriately
□ other: ________________________

Ethical Behavior

2.17. Demonstrate dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)

2.18. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in business). (CL.C.2.In.3, CL.C.2.Su.3)

2.19. Demonstrate responsibility and self-control when working (e.g., do not cry or get angry when criticized, do not argue with co-workers, do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)

2.20. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)
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2.21. Use strategies to maintain an acceptable attendance record at work. (CL.C.2.In.3, CL.C.2.Su.3)
   Specify: □ report to work regularly and be on time
   □ stay until quitting time
   □ return from breaks promptly
   □ inform supervisor if unable to work—illness, lateness, scheduling conflict
   □ other: __________________________

2.22. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

2.23. Identify appropriate attendance practices for school and work. (Social and Personal C 26: V)

2.24. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)

2.25. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

2.26. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

Employability Skills

2.27. Identify responsibilities of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance). (CL.C.2.In.5, CL.C.2.Su.5)

2.28. Identify characteristics of a good employee. (Social and Personal C 23: IV)

2.29. Demonstrate a positive attitude toward tasks at work (e.g., do not complain when given a difficult task, do not talk negatively about supervisors or co-workers, talk positively about the task when not at work). (CL.C.2.In.5, CL.C.2.Su.5)

2.30. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)

2.31. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)

2.32. Demonstrate appropriate and effective techniques to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)
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2.33. Identify mistakes on task assignments with and without assistance.  
(Social and Personal C 28: V)

2.34. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)

2.35. Seek help and accept assistance. (Social and Personal C 21: III)

2.36. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)

2.37. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)

Specify: ___ □ work schedule ___ □ work duties ___ □ work site ___ □ supervisor ___ □ other: ____________________________

Applying Problem-solving Strategies

2.38. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)

2.39. Select and use effective problem-solving strategies based on requirements of the work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)

Specify: ___ □ brainstorming—identifying all solutions that come to mind ___ □ identifying steps—when a complicated task is involved ___ □ estimating—when numbers are involved ___ □ matching consequences to actions—for cause and effect ___ □ troubleshooting—finding problems within a work process ___ □ creative-thinking—when multiple solutions are acceptable ___ □ modeling—basing actions on those of a good example ___ □ other: ____________________________

2.40. Apply brainstorming techniques when starting to solve a problem at work (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

2.41. Identify the separate steps of a complicated process when solving a problem at work involving many tasks (e.g., plan a simple project—decide on location, assign responsibilities, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)

2.42. Construct rough estimates of answers to problems at work involving numbers before solving them (e.g., estimate amount of time needed to complete a job assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
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2.43. Match consequences to decisions and actions when solving problems at work involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)

2.44. Use troubleshooting for problems at work in which the cause is not easily seen (e.g., identifying problem areas in the work process). (CL.B.4.In.1, CL.B.4.Su.1)

2.45. Apply creative-thinking strategies to solve problems at work in which a variety of solutions are possible (e.g., design an advertising brochure or pamphlet, re-arrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)

2.46. Apply modeling techniques to solve problems at work where a good example exists (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)

2.47. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

2.48. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)

2.49. Determine impact of decisions and activities related to solving the problem in the work situation (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

2.50. Determine effectiveness of problem-solving strategies used in work situations (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

Grooming and Hygiene

2.51. Identify characteristics of appropriate grooming and attire for work for specified jobs in the agribusiness and natural resources industry (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)

2.52. Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)

2.53. Arrive at work clean and dressed properly (e.g., brush teeth, take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)

2.54. Use strategies to achieve acceptable grooming and hygiene when dressing for work-related activities on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothes the night before). (CL.C.2.In.3, CL.C.2.Su.3)
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2.55. Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)

3. Use appropriate technology, tools, equipment, and supplies commonly found in the agribusiness and natural resources industry safely and correctly.

- CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
- CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ________________

Using Tools, Equipment, and Supplies

3.1. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments in the agribusiness and natural resources industry.

(C.L.C.2.In.2, C.L.C.2.Su.2)
Specify: ___ Q supplies—seeds, fertilizer, bedding plants
___ Q equipment—computer, lawn mower, tractor
___ Q tools—shovel, rake, rain gauge
___ Q other: ____________________

3.2. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)

3.3. Use strategies to assist in identifying needed supplies, equipment, and tools for specific work assignments in the agribusiness and natural resources industry.

(C.L.C.2.In.2, C.L.C.2.Su.2)
Specify: ___ Q use a checklist with pictures or descriptions of supplies, tools, and equipment
___ Q set up workstation with all needed supplies and equipment before starting
___ Q other: ____________________

3.4. Organize materials and supplies to complete work assignments in the agribusiness and natural resources industry (e.g., tool shed, vehicle shed, barn, cabinets and drawers, supply rooms, desk space, cart). (C.L.C.2.In.2, C.L.C.2.Su.2)

3.5. Use tools, equipment, and supplies safely and correctly for specific work assignments in the agribusiness and natural resources industry (e.g., do not use electrical equipment near water; use tools, equipment, and supplies for designated purposes only; wear proper protection when required; don’t overload an electrical outlet; safely use hand tools, power tools, and vehicles). (C.L.C.2.In.2, C.L.C.2.Su.2)

3.6. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

3.7. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)
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3.8. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)

3.9. Use measuring devices appropriately to complete functional tasks in the agribusiness and natural resources industry. (CL.C.2.In.2, CL.C.2.Su.2)

Using Telephone, Mail, and E-mail

3.10. Use various functions of a telephone appropriately to complete work-related tasks (e.g., conference calls, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for hearing and speech impaired [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)

3.11. Use a telephone to complete work-related tasks (e.g., make a conference call, determine information from an outside source, call a list of names to complete a task). (CL.C.2.In.2, CL.C.2.Su.2)

3.12. Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)

3.13. Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)

3.14. Use a fax machine to complete work-related tasks (e.g., send information to another location—letters, official documents, price quotes, directions). (CL.C.2.In.2, CL.C.2.Su.2)

3.15. Use appropriate services to organize, send, and receive information to complete work-related tasks (e.g., United States Postal Service, United Parcel Service, Federal Express). (CL.C.2.In.2, CL.C.2.Su.2)

3.16. Use various software programs to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: ______ ☐ word processing ______ ☐ graphics and presentation
______ ☐ spreadsheets and databases ______ ☐ other: ______________________

3.17. Access available databases via the Internet to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: ______ ☐ use software to access Internet
______ ☐ use search engines
______ ☐ other: ______________________

3.18. Use the various capabilities of e-mail to complete work-related tasks (e.g., send a co-worker or supervisor messages, notes, letters, instructions, or other information; send a co-worker or supervisor an attached file; send a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)
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4. Meet health and safety requirements related to the workplace.
   CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
   CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ___________________________

4.1. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)

4.2. Follow safety rules and procedures required for work performed (e.g., wear protective clothing, eyewear, smock, gloves; wear a hardhat; handle chemicals properly). (CL.C.2.In.4, CL.C.2.Su.4)

4.3. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

4.4. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

4.5. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)

4.6. Use language to indicate danger or give warnings to others. (Language C 22: III)

4.7. Perform common health and safety activities involving first aid in work situations. (CL.C.2.In.4, CL.C.2.Su.4)
   Specify: ______ □ stopping bleeding and applying bandages
   ______ □ taking care of burns, poisons, and wounds
   ______ □ getting help when needed
   ______ □ other: ___________________________

4.8. Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)

4.9. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (CL.C.2.In.4, CL.C.2.Su.4)

4.10. Identify safety rules and procedures required for a specific job in the agribusiness and natural resources industry (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects and machines). (CL.C.2.In.4, CL.C.2.Su.4)
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4.11. Demonstrate knowledge of the meaning of laws and regulations that help protect the safety of workers (e.g., Occupational Safety and Health Administration (OSHA)—requires worker to be over 18 to operate dangerous machinery, requires worker to get work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with alcohol and other drug problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)

4.12. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)

4.13. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)

4.14. Recognize standard industry symbols for caution, warning, or danger and others appropriate to job or task (e.g., electrical shock symbol, poison symbol). (CL.C.2.In.4, CL.C.2.Su.4)

4.15. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)

5. Maintain facilities, equipment, and records as required for the job.

CL.C.2.In.5 apply employability skills in the workplace.

CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt
___ verbal prompt
___ visual prompt
___ assistive technology
___ supervision
___ other: ____________________________

5.1. Identify characteristics and skills necessary for optimal job performance in maintaining facilities, equipment, and records in the agribusiness and natural resource industry (e.g., efficiency, accuracy, responsibility, dependability, ability to communicate, manual dexterity, reading ability). (CL.C.2.In.5, CL.C.2.Su.5)

5.2. Identify responsibilities of employees to meet workplace expectations in maintaining facilities, equipment, and records in the agribusiness and natural resource industry (e.g., repairing equipment, taking care of preventative maintenance procedures, filing records, caring for facilities). (CL.C.2.In.5, CL.C.2.Su.5)

5.3. Clean and maintain tools and equipment used in the agribusiness and natural resources industry (e.g., shovel—remove dirt, oil tip, sharpen blade; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)

5.4. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)
5.5. Store tools, supplies, and equipment used in the agribusiness and natural resources industry in appropriate areas (e.g., toolshed, vehicle shed, work benches, laboratory). (CL.C.2.In.2, CL.C.2.Su.2)

6. Demonstrate, in the school setting, mastery of the performance standards required for the job(s) within the agribusiness and natural resources industry reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan. Note: The student performance standards for this requirement are to be selected from the Vocational Education Program Course Standards for Agribusiness.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- assistive technology
- other:

7. Demonstrate, in a work environment, the skills required for the job(s) within the agribusiness and natural resources industry reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan. Note: The student performance standards for this requirement are to be selected from the Vocational Education Program Course Standards for Agribusiness.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- assistive technology
- other:
Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980050
Course Title: Business Technology Education
Previous Course Title: Business Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

A. Major Concepts/Content. The purpose of this course is to prepare students with disabilities for employment in one or more jobs in business technology occupations.

The content should include, but not be limited to, the following:
- employability skills
- interpersonal and leadership skills
- use of technology, tools, equipment, and supplies
- job-specific skills and competencies

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student’s desired post-school outcome statement on the Transition Individual Educational Plan. The course requirements must include the vocational performance standards selected for the identified job(s).

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable
of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.
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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school and community for the purposes of practice, generalization, and maintenance of skills. The activities should simulate the conditions and skills that will be experienced on the job. Equipment should be provided to permit experiential learning for each student. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Planned and supervised occupational activities must be provided through one or more of the following: 1) directed laboratory experience, 2) student projects, 3) placement for experience, and 4) cooperative experience.

When the cooperative method of instruction is used for this program, the following are required for each student: a training plan signed by the employer, teacher, and student, which includes instructional objectives and a list of on-the-job and in-school relevant to the occupation the student has chosen as a career goal. Learning experiences; and a work station which reflects equipment, skills, and tasks.

Future Business Leaders of America (FBLA) (secondary) is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this course.

C. **Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Display appropriate communication, interpersonal, and leadership skills.**
   - SE.A.1.In.1 cooperate in a variety of group situations.
   - SE.A.1.In.2 assist in establishing and meeting group goals.
   - SE.A.1.In.3 function effectively within formal organizations.
   - SE.A.1.Su.1 cooperate in group situations—with guidance and support.
   - SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
   - SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
   - SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
   - CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
   - CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.
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Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other:

Communication Skills

1.1. Use appropriate nonverbal language and gestures when communicating in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: _____ ☐ facial expressions   _____ ☐ sounds
   _____ ☐ gestures   _____ ☐ body language
   _____ ☐ hand signals   _____ ☐ other:

1.2. Use appropriate vocabulary, grammar, and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

1.3. State steps to complete a task. (Language C 31: VI)

1.4. Use appropriate social language skills in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: _____ ☐ initiating topics
   _____ ☐ maintaining topics
   _____ ☐ taking turns
   _____ ☐ ending a conversation
   _____ ☐ repairing communication breakdowns
   _____ ☐ showing sensitivity to cultural differences
   _____ ☐ other:

1.5. Use language to initiate social greeting. (Language C 23: III)

1.6. Use appropriate language to express need for assistance in work situations (e.g., ask for help, raise hand, call a person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

1.7. Ask questions to obtain information and expand knowledge. (Language C 27: IV)

1.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: _____ ☐ listening for content
   _____ ☐ paying attention to cues—first, second...; in summary; most important
   _____ ☐ linking to prior knowledge and experiences
   _____ ☐ considering emotional meaning
   _____ ☐ other:

1.9. Use strategies to improve listening in work situations (e.g., empathize with and "read" people, check for understanding, nod or comment in response to communication, be flexible in use of listening style, be sensitive to the environment, request feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

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1.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs, current events). (CO.A.1.In.1, CO.A.1.Su.1)

1.11. Use language to participate appropriately in conversation. (Language C 29: V)

1.12. Use language to initiate conversation. (Language C 30: VI)

1.13. Use language to relate recent personal experiences. (Language C 26: IV)

1.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

1.15. Use feedback to make changes in work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

1.16. Give effective feedback to others in work situations (e.g., “You need to download files immediately.” “You did well on your task.” “Keep up the good work.”). (CO.A.1.In.1, CO.A.1.Su.1)

1.17. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using “I” statements, making apologies, acknowledging a discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)

1.18. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., get quiet, turn off computer). (CO.A.1.In.1, CO.A.1.Su.1)

1.19. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you know about the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

1.20. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

Interpersonal Skills

1.21. Demonstrate behaviors that contribute positively to group effort in work situations (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, using self-control and restraint when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)
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1.22. Use appropriate interpersonal communication skills when working in a group in work situations (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)

1.23. Demonstrate behavior that meets social expectations when working in a group in work situations (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

1.24. Differentiate appropriate styles of communication in formal and informal conversations. (Language B: 15: V)

1.25. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group in work situations (e.g., leader, recorder, timekeeper, manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

1.26. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

1.27. Cooperate with peers. (Social and Personal G 51: III)

1.28. Share plans with others in a group in work situations (e.g., explain a plan orally to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.2, SE.A.1.Su.1)

1.29. Demonstrate behaviors and communications that are complimentary to others in work situations (e.g., honoring others with rewards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)

1.30. Recognize and display sensitivity to others' feelings in work situations (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

1.31. Identify personal feelings. (Social and Personal G 54: IV)

1.32. Demonstrate respect for others' rights and property in work situations (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)

1.33. Show respect for property of others. (Social and Personal G 52: III)

1.34. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)

1.35. Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)
1.36. Demonstrate behaviors that represent appropriate physical contact from others in work situations (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)

1.37. Use effective responses to inappropriate physical contact from others that will protect oneself in work situations (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

1.38. Ask for assistance if one experiences inappropriate physical contact from others in work situations (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)

1.39. Demonstrate behavior that meets the expectations of the target business organization within the business technology field (e.g., follows company policies, interacts with supervisors and co-workers appropriately, files reports as necessary). (SE.A.1.In.3, SE.A.1.Su.2)

1.40. Demonstrate behavior that complies with the existing rules and code of conduct of the target business organization within the business technology field (e.g., making comments that reflect a positive attitude; respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

**Leadership Skills**

1.41. Establish reasonable group goals related to completion of a task in work situations (e.g., set deadline for completion of a project, assign roles to different members of a group). (SE.A.1.In.2)

1.42. Allocate and schedule the time and space needed to accomplish group goals in work situations (e.g., schedule group meetings so every member can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.2)

1.43. Demonstrate steps for problem solving in work situations involving groups (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and determine most probable cause, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)

1.44. Demonstrate leadership skills that maintain group effort in work situations (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)

1.45. Demonstrate leadership skills that keep the group on-task in work situations (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)
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1.46. Apply leadership skills in a group activity in work situations (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating the action of group members). (SE.A.1.In.2)

1.47. Identify the opportunities for leadership development available through an appropriate student and/or professional organization (e.g., contact state director of Future Business Leaders of America [FBLA]). (SE.A.1.In.2)

2. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

   CL.C.2.In.1 plan and implement personal work assignments.
   CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
   CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
   CL.C.2.In.5 apply employability skills in the workplace.
   CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
   CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
   CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
   CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt  ___ verbal prompt  ___ visual prompt
   ___ assistive technology  ___ supervision  ___ other: ______________________

Note: For performance objectives related to Benchmarks CL.C.2.In.4 and CL.C.2.Su.4, see Requirement 5 in this course.

Effective Work Habits

2.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

2.2. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)

   Specify:   ___ check off subtasks when completed
   ___ other: ______________________

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2.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ☐ try different techniques ☐ seek advice from others
☐ seek assistance from others ☐ read the instructions or references
☐ other: ____________________________

2.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ☐ use a checklist ☐ compare with model or example
☐ look for errors ☐ ask peer or co-worker to review
☐ ask supervisor to review ☐ other: ____________________________

2.5. Follow a systematic procedure to complete job-specific tasks (e.g., data entry—check off information when entered; maintenance of equipment—use checklist to record steps completed in maintenance check). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ☐ identify task
☐ name steps of task
☐ perform task following a model or demonstration
☐ perform task with decreasing feedback
☐ perform task independently
☐ monitor own task performance using workplace or industry standards
☐ evaluate own task performance using workplace or industry standards
☐ other: ____________________________

2.6. Follow verbal directions to complete a two-step task. (Language B 13: IV)

2.7. Follow verbal directions more than two steps. (Language B 14: V)

2.8. Complete routine tasks accurately and effectively in work situations (e.g., using the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

2.9. Complete assignments as specified in technical manuals, instruction sheets, and electronic displays. (CL.C.2.In.1, CL.C.2.Su.1)

2.10. Demonstrate attentive behavior when working (e.g., stay on task, do not talk to others, listen to directions). (CL.C.2.In.3, CL.C.2.Su.3)

2.11. Use strategies to assist with the maintenance of on-task behavior in work situations. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: ☐ complete one task before starting another
☐ pace work so tasks are completed on time
☐ do not take prolonged or unnecessary breaks
☐ reward yourself periodically for completing subtasks
☐ other: ____________________________
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2.12. Stay on task for the duration of a work activity (e.g., complete one task before starting another, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently). (CL.C.2.In.5, CL.C.2.Su.5)

2.13. Stay on task until its completion. (Social and Personal C 20: III)

2.14. Stay on task to completion within a given time frame. (Social and Personal C 22: IV)

2.15. Demonstrate self-management skills necessary for job performance (e.g., staying on-task, setting goals, monitoring necessary daily and monthly tasks, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)

2.16. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: □ use a timer or alarm clock to monitor time or deadlines
□ keep a model of final product for reference
□ use breaks appropriately
□ other: ________________________________

Ethical Behavior

2.17. Demonstrate dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)

2.18. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in business). (CL.C.2.In.3, CL.C.2.Su.3)

2.19. Demonstrate responsibility and self-control when working (e.g., do not cry or get angry when criticized, do not argue with co-workers, do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)

2.20. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)

2.21. Use strategies to maintain an acceptable attendance record at work. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: □ report to work regularly and be on time
□ stay until quitting time
□ return from breaks promptly
□ inform supervisor if unable to work—illness, lateness, scheduling conflict
□ other: ________________________________

2.22. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
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2.23. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)

2.24. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

2.25. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

Employability Skills

2.26. Identify responsibilities of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance). (CL.C.2.In.5, CL.C.2.Su.5)

2.27. Identify characteristics of a good employee. (Social and Personal C 23: IV)

2.28. Demonstrate a positive attitude towards tasks at work (e.g., do not complain when given a difficult task, do not talk negatively about supervisors or co-workers, talk positively about the task when not at work). (CL.C.2.In.5, CL.C.2.Su.5)

2.29. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)

2.30. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)

2.31. Demonstrate appropriate and effective techniques to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)

2.32. Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)

2.33. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)

2.34. Seek help and accept assistance. (Social and Personal C 21: III)

2.35. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)

2.36. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)

Specify: _____ ❑ work schedule _____ ❑ work duties

_____ ❑ work site _____ ❑ supervisor

_____ ❑ other: __________________________

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Applying Problem-solving Strategies

2.37. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)

2.38. Select and use effective problem-solving strategies based on requirements of the work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)

   Specify:
   □ brainstorming—identifying all solutions that come to mind
   □ identifying steps—when a complicated task is involved
   □ estimating—when numbers are involved
   □ matching consequences to actions—for cause and effect
   □ troubleshooting—finding problems within a work process
   □ creative-thinking—when multiple solutions are acceptable
   □ modeling—basing actions on those of a good example
   □ other:

2.39. Apply brainstorming techniques when starting to solve a problem at work (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

2.40. Identify the separate steps of a complicated process when solving a problem at work involving many tasks (e.g., plan a simple project—decide on location, assign responsibilities, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)

2.41. Construct rough estimates of answers to problems at work involving numbers before solving them (e.g., estimate amount of time needed to complete a job assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)

2.42. Match consequences to decisions and actions when solving problems at work involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)

2.43. Use troubleshooting for problems at work in which the cause is not easily seen (e.g., identifying problem areas in the work process). (CL.B.4.In.1, CL.B.4.Su.1)

2.44. Apply creative-thinking strategies to solve problems at work in which a variety of solutions are possible (e.g., design an advertising brochure or pamphlet, re-arrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)

2.45. Apply modeling techniques to solve problems at work where a good example exists (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)

2.46. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)
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Implementing Solutions

2.47. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)

2.48. Determine impact of activities and decisions related to solving the problem in the work situation (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

2.49. Determine effectiveness of problem-solving strategies used in work situations (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

Grooming and Hygiene

2.50. Identify characteristics of appropriate grooming and attire for work for specified jobs in the business technology field (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)

2.51. *Distinguish between appropriate dress for school, work, and leisure activities.* (Social and Personal A 7: V)

2.52. Arrive at work clean and dressed properly (e.g., brush teeth, take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)

2.53. Use strategies to achieve acceptable grooming and hygiene when dressing for work-related activities on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothes the night before). (CL.C.2.In.3, CL.C.2.Su.3)

2.54. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste).* (Social and Personal A 6: IV)

3. Demonstrate understanding and proficiency in the services and products related to business technology occupations for the job(s) reflected in the student's post-school outcome statement on the Transition Individual Educational Plan.

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th>Physical prompt</th>
<th>Verbal prompt</th>
<th>Visual prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive tech.</td>
<td>Supervision</td>
<td>Other:</td>
</tr>
</tbody>
</table>

Note: The student performance standards for this requirement are to be selected from the **Vocational Education Program Course Standards** for Business Technology.
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4. Use appropriate technology, tools, equipment, and supplies commonly found in the business technology field safely and correctly.

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ______________________

Using Tools, Equipment, and Supplies

4.1. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments in the business technology field. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: ___ O supplies—paper, toner, floppy disks  
___ O equipment—computer, copy machine, communication devices 
___ O tools—files, binders  
___ O other: ______________________

4.2. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)

4.3. Use strategies to assist in identifying needed supplies, equipment, and tools for specific work assignments in the business technology field. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: ___ O use a checklist with pictures or descriptions of supplies, tools, and equipment  
___ O set up workstation with all needed supplies and equipment before starting  
___ O other: ______________________

4.4. Organize materials and supplies to complete work assignments in the business technology field (e.g., file cabinets, folders, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

4.5. Use tools, equipment, and supplies safely and correctly for specific work assignments in the business technology field (e.g., use tools, equipment, and supplies for designated purposes only, wear proper protection when required, don't overload an electrical outlet). (CL.C.2.In.2, CL.C.2.Su.2)

4.6. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

4.7. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)

4.8. Use measuring devices appropriately to complete functional tasks related to the business technology field. (CL.C.2.In.2, CL.C.2.Su.2)
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Using Telephone, Mail, and E-mail

4.9. Use various functions of a telephone appropriately to complete work-related tasks (e.g., conference calls, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for hearing and speech impaired [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)

4.10. Use a telephone to complete work-related tasks (e.g., make a conference call, determine information from an outside source, call a list of names to complete a task). (CL.C.2.In.2, CL.C.2.Su.2)

4.11. **Identify and use emergency number (0-911) on telephone in an appropriate manner.** (Social and Personal H 61: IV)

4.12. **Place and answer calls on the telephone in an appropriate manner.** (Social and Personal H 62: V)

4.13. Use a fax machine to complete work-related tasks (e.g., send information to another location—letters, official documents, price quotes, directions). (CL.C.2.In.2, CL.C.2.Su.2)

4.14. Use appropriate services to organize, send, and receive information to complete work-related tasks (e.g., United States Postal Service, United Parcel Service, Federal Express). (CL.C.2.In.2, CL.C.2.Su.2)

4.15. Use various software programs to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: ☐ word processing ☐ graphics and presentation
☐ spreadsheet and databases ☐ other: __________________________

4.16. Access available databases through the Internet to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: ☐ use software to access Internet
☐ use search engines
☐ other: __________________________

4.17. Use the various capabilities of e-mail to complete work-related tasks (e.g., send a co-worker or supervisor messages, notes, letters, instructions, or other information; send a co-worker or supervisor an attached file; send a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)

5. Meet health and safety requirements related to the workplace.

CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.

CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

☐ physical prompt ☐ verbal prompt ☐ visual prompt
☐ assistive technology ☐ supervision ☐ other: __________________________

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5.1. Perform job tasks without any injury to self or others (e.g., follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)

5.2. Follow safety rules and procedures required for work performed (e.g., do not overload electrical outlets, do not spill food or drink on computer). (CL.C.2.In.4, CL.C.2.Su.4)

5.3. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

5.4. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

5.5. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)

5.6. Use language to indicate danger or give warnings to others. (Language C 22: III)

5.7. Perform common health and safety activities involving first aid in work situations. (CL.C.2.In.4, CL.C.2.Su.4)
   Specify:    □ stopping bleeding and applying bandages
               □ taking care of burns, poisons, and wounds
               □ getting help when needed
               □ other: ____________________________________________

5.8. Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)

5.9. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (CL.C.2.In.4, CL.C.2.Su.4)

5.10. Identify safety rules and procedures required for a specific job in the business technology field (e.g., take precautions with equipment, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)

5.11. Demonstrate knowledge of the meaning of laws and regulations that help protect the safety of workers (e.g., Occupational Safety and Health Administration (OSHA)—requires worker to be over 18 to operate dangerous machinery, requires worker to acquire work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with alcohol and other drug problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)

5.12. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)

5.13. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
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5.14. Recognize standard industry symbols for caution, warning, or danger and others appropriate to job or task (e.g., electrical shock symbol, poison symbol). (CL.C.2.In.4, CL.C.2.Su.4)

5.15. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)

6. Maintain facilities, equipment, and records as required for the job.

CL.C.2.In.5 apply employability skills in the workplace.
CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

| __ physical prompt | __ verbal prompt | __ visual prompt |
| __ assistive technology | __ supervision | __ other: |

6.1. Identify characteristics and skills necessary for optimal job performance in maintaining facilities, equipment, and records in the business technology field (e.g., efficiency, accuracy, responsibility, dependability, ability to communicate, manual dexterity, reading ability). (CL.C.2.In.5, CL.C.2.Su.5)

6.2. Identify responsibilities of employees to meet workplace expectations in maintaining facilities, equipment, and records in the business technology field (e.g., repairing equipment, following preventative maintenance procedures, filing records, caring for facilities). (CL.C.2.In.5, CL.C.2.Su.5)

6.3. Clean and maintain tools and equipment used in the business technology field (e.g., keep dust off equipment, maintain climate control). (CL.C.2.In.2, CL.C.2.Su.2)

6.4. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

6.5. Store tools, supplies, and equipment used in the business technology field in appropriate areas (e.g., closets, storage areas, desks). (CL.C.2.In.2, CL.C.2.Su.2)

7. Demonstrate, in the school setting, mastery of the performance standards required for the job(s) within the business technology field reflected in the student’s desired post-school outcome statement on the Transition Individual Educational Plan.

Note: The student performance standards for this requirement are to be selected from the Vocational Education Program Course Standards for Business Technology.
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8. Demonstrate, in a work environment, the skills required for the job(s) within the business technology field reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.

Note: The student performance standards for this requirement are to be selected from the Vocational Education Program Course Standards for Business Technology.
Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980060
Course Title: Diversified Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

A. Major Concepts/Content. The purpose of this course is to enable students with disabilities to develop occupational competencies through employment-related instruction (including employability skills, and concurrent, paid, supervised, on-the-job training.)

The content should include, but not be limited to, the following:
- employability skills
- budgeting and personal financial planning
- interpersonal relationships and leadership skills
- self-advocacy and self-determination
- problem-solving skills
- job-specific skills and competencies

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan. The course requirements must include the vocational performance standards selected for the identified job(s).
Course Number: 7980060 - Diversified Education

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Employment-related instruction is in-school instruction which includes competency development related to employment. Supervised on-the-job training provides opportunities for selective placement based on the student's abilities and competency development and evaluation through planned instructional activities in a job setting.

The teacher or coordinator will meet with each training agency supervisor a minimum of once each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan. Entry into the program is based upon the student's Transition IEP, which includes the student's post-school outcome statement.

Supervised on-the-job activities may be continued as a summer learning experience without classroom instruction for students who participated in the school and on-the-job instructional activities during the school year immediately preceding the summer assignment for students.

Laboratory activities are an integral part of this program. Supervised on-the-job training, governed by an individualized training plan signed by the employer, teacher, and student, is used in the classroom and on-the-job to enable the student to attain the competencies required for his or her occupation.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

The Cooperative Education Clubs of Florida is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.
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- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. Activities may require specially adapted furniture and other special equipment as indicated in the Individual Educational Plan.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.
   - CL.C.2.In.1 plan and implement personal work assignments.
   - CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
   - CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
   - CL.C.2.In.5 apply employability skills in the workplace.
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CL.C.2.Su.1 plan and implement personal work assignments—with assistance.
CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with assistance.
CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ____________________________

Effective Work Habits

1.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

1.2. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ Q work according to schedule
 ___ Q set an alarm clock as a reminder
 ___ Q track subtasks on calendar
 ___ Q check off subtasks when completed
 ___ Q other: ____________________________

1.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ Q try different techniques
 ___ Q seek advice from others
 ___ Q seek assistance from others
 ___ Q read the instructions or references
 ___ Q other: ____________________________

1.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ Q use a checklist
 ___ Q compare with model or example
 ___ Q look for errors
 ___ Q ask peer or co-worker to review
 ___ Q ask supervisor to review
 ___ Q other: ____________________________

1.5. Follow a systematic procedure to complete job-specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ Q identify task
 ___ Q name steps of task
 ___ Q perform task following a model or demonstration
 ___ Q perform task with decreasing feedback
 ___ Q perform task independently
 ___ Q monitor own task performance using workplace or industry standards
 ___ Q evaluate own task performance using workplace or industry standards
 ___ Q other: ____________________________

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1.6. *Follow verbal directions to complete a two-step task.* (Language B 13: IV)

1.7. *Follow verbal directions more than two steps.* (Language B 14: V)

1.8. Complete routine tasks accurately and effectively in work situations (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

1.9. Complete assignments as specified in lab and shop manuals, instruction sheets, and electronic displays. (CL.C.2.In.1, CL.C.2.Su.1)

1.10. Demonstrate attentive behavior when working (e.g., stay on task, do not talk to others, listen to directions). (CL.C.2.In.3, CL.C.2.Su.3)

1.11. Use strategies to assist with the maintenance of on-task behavior in work situations. (CL.C.2.In.5, CL.C.2.Su.5)

Specify: □ complete one task before starting another
□ pace work so tasks are completed on time
□ do not take prolonged or unnecessary breaks
□ reward yourself periodically for completing subtasks
□ other: __________________________

1.12. Stay on-task for the duration of a work activity (e.g., complete one task before starting another, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently). (CL.C.2.In.5, CL.C.2.Su.5)

1.13. *Stay on task until its completion.* (Social and Personal C 20: III)

1.14. *Stay on task to completion within a given time frame.* (Social and Personal C 22: IV)

1.15. Demonstrate self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring necessary daily and monthly tasks, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)

1.16. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)

Specify: □ use a timer or alarm clock to monitor time or deadlines
□ keep a model of final product for reference
□ use breaks appropriately
□ other: __________________________
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Using Tools, Equipment, and Supplies

1.17. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments in the targeted occupation. (CL.C.2.In.2, CL.C.2.Su.2)

Specify:
- [ ] supplies—fabric, spices, condiments
- [ ] equipment—sewing machine, stove, washer
- [ ] tools—scissors, yard stick, measuring cups
- [ ] other:

1.18. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)

1.19. Use strategies to assist one in the identifying needed supplies, equipment, and tools for specific work assignments in the targeted occupation. (CL.C.2.In.2, CL.C.2.Su.2)

Specify:
- [ ] use a checklist with pictures or descriptions of supplies, tools, and equipment
- [ ] set up workstation with all needed supplies and equipment before starting
- [ ] other:

1.20. Organize materials and supplies to complete work assignments in the targeted occupation (e.g., sewing kit, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

1.21. Use tools, equipment, and supplies safely and correctly for specific work assignments in the targeted occupation (e.g., do not use electrical equipment near water; use tools, equipment, and supplies for designated purposes only; wear proper protection when required; don’t overload an electrical outlet; safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)

1.22. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

1.23. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

1.24. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)

Ethical Behavior

1.25. Demonstrate dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)

1.26. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in business). (CL.C.2.In.3, CL.C.2.Su.3)

1.27. Demonstrate responsibility and self-control when working (e.g., do not cry or get angry when criticized, do not argue with co-workers, do not take credit for others’ work). (CL.C.2.In.3, CL.C.2.Su.3)
1.28. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)

1.29. Use strategies to maintain an acceptable attendance record at work. (CL.C.2.In.3, CL.C.2.Su.3)
   Specify: □ report to work regularly and be on time
   □ stay until quitting time
   □ return from breaks promptly
   □ inform supervisor if unable to work—illness, lateness, scheduling conflict
   □ other: _________________________________

1.30. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

1.31. Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)

1.32. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)

1.33. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

1.34. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

Meeting Health and Safety Requirements

1.35. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)

1.36. Follow safety rules and procedures required for work performed (e.g., wear protective clothing, eyewear, smock, gloves; wear a hardhat; handle chemicals properly). (CL.C.2.In.4, CL.C.2.Su.4)

1.37. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

1.38. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

1.39. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)

1.40. Use language to indicate danger or give warnings to others. (Language C 22: III)
1.41. Perform common health and safety activities involving first aid in work situations. (CL.C.2.In.4, CL.C.2.Su.4)
   Specify:
   - stopping bleeding and applying bandages
   - taking care of burns, poisons, and wounds
   - getting help when needed
   - other: ________________________________

1.42. Demonstrate or indicate knowledge of basic first aid principles.  
   (Social and Personal E 45: VI)

1.43. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (CL.C.2.In.4, CL.C.2.Su.4)

1.44. Identify safety rules and procedures required for specific jobs (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)

1.45. Demonstrate knowledge of the meaning of laws and regulations that help protect the safety of workers (e.g., Occupational Safety and Health Administration (OSHA)—requires worker must be over 18 to operate dangerous machinery, requires worker to acquire work permit if 15 or under, requires employer allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with alcohol or other drug problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)

1.46. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)

1.47. Identify procedures for seeking assistance in unfamiliar or emergency situations.  
   (Social and Personal D 35: V)

1.48. Recognize standard industry symbols for caution, warning, or danger and others appropriate to job or task (e.g., electrical shock symbol, poison symbol). (CL.C.2.In.4, CL.C.2.Su.4)

1.49. Demonstrate understanding of safety and warning signs in the environment.  
   (Social and Personal D 37: V)

Employability Skills

1.50. Identify responsibilities of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance). (CL.C.2.In.5, CL.C.2.Su.5)

1.51. Identify characteristics of a good employee.  (Social and Personal C 23: IV)
1.52. Demonstrate a positive attitude towards tasks at work (e.g., do not complain when given a difficult task, do not talk negatively about supervisors or co-workers, talk positively about the task when not at work). (CL.C.2.In.5, CL.C.2.Su.5)

1.53. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)

1.54. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others’ opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)

1.55. Demonstrate appropriate and effective techniques to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)

1.56. Identify mistakes on task assignments with and without assistance.
(Social and Personal C 28: V)

1.57. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)

1.58. Seek help and accept assistance. (Social and Personal C 21: III)

1.59. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)

1.60. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: □ work schedule □ work duties
□ work site □ supervisor
□ other:

Grooming and Hygiene

1.61. Identify characteristics of appropriate grooming and attire for specified jobs (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)

1.62. Arrive at work clean and dressed properly (e.g., brush teeth, take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)

1.63. Use strategies to achieve acceptable grooming and hygiene when dressing for work-related activities on a regular basis (e.g., set an alarm to allow enough time for dressing, organize supplies for easy access, lay out clothes the night before). (CL.C.2.In.3, CL.C.2.Su.3)
2. Recognize and use knowledge of budgeting and financial planning to manage personal funds effectively.

IF.A.1.In.1 complete productive and leisure activities used in the home and community.
IF.A.1.Su.1 complete productive and leisure activities used in the home and community—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ________________________

2.1. Identify characteristics of common productive activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)

Specify:  _____ □ preparing and following weekly and monthly budgets
          _____ □ managing and protecting personal cash
          _____ □ using checking and savings accounts
          _____ □ using an ATM or debit card
          _____ □ buying goods and services
          _____ □ paying bills, contributing to charities
          _____ □ using comparative shopping to make wise purchases
          _____ □ using a credit card
          _____ □ paying income and other kinds of taxes
          _____ □ saving and investing money
          _____ □ buying insurance
          _____ □ other: ________________________

2.2. Identify the purposes of a checking and savings account. (Mathematics E 39: V)

2.3. Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)

2.4. Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)

2.5. Complete forms associated with a savings account. (Mathematics E 45: VI)

2.6. Solve applied problems involving comparison shopping. (Mathematics E 46: VII)
2.7. Use specific knowledge and skills when completing productive activities involving managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
   Specify: □ using coins and bills to pay for goods and services
   □ selecting desired goods and services based on needs and available funds
   □ evaluating claims in advertisements
   □ understanding sales tactics used by stores and services—discounts, brand names and generic items, bulk packaging
   □ entering into long term contracts and loans
   □ using ATM or debit cards
   □ using credit cards or charge accounts
   □ maintaining checking and savings accounts at a bank or credit union
   □ other: _____________________________

2.8. Use strategies to manage money and personal finances effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, pay bills at regularly scheduled times). (IF.A.1.In.1, IF.A.1.Su.1)

2.9. Identify community service agencies, businesses, or other resources that assist individuals with financial needs (e.g., banks, credit card companies, investment companies, mortgage companies, lending companies, insurance companies, Social Security Administration). (IF.A.2.In.1, IF.A.2.Su.1)

2.10. Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)

2.11. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with financial needs would need to be contacted (e.g., to manage income from a job, to purchase insurance, to obtain a loan). (IF.A.2.In.1, IF.A.2.Su.1)

2.12. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with financial needs (e.g., phone book, credit counseling services, parents, friends, co-workers). (IF.A.2.In.1, IF.A.2.Su.1)

2.13. Demonstrate the specific knowledge and skills that are required to use and benefit from a financial service (e.g., knowledge of loans, knowledge of insurance, knowledge of banking and financial terminology, skills for managing a checking account). (IF.A.2.In.1, IF.A.2.Su.1)
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3. Display appropriate communication, interpersonal, and leadership skills.

SE.A.1.In.1 cooperate in a variety of group situations.
SE.A.1.In.2 assist in establishing and meeting group goals.
SE.A.1.In.3 function effectively within formal organizations.
SE.A.1.Su.1 cooperate in group situations—with guidance and support.
SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ____________________________

Communication Skills

3.1. Use appropriate nonverbal language and gestures when communicating in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: □ facial expressions □ sounds
□ gestures □ body language
□ hand signals □ other: ____________________________

3.2. Use appropriate vocabulary, grammar, and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

3.3. State steps to complete a task. (Language C 31: VI)

3.4. Use appropriate social language skills in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: □ initiating topics
□ maintaining topics
□ taking turns
□ ending a conversation
□ repairing communication breakdowns
□ showing sensitivity to cultural differences
□ other: ____________________________

3.5. Use language to initiate social greetings. (Language C 23: III)
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3.6. Use appropriate language to express need for assistance in work situations (e.g., ask for help, raise hand, call person’s name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

3.7. Ask questions to obtain information and expand knowledge. (Language C 27: IV)

3.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: □ listening for content
□ paying attention to cues—first, second...; in summary; most important
□ linking to prior knowledge and experiences
□ considering emotional meaning
□ other: __________________________

3.9. Use strategies to improve listening in work situations (e.g., empathize with and “read” people, check for understanding, nod or comment in response to communication, be flexible in use of listening style, be sensitive to the environment, request feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

3.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs, current events). (CO.A.1.In.1, CO.A.1.Su.1)

3.11. Use language to participate appropriately in conversation. (Language C 29: V)

3.12. Use language to initiate conversation. (Language C 30: VI)

3.13. Use language to relate recent personal experiences. (Language C 26: IV)

3.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

3.15. Use feedback to make changes in work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

3.16. Give effective feedback to others in work situations (e.g., “You need to measure the board more precisely.” “You did well on your task.” “Keep up the good work.”). (CO.A.1.In.1, CO.A.1.Su.1)

3.17. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using “I” statements, making apologies, acknowledging a discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)

3.18. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., get quiet, pick up tools). (CO.A.1.In.1, CO.A.1.Su.1)
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3.19. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you know about the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

3.20. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

Interpersonal Skills

3.21. Demonstrate behaviors that contribute positively to group effort in work situations (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, using self-control and restraint when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)

3.22. Use appropriate interpersonal communication skills when working in a group in work situations (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)

3.23. Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)

3.24. Demonstrate behavior that meets social expectations when working in a group in work situations (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

3.25. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group in work situations (e.g., leader, recorder, timekeeper, manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

3.26. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

3.27. Cooperate with peers. (Social and Personal G 51: III)

3.28. Share plans with others in a group in work situations (e.g., orally explain a plan to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.2, SE.A.1.Su.1)

3.29. Demonstrate behaviors and communications that are complimentary to others in work situations (e.g., honoring others with awards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)
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3.30. Recognize and display sensitivity to others' feelings in work situations (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.Su.1, SE.A.2.In.1)

3.31. Identify personal feelings. (Social and Personal G 54: IV)

3.32. Demonstrate respect for others' rights and property in work situations (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)

3.33. Show respect for property of others. (Social and Personal G 52: III)

3.34. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)

3.35. Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)

3.36. Demonstrate behaviors that represent appropriate physical contact from others in work situations (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)

3.37. Use effective responses to inappropriate physical contact from others that will protect oneself in work situations (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

3.38. Ask for assistance if one experiences inappropriate physical contact from others in work situations (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)

3.39. Demonstrate behavior that meets the expectations of the target organization within the workplace (e.g., follows company policies, interacts with supervisors and co-workers appropriately, files reports as necessary). (SE.A.1.In.3, SE.A.1.Su.2)

3.40. Demonstrate behavior that complies with the existing rules and code of conduct of the target organization within the workplace (e.g., making comments that reflect a positive attitude; respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Leadership Skills

3.41. Establish reasonable group goals related to completion of a task in work situations (e.g., set deadline for completion of a product, assign roles to different members of a group). (SE.A.1.In.2)
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3.42. Allocate and schedule the time and space needed to accomplish group goals in work situations (e.g., schedule group meetings so every member can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.2)

3.43. Demonstrate steps for problem solving in work situations involving groups (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and determine most probable cause, implement corrective action or solution, report results, move onto the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)

3.44. Demonstrate leadership skills that maintain group effort in work situations (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)

3.45. Demonstrate leadership skills that keep the group on task in work situations (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)

3.46. Apply leadership skills in a group activity in work situations (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating the action of group members). (SE.A.1.In.2)

3.47. Identify the opportunities for leadership development available through an appropriate student and/or professional organization (e.g., contact Cooperative Education Clubs of Florida). (SE.A.1.In.2)

4. Demonstrate the knowledge and skills needed for self-advocacy and self-determination as appropriate in a variety of situations.

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.
IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

| ____ physical prompt | ____ verbal prompt | ____ visual prompt |
| ____ assistive technology | ____ supervision | ____ other: __________________ |

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Self-Advocacy

4.1. Describe laws that protect citizens and employees (e.g., anti-discriminatory, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)

4.2. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, provide workplace accommodations, provide accessibility to businesses, increase public awareness of individual rights, encourage self-advocacy, provide legal services). (CL.C.1.In.2, CL.C.1.Su.2)

4.3. Identify ways citizens and employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney). (CL.C.1.In.2, CL.C.1.Su.2)

4.4. Use actions that show acceptance of responsibility for own actions, attitudes, and decisions on the job (e.g., admitting mistakes when wrong, accepting criticism, voicing opinions politely, keeping appointments, meeting deadlines, fulfilling contract obligations). (CL.C.1.In.2, CL.C.1.Su.2)

4.5. Identify behaviors that reflect self-advocacy in various situations (e.g., responses to inquiries about preferences and desires; choosing to engage in activities that reflect own desires, when asked). (IF.B.2.In.2, IF.B.2.Su.2)
   Specify: □ school—in class, between classes, extracurricular activities
   □ community—events, organizations, services
   □ workplace—on the job, breaks

4.6. Demonstrate self-advocacy in various situations (e.g., asking for a change in work task or schedule, promoting self when interviewing for a job). (IF.B.2.In.2, IF.B.2.Su.2)
   Specify: □ school—in class, between classes, extracurricular activities
   □ community—events, organizations, services
   □ workplace—on the job, breaks

4.7. Monitor own use of self-advocacy behaviors in various situations (e.g., checking if I am meeting my goals or only doing what others want me to do). (IF.B.2.In.2, IF.B.2.Su.2)
   Specify: □ school—in class, between classes, extracurricular activities
   □ community—events, organizations, services
   □ workplace—on the job, breaks

Planning Career Goals

4.8. Use a goal-directed strategy to prepare plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)
   Specify: □ reconcile self-assessment with environmental assessment of potential workplace
   □ identify long-range alternatives
   □ specify short-range goals
   □ set priorities and prepare an action plan
   □ develop a contingency plan
   □ other:
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4.9. Identify the time, training, and resources needed to accomplish career goals (e.g., gaining experience and getting excellent evaluations in current jobs, applying for a training program, getting funds to pay for training program). (IF.B.1.In.1, IF.B.1.Su.1)

4.10. Prioritize and schedule the time, training, and resources needed to accomplish career goals (e.g., setting a date for accomplishing long-term goal, ordering the list of tasks needed to accomplish goal). (IF.B.1.In.1, IF.B.1.Su.1)

4.11. Commit to complete the necessary training activities when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)

4.12. Commit to make necessary contacts and inquiries in a job search when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)

4.13. Identify goals related to immediate employment for self (e.g., part-time employment after school, apprenticeship program). (IF.B.1.In.1, IF.B.1.Su.1)

4.14. Commit to undertake new tasks and adapt to changes when carrying out plans related to career goals (e.g., if you don’t score high enough on exam to obtain a job—retake exam, study harder, alter goal). (IF.B.1.In.2, IF.B.1.Su.2)

4.15. Periodically monitor your progress in a specific activity when carrying out plans related to career goals (e.g., determine current state, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

4.16. Evaluate actions taken to determine what has been gained, lost, or achieved in carrying out career plan. (IF.B.1.In.2, IF.B.1.Su.2)

4.17. Adapt plan and goals in response to changing situations and requirements (e.g., identify other jobs that are similar, investigate different types of jobs). (IF.B.1.In.2, IF.B.1.Su.2)

5. Use appropriate personal care skills in a variety of situations relevant to the workplace.

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: __________________________

5.1. Use specific knowledge and skills when completing personal care activities involved in dressing for work (e.g., tying shoes, buttoning a shirt correctly, dressing appropriately to fit the job, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)
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5.2.  *Distinguish between appropriate dress for school, work, and leisure activities.*  
      *(Social and Personal A 7: V)*

5.3.  Use strategies to complete dressing activities related to work effectively and  
      efficiently and on a regular basis (e.g., use sayings to indicate which colors do not match;  
      use a rhyme to remember how to tie your shoes or put on a necktie; ask someone to show you  
      correct method; use alternative approaches—Velcro shoe straps, clip-on tie; hang matching clothes  
      together). *(IF.A.1.In.2, IF.A.1.Su.2)*

5.4.  Use specific knowledge and skills when completing grooming activities related to  
      work (e.g., hair—part hair evenly, fix hair according to style; nails—do not cut too short, file  
      evenly, know how to clean and file; cosmetics—correctly apply makeup, use the right amount,  
      know how to remove; shaving—know about different types of shavers). *(IF.A.1.In.2,  
      IF.A.1.Su.2)*

5.5.  Use strategies to complete grooming activities related to work effectively and  
      efficiently and on a regular basis (e.g., check company policy on length of hair and  
      appearance, mark scheduled appointments on calendar, keep grooming supplies stored together).  
      *(IF.A.1.In.2, IF.A.1.Su.2)*

5.6.  Use specific knowledge and skills to complete hygiene activities related to work  
      (e.g., using the toilet, cleaning up afterwards, following required work procedures). *(IF.A.1.In.2,  
      IF.A.1.Su.2)*

5.7.  Use strategies to complete hygiene activities related to work effectively and  
      efficiently and on a regular basis (e.g., follow a regular procedure for caring for personal  
      needs, check watch to note amount of time used for personal hygiene on job). *(IF.A.1.In.2,  
      IF.A.1.Su.2)*

5.8.  *Wash and dry face and hands and brush teeth.* *(Social and Personal A 2: III)*

5.9.  *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo,  
      and toothpaste).* *(Social and Personal A 6: IV)*

5.10. Use specific knowledge and skills when completing personal care activities needed  
      for motor control related to work activities (e.g., using correct lifting, standing, moving,  
      bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing  
      correct posture or positioning for various activities; knowing which objects are too heavy to lift  
      by yourself). *(IF.A.1.In.2, IF.A.1.Su.2)*

5.11. Use strategies related to motor control to complete personal care activities related to  
      work activities effectively and efficiently and on a regular basis (e.g., ask occupational  
      or physical therapist regarding lifting and moving; use adaptive or assistive devices when needed—  
      dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects).  
      *(IF.A.1.In.2, IF.A.1.Su.2)*
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6. Recognize and appropriately use cognitive strategies and problem-solving skills in a variety of situations relevant to the workplace.

- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other:

Applying Problem-solving Strategies

6.1. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)

6.2. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)

6.3. Select and use effective problem-solving strategies based on requirements of the work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)

 Specify:
- brainstorming—identifying all solutions that come to mind
- identifying steps—when a complicated task is involved
- estimating—when numbers are involved
- matching consequences to actions—for cause and effect
- troubleshooting—finding problems with a work process
- creative-thinking—when multiple solutions are acceptable
- modeling—basing actions on those of a good example
- other:

6.4. Apply brainstorming techniques when starting to solve problems at work (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

6.5. Identify the separate steps of a complicated process when solving problems at work involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop). (CL.B.4.In.1, CL.B.4.Su.1)

6.6. Construct rough estimates of answers to problems at work involving numbers before solving them (e.g., estimate amount of time needed to complete a work assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
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6.7. Match consequences to actions and decisions when solving problems at work involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)

6.8. Use troubleshooting for problems at work in which the cause is not easily seen (e.g., anticipating schedule conflicts prior to scheduling, identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)

6.9. Apply creative-thinking strategies to solve problems at work in which a variety of solutions are possible (e.g., design a brochure or pamphlet, re-arrange workstation for greater production). (CL.B.4.In.1, CL.B.4.Su.1)

6.10. Apply modeling techniques to solve problems at work where a good example exists (e.g., identify techniques used by most productive employee, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)

6.11. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

6.12. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)

6.13. Use appropriate techniques or tools to solve problems at work (e.g., apply active listening skills, make a checklist of work to be accomplished). (CL.B.4.In.2, CL.B.4.Su.2)

6.14. Seek assistance when needed to solve problems at work (e.g., consult supervisor, co-workers, special assistance centers). (CL.B.4.In.2, CL.B.4.Su.2)

Evaluating Effectiveness of Solution

6.15. Determine effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

6.16. Determine impact of activities and decisions related to solving the problem (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)
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7. Demonstrate, in a work environment, the skills required for the job(s) identified in the student's individualized training plan and reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.

Note: The student performance standards for this requirement are to be selected from the Vocational Education Program Course Standards for Diversified Education.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt  ___ verbal prompt  ___ visual prompt
___ assistive technology  ___ supervision  ___ other: ____________________

1110
COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980070
Course Title: Health Science Education
Previous Course Title: Health Occupations Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

A. Major Concepts/Content. The purpose of this course is to prepare students with disabilities to become employable as basic entry level workers in a health care setting or enter an occupational proficiency program at a higher level.

The content should include, but not be limited to, the following:

- employability skills
- interpersonal and leadership skills
- use of technology, tools, equipment, and supplies
- job-specific skills and competencies

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan. The course requirements must include the vocational performance standards selected for the identified job(s).
This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.
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Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school and community for the purposes of practice, generalization, and maintenance of skills. The activities should simulate the conditions and skills that will be experienced on the job. Equipment should be provided to permit experiential learning for each student. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Planned and supervised occupational activities must be provided through one or more of the following: 1) directed laboratory experience, 2) student projects, 3) placement for experience, and 4) cooperative experience.

When the cooperative method of instruction is used for this program, the following are required for each student: a training plan signed by the employer, teacher, and student, which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal.

Health Occupations Students of America (HOSA) is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this course.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.
   CL.C.2.In.1 plan and implement personal work assignments.
   CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
   CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
   CL.C.2.In.5 apply employability skills in the workplace.
   CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
   CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
   CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
   CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.
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Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ______________________

Note: For performance objectives related to Benchmarks CL.C.2.In.4 and CL.C.2.Su.4, see Requirement 2 in this course.

Effective Work Habits

1.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

1.2. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify:
- work according to schedule
- set an alarm clock as a reminder
- track subtasks on calendar
- check off subtasks when completed
- other: ______________________

1.3. Use alternative approaches when having difficulty completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify:
- try different techniques
- seek advice from others
- seek assistance from others
- read the instructions or references
- other: ______________________

1.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify:
- use a checklist
- compare with model or example
- look for errors
- ask peer or co-worker to review
- ask supervisor to review
- other: ______________________

1.5. Follow a systematic procedure to complete job-specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)
Specify:
- identify task
- name steps of task
- perform task following a model or demonstration
- perform task with decreasing feedback
- perform task independently
- monitor own task performance using workplace or industry standards
- evaluate own task performance using workplace or industry standards
- other: ______________________

1.6. Follow verbal directions to complete a two-step task. (Language B 13: IV)

1.7. Follow verbal directions with more than two steps. (Language B 14: V)
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1.8. Complete routine tasks accurately and effectively in work situations (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

1.9. Complete assignments as specified in lab manuals, instruction sheets, and electronic displays. (CL.C.2.In.1, CL.C.2.Su.1)

1.10. Demonstrate attentive behavior when working (e.g., stay on task, do not talk excessively, listen to directions). (CL.C.2.In.3, CL.C.2.Su.3)

1.11. Use strategies to assist with the maintenance of on-task behavior in work situations. (CL.C.2.In.5, CL.C.2.Su.5)

Specify: ___ □ work on only one task at a time
___ □ pace work so tasks are completed on time
___ □ do not take prolonged or unnecessary breaks
___ □ reward yourself periodically for completing subtasks
___ □ other: ____________________________

1.12. Stay on-task for the duration of a work activity (e.g., work on only one task at a time, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently). (CL.C.2.In.5, CL.C.2.Su.5)

1.13. Stay on task until its completion. (Social and Personal C 20: III)

1.14. Stay on task to completion within a given time frame. (Social and Personal C 22: IV)

1.15. Demonstrate self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring necessary daily and monthly tasks, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)

1.16. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)

Specify: ___ □ use a timer or alarm clock to monitor time or deadlines
___ □ keep a model of final product for reference
___ □ use breaks appropriately
___ □ other: ____________________________

Ethical Behavior

1.17. Demonstrate dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)

1.18. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in business). (CL.C.2.In.3, CL.C.2.Su.3)
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1.19. Demonstrate responsibility and self-control when working (e.g., do not cry or get angry when criticized, do not argue with co-workers, do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)

1.20. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)

1.21. Use strategies to maintain an acceptable attendance record at work (CL.C.2.In.3, CL.C.2.Su.3)
   Specify: □ report to work regularly and be on time
   □ stay until quitting time
   □ return from breaks promptly
   □ inform supervisor if unable to work—illness, lateness, scheduling conflict
   □ other: __________________________

1.22. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

1.23. Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)

1.24. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)

1.25. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

1.26. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

Employability Skills

1.27. Identify responsibilities of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance). (CL.C.2.In.5, CL.C.2.Su.5)

1.28. Identify characteristics of a good employee. (Social and Personal C 23: IV)

1.29. Demonstrate a positive attitude toward tasks at work (e.g., do not complain when given a difficult task, do not talk negatively about supervisors or co-workers, talk positively about the task when not at work). (CL.C.2.In.5, CL.C.2.Su.5)

1.30. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)
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1.31. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others’ opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)

1.32. Demonstrate appropriate and effective techniques to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)

1.33. Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)

1.34. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)

1.35. Seek help and accept assistance. (Social and Personal C 21: III)

1.36. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)

1.37. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)

Specify: _____ □ work schedule _____ □ work duties
             _____ □ work site _____ □ supervisor
             _____ □ other: __________________________________________

Applying Problem-solving Strategies

1.38. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)

1.39. Select and use effective problem-solving strategies based on requirements of the work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)

Specify: _____ □ brainstorming—identifying all solutions that come to mind
             _____ □ identifying steps—when a complicated task is involved
             _____ □ estimating—when numbers are involved
             _____ □ matching consequences to actions—for cause and effect
             _____ □ troubleshooting—finding problems within a work process
             _____ □ creative-thinking—when multiple solutions are acceptable
             _____ □ modeling—basing actions on those of a good example
             _____ □ other: __________________________________________

1.40. Apply brainstorming techniques when starting to solve a problem at work (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
1.41. Identify the separate steps of a complicated process when solving a problem at work involving many tasks (e.g., plan a simple project—decide on location, assign responsibilities, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)

1.42. Construct rough estimates of answers to problems at work involving numbers before solving them (e.g., estimate amount of time needed to complete a job assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)

1.43. Match consequences to decisions and actions when solving problems at work involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)

1.44. Use troubleshooting for problems at work in which the cause is not easily seen (e.g., identifying problem areas in the work process). (CL.B.4.In.1, CL.B.4.Su.1)

1.45. Apply creative-thinking strategies to solve problems at work in which a variety of solutions are possible (e.g., design an advertising brochure or pamphlet, re-arrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)

1.46. Apply modeling techniques to solve problems at work where a good example exists (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)

1.47. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

1.48. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)

1.49. Determine impact of decisions and activities related to solving the problem in the work situation (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

1.50. Determine effectiveness of problem-solving strategies used in work situations (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

Grooming and Hygiene

1.51. Identify characteristics of appropriate grooming and attire for work for specified jobs in the health care field (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)
1.52. Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)

1.53. Arrive at work clean and dressed properly (e.g., brush teeth, take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)

1.54. Use strategies to achieve acceptable grooming and hygiene when dressing for work-related activities on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothes the night before). (CL.C.2.In.3, CL.C.2.Su.3)

1.55. Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)

2. Meet health and safety requirements related to the workplace.

   CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
   CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   __ physical prompt    __ verbal prompt    __ visual prompt
   __ assistive technology __ supervision __ other: _______________________

2.1. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)

2.2. Follow safety rules and procedures required for work performed (e.g., wear protective clothing, eyewear, smock, gloves; handle medications properly). (CL.C.2.In.4, CL.C.2.Su.4)

2.3. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

2.4. Recognize dangerous situations in the environment. (Social and Personal C 33: III)

2.5. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)

2.6. Use language to indicate danger or give warnings to others. (Language C 22: III)

2.7. Perform common health and safety activities involving first aid in work situations. (CL.C.2.In.4, CL.C.2.Su.4)

   Specify: ___________ q stopping bleeding and applying bandages
   ___________ q taking care of burns, poisons, and wounds
   ___________ q getting help when needed
   ___________ q other: _______________________

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2.8. **Demonstrate or indicate knowledge of basic first aid principles.** *(Social and Personal E 45: VI)*

2.9. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). *(CL.C.2.In.4, CL.C.2.Su.4)*

2.10. Identify safety rules and procedures required for a specific job in the health care field (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). *(CL.C.2.In.4, CL.C.2.Su.4)*

2.11. **Demonstrate knowledge of the meaning of laws and regulations that help protect the safety of workers** (e.g., Occupational Safety and Health Administration (OSHA)—requires worker to be over 18 to operate dangerous machinery, requires worker to acquire work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with alcohol and other drug problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). *(CL.C.2.In.4, CL.C.2.Su.4)*

2.12. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). *(CL.C.2.In.4, CL.C.2.Su.4)*

2.13. **Identify procedures for seeking assistance in unfamiliar or emergency situations.** *(Social and Personal D 35: V)*

2.14. Recognize standard industry symbols for caution, warning, or danger and others appropriate to job or task (e.g., electrical shock symbol, poison symbol). *(CL.C.2.In.4, CL.C.2.Su.4)*

2.15. **Demonstrate understanding of safety and warning signs in the environment.** *(Social and Personal D 37: V)*

3. **Display appropriate communication, interpersonal, and leadership skills.**

   SE.A.1.In.1 cooperate in a variety of group situations.
   SE.A.1.In.2 assist in establishing and meeting group goals.
   SE.A.1.In.3 function effectively within formal organizations.
   SE.A.1.Su.1 cooperate in group situations—with guidance and support.
   SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
   SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
   SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
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CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with
guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other:

Communication Skills

3.1. Use appropriate nonverbal language and gestures when communicating in work
situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: □ facial expressions □ sounds
□ gestures □ body language
□ hand signals □ other: ____________________________

3.2. Use appropriate vocabulary, grammar, and sentence structure to communicate
messages clearly, precisely, and effectively when sharing ideas, opinions, and
information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

3.3. State steps to complete a task. (Language C 31: VI)

3.4. Use appropriate social language skills in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: □ initiating topics □ maintaining topics
□ taking turns □ ending a conversation
□ repairing communication breakdowns □ showing sensitivity to cultural differences
□ other: ____________________________

3.5. Use language to initiate social greeting. (Language C 23: III)

3.6. Use appropriate language to express need for assistance in work situations (e.g., ask
for help, raise hand, call person’s name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

3.7. Ask questions to obtain information and expand knowledge. (Language C 27: IV)

3.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1,
CO.A.1.Su.1)

Specify: □ listening for content □ paying attention to cues—first, second...; in summary; most important
□ linking to prior knowledge and experiences □ considering emotional meaning
□ other: ____________________________
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3.9. Use strategies to improve listening in work situations (e.g., empathize with and “read” people, check for understanding, nod or comment in response to communication, be flexible in use of listening style, be sensitive to the environment, request feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

3.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs, current events). (CO.A.1.In.1, CO.A.1.Su.1)

3.11. Use language to participate appropriately in conversation. (Language C 29: V)

3.12. Use language to initiate conversation. (Language C 30: VI)

3.13. Use language to relate recent personal experiences. (Language C 26: IV)

3.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

3.15. Use feedback to make changes in work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

3.16. Give effective feedback to others in work situations (e.g., “You need to record the patient information more precisely.” “You did well on your task.” “Keep up the good work.”). (CO.A.1.In.1, CO.A.1.Su.1)

3.17. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using “I” statements, making apologies, acknowledging a discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)

3.18. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., get quiet, clean up workstation). (CO.A.1.In.1, CO.A.1.Su.1)

3.19. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you know about the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

3.20. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)
Interpersonal Skills

3.21. Demonstrate behaviors that contribute positively to group effort in work situations (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, using self-control and restraint when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)

3.22. Use appropriate interpersonal communication skills when working in a group in work situations (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)

3.23. Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)

3.24. Demonstrate behavior that meets social expectations when working in a group in work situations (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

3.25. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group in work situations (e.g., leader, recorder, timekeeper, manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

3.26. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

3.27. Cooperate with peers. (Social and Personal G 51: III)

3.28. Share plans with others in a group in work situations (e.g., explain a plan orally to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.2, SE.A.1.Su.1)

3.29. Demonstrate behaviors and communications that are complimentary to others in work situations (e.g., honoring others with awards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)

3.30. Recognize and display sensitivity to others' feelings in work situations (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.Su.1, SE.A.2.In.1)

3.31. Identify personal feelings. (Social and Personal G 54: IV)

3.32. Demonstrate respect for others' rights and property in work situations (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)
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3.33.  *Show respect for property of others.* *(Social and Personal G 52: III)*

3.34.  *Demonstrate use of strategies to resolve interpersonal difficulties.* *(Social and Personal G 60: VI)*

3.35.  Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). *(SE.A.2.In.1, SE.A.2.Su.1)*

3.36.  Demonstrate behaviors that represent appropriate physical contact from others in work situations (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug). *(SE.A.2.In.1, SE.A.2.Su.1)*

3.37.  Use effective responses to inappropriate physical contact from others that will protect oneself in work situations (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). *(SE.A.2.In.1, SE.A.2.Su.1)*

3.38.  Ask for assistance if one experiences inappropriate physical contact from others in work situations (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). *(SE.A.2.In.1, SE.A.2.Su.1)*

3.39.  Demonstrate behavior that meets the expectations of the target business or institution within the health care field (e.g., follows company policies, interacts with supervisors and co-workers appropriately, files reports as necessary). *(SE.A.1.In.3, SE.A.1.Su.2)*

3.40.  Demonstrate behavior that complies with the existing rules and code of conduct of the target business or institution within the health care field (e.g., making comments that reflect a positive attitude; respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). *(SE.A.1.In.3, SE.A.1.Su.2)*

**Leadership Skills**

3.41.  Establish reasonable group goals related to completion of a task in work situations (e.g., set deadline for completion of a project, assign roles to different members of a group). *(SE.A.1.In.2)*

3.42.  Allocate and schedule the time and space needed to accomplish group goals in work situations (e.g., schedule group meetings so every member can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). *(SE.A.1.In.2)*

3.43.  Demonstrate steps for problem solving in work situations involving groups (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and determine most probable cause, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). *(SE.A.1.In.1, SE.A.1.Su.1)*
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3.44. Demonstrate leadership skills that maintain group effort in work situations (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)

3.45. Demonstrate leadership skills that keep the group on-task in work situations (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)

3.46. Apply leadership skills in a group activity in work situations (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating the action of group members). (SE.A.1.In.2)

3.47. Identify the opportunities for leadership development available through an appropriate student and/or professional organization (e.g., contact state director of Future Health Occupations Students of America [HOSA]). (SE.A.1.In.2)

4. Demonstrate understanding and proficiency in services related to health science occupations for the job(s) reflected in the student’s desired post-school outcome statement in the Transition Individual Educational Plan.

Note: The student performance standards for this requirement are to be selected from the Vocational Education Program Course Standards for Health Science Education.

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th>Physical prompt</th>
<th>Verbal prompt</th>
<th>Visual prompt</th>
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<tbody>
<tr>
<td>Assistive technology</td>
<td>Supervision</td>
<td>Other:</td>
</tr>
</tbody>
</table>
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5.4. Demonstrate knowledge of basic concepts of human growth and maturation.
   Specify:
   - ☐ major stages of growth—infancy, childhood, adolescence, adulthood
   - ☐ physical, mental, and emotional changes of humans
   - ☐ other: ________________________________

5.5. Demonstrate knowledge of basic concepts of heredity and reproduction.
   Specify:
   - ☐ development of the reproductive system—males and females
   - ☐ process of fertilization and stages of pregnancy
   - ☐ the birth process
   - ☐ individual responsibilities in family planning
   - ☐ risks of diseases, drugs, alcohol abuse, and smoking on the fetus
   - ☐ heredity
   - ☐ other: ________________________________

5.6. Identify body functions and recognize personal responsibility for human sexuality.
     (Social and Personal E 44: V)

5.7. Identify characteristics of basic physical needs of the human body, including food,
     air, shelter, exercise, and rest. (IF.A.1.In.2, IF.A.1.Su.2)

5.8. Identify the effects of various diseases on systems of the human body. (IF.A.1.In.2,
     IF.A.1.Su.2)
   Specify:
   - ☐ how diseases are transmitted and the incubation periods
   - ☐ common communicable diseases and symptoms
   - ☐ life-threatening diseases—cancer, heart disease, emphysema
   - ☐ sexually transmitted diseases, including HIV and AIDS
   - ☐ other: ________________________________

5.9. Demonstrate awareness of the effects of nutrition on systems of the human body.
     (IF.A.1.In.2, IF.A.1.Su.2)
   Specify:
   - ☐ using the Food Guide Pyramid for a balanced diet
   - ☐ common effects of malnutrition
   - ☐ distinguishing nutritious from non-nutritious foods
   - ☐ impact of emotional problems on nutrition
   - ☐ other: ________________________________

5.10. Demonstrate awareness of the effects of drugs and other chemicals on systems of
      the human body. (IF.A.1.In.2, IF.A.1.Su.2)
   Specify:
   - ☐ using prescription and nonprescription drugs
   - ☐ legal control of drugs and other substances
   - ☐ impact of tobacco, alcohol, and other drug abuse
   - ☐ relation of emotional and social problems and substance abuse
   - ☐ other: ________________________________

5.11. Recognize the health risk associated with substance abuse.
      (Social and Personal E 42: V)

5.12. Identify appropriate storage and use of medications. (Social and Personal E 41: V)

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5.13. Recognize those illnesses and injuries which require a doctor’s or dentist’s attention. (Social and Personal E 40: IV)


Specify: ___ ☐ benefits of regular exercise—weight control, blood pressure, stamina
       ___ ☐ types of exercise—daily activities, aerobic, strength conditioning
       ___ ☐ using exercise to relieve stress
       ___ ☐ importance of sleep and rest in maintaining body’s functions
       ___ ☐ impact of chronic fatigue on body’s functions
       ___ ☐ other: ___________________________________________

5.15. Demonstrate knowledge of the effects of emotional and social factors on systems of the human body. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ ☐ effects of positive outlook and social relationships on health practices
       ___ ☐ negative impacts of emotional and social factors—
           eating disorders, digestive disorders, addictions
       ___ ☐ impact of positive and negative role models and peer pressure
       ___ ☐ other: ___________________________________________

6. Use appropriate technology, tools, equipment, and supplies commonly found in the health care field safely and correctly.

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—

with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________________

Using Tools, Equipment, and Supplies

6.1. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments in the health care field. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: ___ ☐ supplies—medications, charts, IV solution
       ___ ☐ equipment—hospital bed, bedpan, plastic gloves
       ___ ☐ tools—thermometer, blood pressure gauge
       ___ ☐ other: ___________________________________________

6.2. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)
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6.3. Use strategies to assist in identifying needed supplies, equipment, and tools for specific work assignments in the health care field. (CL.C.2.In.2, CL.C.2.Su.2)
   Specify: _____ □ use a checklist with pictures or descriptions of supplies, tools, and equipment
   _____ □ set up workstation with all needed supplies and equipment before starting
   _____ □ other: ________________________________

6.4. Organize materials and supplies to complete work assignments in the health care field (e.g., refrigerator, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

6.5. Use tools, equipment, and supplies safely and correctly for specific work assignments in the health care field (e.g., do not use electrical equipment near water; use tools, equipment, and supplies for designated purposes only; wear proper protection when required; don’t overload electrical outlets). (CL.C.2.In.2, CL.C.2.Su.2)

6.6. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

6.7. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)


Using Telephone, Mail, and E-mail

6.9. Use various functions of a telephone appropriately to complete work-related tasks (e.g., conference calls, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for hearing and speech impaired [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)

6.10. Use a telephone to complete work-related tasks (e.g., make a conference call, determine information from an outside source, call a list of names to complete a task). (CL.C.2.In.2, CL.C.2.Su.2)

6.11. Use a fax machine to complete work-related tasks (e.g., send information to another location—letters, official documents, price quotes, directions). (CL.C.2.In.2, CL.C.2.Su.2)

6.12. Use appropriate services to organize, send, and receive information to complete work-related tasks (e.g., United States Postal Service, United Parcel Service, Federal Express). (CL.C.2.In.2, CL.C.2.Su.2)

6.13. Use various software programs to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
   Specify: _____ □ word processing
   _____ □ graphics and presentation
   _____ □ spreadsheet and databases
   _____ □ other: ________________________________

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   (CL.C.2.In.2, CL.C.2.Su.2)
   Specify: □ use software to access Internet
            □ use search engines
            □ other: ________________________________

6.15. Use the various capabilities of e-mail to complete work-related tasks (e.g., send a co-
       worker or supervisor messages, notes, letters, instructions, or other information; send a co-worker
       or supervisor an attached file; send a co-worker or supervisor a downloaded document related to
       work). (CL.C.2.In.2, CL.C.2.Su.2)

7. Maintain facilities, equipment, and records as required for the job.
   CL.C.2.In.5 apply employability skills in the workplace.
   CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   □ physical prompt □ verbal prompt □ visual prompt
   □ assistive technology □ supervision □ other: ________________________________

7.1. Identify characteristics and skills necessary for optimal job performance in
     maintaining facilities, equipment, and records in the health care field (e.g., efficiency,
     accuracy, responsibility, dependability, compassion, ability to communicate, manual dexterity,
     reading ability, hand-eye coordination). (CL.C.2.In.5, CL.C.2.Su.5)

7.2. Identify responsibilities of employees to meet workplace expectations in maintaining
     facilities, equipment, and records in the health care field (e.g., repairing equipment,
     taking care of preventative maintenance procedures, filing records, caring for facilities).
     (CL.C.2.In.5, CL.C.2.Su.5)

7.3. Clean and maintain tools and equipment used in the health care field (e.g., suture trays
     and equipment—sterilize, seal in plastic; x-ray machine—clean, call service person to monitor

7.4. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

7.5. Store tools, supplies, and equipment used in the health care field in appropriate
     areas (e.g., refrigerator, closets, storage cabinets, laboratories). (CL.C.2.In.2, CL.C.2.Su.2)
8. Demonstrate, in the school setting, mastery of the performance standards required for the job(s) within the health care field reflected in the student's desired post-school outcome statement in the Transition Individual Educational Plan.

Note: The student performance standards for this requirement are to be selected from the Vocational Education Program Course Standards for Health Science Education.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: _______________________

9. Demonstrate, in the work environment, mastery of the student performance standards for the job(s) within the health care field reflected in the student's desired post-school outcome statement in the Transition Individual Educational Plan.

Note: The student performance standards for this requirement are to be selected from the Vocational Education Program Course Standards for Health Science Education.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: _______________________

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Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980080
Course Title: Family and Consumer Sciences Education
Previous Course Title: Home Economics Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

A. Major Concepts/Content. The purpose of this course is to prepare students with disabilities to acquire knowledge and develop attitudes and skills in one or more family and consumer sciences occupations and to acquaint students with the skills necessary to become independent and productive members of society. Students may prepare for occupations in the areas of food production, clothing production, home furnishings, child care, and home management and environmental services.

The content should include, but not be limited to, the following:

- employability skills
- interpersonal and leadership skills
- use of technology, tools, equipment, and supplies
- job-specific skills and competencies

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student’s desired post-school outcome statement on the Transition Individual Educational Plan. The course
requirements must include the vocational performance standards selected for the identified job(s).

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  
  Physical prompt—a touch, pointing, or other type of gesture as a reminder
  Verbal prompt—a sound, word, phrase, or sentence as a reminder
  Visual prompt—color coding, icons, symbols, or pictures as a reminder
  Assistive technology—an alarm, an electronic tool
  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  
  Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils
The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the course content and in accordance with current practices within the industry. Activities provide instruction in the use of equipment including: audiovisual, computers, large and small kitchen equipment, laundry equipment, cleaning equipment and supplies for homes and institutions, industrial sewing machines and sewing equipment, and home technology.

Instructional activities involving practical applications of course requirements may also occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Planned and supervised occupational activities must be provided through one or more of the following: 1) directed laboratory experience, 2) student projects, 3) placement for experience, and 4) cooperative experience.

When the cooperative method of instruction is used for this program, the following are required for each student: a training plan signed by the employer, teacher, and student, which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal.

Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:
Course Number: 7980080 - Family and Consumer Sciences Education

1. Display appropriate communication, interpersonal, and leadership skills.
   SE.A.1.In.1 cooperate in a variety of group situations.
   SE.A.1.In.2 assist in establishing and meeting group goals.
   SE.A.1.In.3 function effectively within formal organizations.
   SE.A.1.Su.1 cooperate in group situations—with guidance and support.
   SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
   SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
   SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
   CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
   CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th></th>
<th>physical prompt</th>
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<th>verbal prompt</th>
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<td></td>
<td>assistive technology</td>
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<td>supervision</td>
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<td>other:</td>
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Communication Skills

1.1. Use appropriate nonverbal language and gestures when communicating in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
 Specify:   ☐ facial expressions   ☐ sounds
           ☐ gestures   ☐ body language
           ☐ hand signals   ☐ other:  

1.2. Use appropriate vocabulary, grammar, and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

1.3. State steps to complete a task. (Language C 31: VI)

1.4. Use appropriate social language skills in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
 Specify:   ☐ initiating topics
           ☐ maintaining topics
           ☐ taking turns
           ☐ ending a conversation
           ☐ repairing communication breakdowns
           ☐ showing sensitivity to cultural differences
           ☐ other:  

1.5. Use language to initiate social greetings. (Language C 23: III)
1.6. Use appropriate language to express need for assistance in work situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

1.7. *Ask questions to obtain information and expand knowledge.* (Language C 27: IV)

1.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify:
- □ listening for content
- □ paying attention to cues—first, second...; in summary; most important
- □ linking to prior knowledge and experiences
- □ considering emotional meaning
- □ other:

1.9. Use strategies to improve listening in work situations (e.g., empathize with and "read" people, check for understanding, nod or comment in response to communication, be sensitive to the environment, request feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

1.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs, current events). (CO.A.1.In.1, CO.A.1.Su.1)

1.11. *Use language to participate appropriately in conversation.* (Language C 29: V)

1.12. *Use language to initiate conversation.* (Language C 30: VI)

1.13. *Use language to relate recent personal experiences.* (Language C 26: IV)

1.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

1.15. Use feedback to make changes in work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

1.16. Give effective feedback to others in work situations (e.g., "You need to measure the fabric more precisely." "You did well on your task." "Keep up the good work."). (CO.A.1.In.1, CO.A.1.Su.1)

1.17. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using "I" statements, making apologies, acknowledging a discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)

1.18. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., get quiet, pick up tools). (CO.A.1.In.1, CO.A.1.Su.1)
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1.19. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you know about the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

1.20. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

Interpersonal Skills

1.21. Demonstrate behaviors that contribute positively to group effort in work situations (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, using self-control and restraint when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)

1.22. Use appropriate interpersonal communication skills when working in a group in work situations (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)

1.23. Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)

1.24. Demonstrate behavior that meets social expectations when working in a group in work situations (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

1.25. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group in work situations (e.g., leader, recorder, timekeeper, manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

1.26. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

1.27. Cooperate with peers. (Social and Personal G 51: III)

1.28. Share plans with others in a group in work situations (e.g., explain a plan orally to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.2, SE.A.1.Su.1)

1.29. Demonstrate behaviors and communications that are complimentary to others in work situations (e.g., honoring others with awards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)
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1.30. Recognize and display sensitivity to others' feelings in work situations (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.Su.1, SE.A.2.In.1)

1.31. Identify personal feelings. (Social and Personal G 54: IV)

1.32. Demonstrate respect for others' rights and property in work situations (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)

1.33. Show respect for property of others. (Social and Personal G 52: III)

1.34. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)

1.35. Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)

1.36. Demonstrate behaviors that represent appropriate physical contact from others in work situations (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)

1.37. Use effective responses to inappropriate physical contact from others that will protect oneself in work situations (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

1.38. Ask for assistance if one experiences inappropriate physical contact from others in work situations (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)

1.39. Demonstrate behavior that meets the expectations of the target business organization within the family and consumer sciences field (e.g., follows company policies, interacts with supervisors and co-workers appropriately, files reports as necessary). (SE.A.1.In.3, SE.A.1.Su.2)

1.40. Demonstrate behavior that complies with the existing rules and code of conduct of the target business organization within the family and consumer sciences field (e.g., making comments that reflect a positive attitude; respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Leadership Skills

1.41. Establish reasonable group goals related to completion of a task in work situations (e.g., set deadline for completion of a product, assign roles to different members of a group). (SE.A.1.In.2)
1.42. Allocate and schedule the time and space needed to accomplish group goals in work situations (e.g., schedule group meetings so every member can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.2)

1.43. Demonstrate steps for problem solving in work situations involving groups (e.g., discuss the problem, individually list possible causes, record individual group member’s suggestions and clarifications, discuss and determine most probable cause, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)

1.44. Demonstrate leadership skills that maintain group effort in work situations (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)

1.45. Demonstrate leadership skills that keep the group on task in work situations (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)

1.46. Apply leadership skills in a group activity in work situations (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating the action of group members). (SE.A.1.In.2)

1.47. Identify the opportunities for leadership development available through an appropriate student and/or professional organization (e.g., contact state director of Future Homemakers of America/Home Economics Related Occupations [FHA/HERO]). (SE.A.1.In.2)

2. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other:

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Effective Work Habits

2.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

2.2. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify:
- work according to schedule
- set an alarm clock as a reminder
- track subtasks on calendar
- check off subtasks when completed
- other:

2.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify:
- try different techniques
- seek advice from others
- seek assistance from others
- read the instructions or references
- other:

2.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify:
- use a checklist
- compare with model or example
- look for errors
- ask peer or co-worker to review
- ask supervisor to review
- other:

2.5. Follow a systematic procedure to complete job-specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)
Specify:
- identify task
- name steps of task
- perform task following a model or demonstration
- perform task with decreasing feedback
- perform task independently
- monitor own task performance using workplace or industry standards
- evaluate own task performance using workplace or industry standards
- other:

2.6. *Follow verbal directions to complete a two-step task.* (Language B 13: IV)

2.7. *Follow verbal directions with more than two steps.* (Language B 14: V)

2.8. Complete routine tasks accurately and effectively in work situations (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
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2.9. Complete assignments as specified in lab manuals, instruction sheets, and electronic displays. (CL.C.2.In.1, CL.C.2.Su.1)

2.10. Demonstrate attentive behavior when working (e.g., stay on task, do not talk to others, listen to directions). (CL.C.2.In.3, CL.C.2.Su.3)

2.11. Use strategies to assist with the maintenance of on-task behavior in work situations. (CL.C.2.In.5, CL.C.2.Su.5)
   Specify: ______Q complete one task before starting another
   ______Q pace work so tasks are completed on time
   ______Q do not take prolonged or unnecessary breaks
   ______Q reward yourself periodically for completing subtasks
   ______Q other:

2.12. Stay on-task for the duration of a work activity (e.g., complete one task before starting another, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently). (CL.C.2.In.5, CL.C.2.Su.5)

2.13. Stay on task until its completion. (Social and Personal C 20: III)

2.14. Stay on task to completion within a given time frame. (Social and Personal C 22: IV)

2.15. Demonstrate self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring necessary daily and monthly tasks, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)

2.16. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
   Specify: ______Q use a timer or alarm clock to monitor time or deadlines
   ______Q keep a model of final product for reference
   ______Q use breaks appropriately
   ______Q other: _________________________________

Ethical Behavior

2.17. Demonstrate dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)

2.18. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in business). (CL.C.2.In.3, CL.C.2.Su.3)

2.19. Demonstrate responsibility and self-control when working (e.g., do not cry or get angry when criticized, do not argue with co-workers, do not take credit for others’ work). (CL.C.2.In.3, CL.C.2.Su.3)
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2.20. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)

2.21. Use strategies to maintain an acceptable attendance record at work (CL.C.2.In.3, CL.C.2.Su.3)
   Specify:  □ report to work regularly and be on time
            □ stay until quitting time
            □ return from breaks promptly
            □ inform supervisor if unable to work—illness, lateness, scheduling conflict
            □ other: ____________________________________________

2.22. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

2.23. Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)

2.24. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)

2.25. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

2.26. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

Employability Skills

2.27. Identify responsibilities of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance). (CL.C.2.In.5, CL.C.2.Su.5)

2.28. Identify characteristics of a good employee. (Social and Personal C 23: IV)

2.29. Demonstrate a positive attitude towards tasks at work (e.g., do not complain when given a difficult task, do not talk negatively about supervisors or co-workers, talk positively about the task when not at work). (CL.C.2.In.5, CL.C.2.Su.5)

2.30. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)

2.31. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)
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2.32. Demonstrate appropriate and effective techniques to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)

2.33. Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)

2.34. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)

2.35. Seek help and accept assistance. (Social and Personal C 21: III)

2.36. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)

2.37. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)

Specify: □ work schedule □ work duties
□ work site □ supervisor
□ other: _______________________

Applying Problem-solving Strategies

2.38. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)

2.39. Select and use effective problem-solving strategies based on requirements of the work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)

Specify: □ brainstorming—identifying all solutions that come to mind
□ identifying steps—when a complicated task is involved
□ estimating—when numbers are involved
□ matching consequences to actions—for cause and effect
□ troubleshooting—finding problems within a work process
□ creative-thinking—when multiple solutions are acceptable
□ modeling—basing actions on those of a good example
□ other: _______________________

2.40. Apply brainstorming techniques when starting to solve a problem at work (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

2.41. Identify the separate steps of a complicated process when solving a problem at work involving many tasks (e.g., plan a simple project—decide on location, assign responsibilities, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)
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2.42. Construct rough estimates of answers to problems at work involving numbers before solving them (e.g., estimate amount of time needed to complete a job assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)

2.43. Match consequences to decisions and actions when solving problems at work involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)

2.44. Use troubleshooting for problems at work in which the cause is not easily seen (e.g., identifying problem areas in the work process). (CL.B.4.In.1, CL.B.4.Su.1)

2.45. Apply creative-thinking strategies to solve problems at work in which a variety of solutions are possible (e.g., design an advertising brochure or pamphlet, re-arrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)

2.46. Apply modeling techniques to solve problems at work where a good example exists (e.g., identify techniques used by most productive employee, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)

2.47. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

2.48. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)

2.49. Determine impact of activities and decisions related to solving the problem in the work situation (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

2.50. Determine effectiveness of problem-solving strategies used in work situations (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

Grooming and Hygiene

2.51. Identify characteristics of appropriate grooming and attire for work for specified jobs in the family and consumer sciences industry (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)

2.52. **Distinguish between appropriate dress for school, work, and leisure activities.**
   (Social and Personal A 7: V)
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2.53. Arrive at work clean and dressed properly (e.g., brush teeth, take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)

2.54. Use strategies to achieve acceptable grooming and hygiene when dressing for work-related activities on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothes the night before). (CL.C.2.In.3, CL.C.2.Su.3)

2.55. Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)

3. Use appropriate technology, tools, equipment, and supplies commonly found in the family and consumer sciences field safely and correctly.

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.

CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: __________________________

Using Tools, Equipment, and Supplies

3.1. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments in the family and consumer sciences field. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: □ supplies—fabric, spices, condiments
□ equipment—sewing machine, stove, washer
□ tools—scissors, yard stick, measuring cups
□ other: __________________________

3.2. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)

3.3. Use strategies to assist in identifying needed supplies, equipment, and tools for specific work assignments in the family and consumer sciences field. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: □ use a checklist with pictures or descriptions of supplies, tools, and equipment
□ set up workstation with all needed supplies and equipment before starting
□ other: __________________________

3.4. Organize materials and supplies to complete work assignments in the family and consumer sciences field (e.g., sewing kit, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)
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3.5. Use tools, equipment, and supplies safely and correctly for specific work assignments in the family and consumer sciences field (e.g., do not use electrical equipment near water; use tools, equipment, and supplies for designated purposes only; wear proper protection when required; don’t overload an electrical outlet; safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)

3.6. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

3.7. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

3.8. Use new tools, equipment, and supplies by following instructions from an experienced user or from a manual. (CL.C.2.In.2, CL.C.2.Su.2)

3.9. Use measuring devices appropriately to complete functional tasks related to the family and consumer sciences field. (CL.C.2.In.2, CL.C.2.Su.2)

Using Telephone, Mail, and E-mail

3.10. Use various functions of a telephone appropriately to complete work-related tasks (e.g., conference calls, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for hearing and speech impaired [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)

3.11. Use a telephone to complete work-related tasks (e.g., make a conference call, determine information from an outside source, call a list of names to complete a task). (CL.C.2.In.2, CL.C.2.Su.2)

3.12. Identify and use emergency number (0-911) on the telephone in an appropriate manner. (Social and Personal H 61: IV)

3.13. Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)

3.14. Use a fax machine to complete work-related tasks (e.g., send information to another location—letters, official documents, price quotes, directions). (CL.C.2.In.2, CL.C.2.Su.2)

3.15. Use appropriate services to organize, send, and receive information to complete work-related tasks (e.g., United States Postal Service, United Parcel Service, Federal Express). (CL.C.2.In.2, CL.C.2.Su.2)

3.16. Use various software programs to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: ☐ word processing ☐ graphics and presentation ☐ spreadsheet and databases ☐ other: __________________________
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3.17. Access available databases through the Internet to complete work-related tasks.
   (CL.C.2.In.2, CL.C.2.Su.2)
   Specify: □ use software to access Internet
   □ use search engines
   □ other: ____________________________

3.18. Use the various capabilities of e-mail to complete work-related tasks (e.g., send a co-
   worker or supervisor messages, notes, letters, instructions, or other information; send a co-worker
   or supervisor an attached file; send a co-worker or supervisor a downloaded document related to
   work). (CL.C.2.In.2, CL.C.2.Su.2)

4. Meet health and safety requirements related to the workplace.
   CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
   CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance
   and support.

   Indicate guidance and support necessary for mastery at supported level:
   □ physical prompt □ verbal prompt □ visual prompt
   □ assistive technology □ supervision □ other: ____________________________

4.1. Perform job tasks without any injury to self or others (e.g., wear protective clothing,
   follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)

4.2. Follow safety rules and procedures required for work performed (e.g., wear protective
   clothing, eyewear, smock, gloves; handle cleaning agents properly). (CL.C.2.In.4, CL.C.2.Su.4)

4.3. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

4.4. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

4.5. Respond appropriately when unexpected events or potentially harmful situations
   occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit,
   help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)

4.6. Use language to indicate danger or give warnings to others. (Language C 22: III)

4.7. Perform common health and safety activities involving first aid in work situations.
   (CL.C.2.In.4, CL.C.2.Su.4)
   Specify: □ stopping bleeding and applying bandages
   □ taking care of burns, poisons, and wounds
   □ getting help when needed
   □ other: ____________________________

4.8. Demonstrate or indicate knowledge of basic first aid principles.
   (Social and Personal E 45: VI)
4.9. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (CL.C.2.In.4, CL.C.2.Su.4)

4.10. Identify safety rules and procedures required for a specific job in the family and consumer sciences industry (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects and machines). (CL.C.2.In.4, CL.C.2.Su.4)

4.11. Demonstrate knowledge of the meaning of laws and regulations that help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—requires worker to be over 18 to operate dangerous machinery, requires worker to acquire work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with alcohol and other drug problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)

4.12. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)

4.13. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)

4.14. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)

4.15. Recognize standard industry symbols for caution, warning, or danger and others appropriate to job or task (e.g., electrical shock symbol, poison symbol). (CL.C.2.In.4, CL.C.2.Su.4)

5. Demonstrate, in the school setting, mastery of the performance standards required for the job(s) within the family and consumer sciences field reflected in the student’s desired post-school outcome statement on the Transition Individual Educational Plan.

Note: The student performance standards for this requirement are to be selected from the Vocational Education Program Course Standards for Family and Consumer Sciences.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: 

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6. Demonstrate, in a work environment, the skills required for the job(s) within the family and consumer sciences field identified in the student's desired post-school outcome statement on the Transition Individual Educational Plan.

Note: The student performance standards for this requirement are to be selected from the Vocational Education Program Course Standards for Family and Consumer Sciences.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: ____________________
Vocational Education for Students with Disabilities
7980090
Industrial Education
Multiple

Will meet graduation requirement for Practical Arts

A. **Major Concepts/Content.** The purpose of this course is to enable students with disabilities to prepare to perform activities including production, construction, processing, assembling, testing, maintaining, servicing, or repairing products. Students may prepare for employment in occupations involving housing and building construction; masonry, plumbing, wiring, welding, glazing, and roofing; automotive, marine, and small engine mechanics; drafting and commercial art; woodworking, upholstery, painting, and floor coverings; heating and cooling systems; and major appliances.

The content should include, but not be limited to, the following:

- employability skills
- interpersonal and leadership skills
- use of technology, tools, equipment, and supplies
- job-specific skills and competencies

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

B. **Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan. The course
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requirements must include the vocational performance standards selected for the identified job(s).

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  
  Physical prompt—a touch, pointing, or other type of gesture as a reminder
  Verbal prompt—a sound, word, phrase, or sentence as a reminder
  Visual prompt—color coding, icons, symbols, or pictures as a reminder
  Assistive technology—an alarm, an electronic tool
  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may
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need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school and community for the purposes of practice, generalization, and maintenance of skills. Equipment should be provided to permit experiential learning for each student. The activities should simulate the skills the student will be expected to perform on the job. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Planned and supervised occupational activities must be provided through one or more of the following: 1) directed laboratory experience, 2) student projects, 3) placement for experience, and 4) cooperative experience.

When the cooperative method of instruction is used for this program, the following are required for each student: a training plan signed by the employer, teacher, and student, which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal.

The Vocational Industrial Clubs of America (VICA), Inc. is an appropriate vocational student organization for providing leadership training experiences and reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Display appropriate communication, interpersonal, and leadership skills.
   - SE.A.1.In.1 cooperate in a variety of group situations.
   - SE.A.1.In.2 assist in establishing and meeting group goals.
   - SE.A.1.In.3 function effectively within formal organizations.
   - SE.A.1.Su.1 cooperate in group situations— with guidance and support.
   - SE.A.1.Su.2 function effectively within formal organizations— with guidance and support.
   - SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
   - SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living— with guidance and support.
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CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ____________________

Communication Skills

1.1. Use appropriate nonverbal language and gestures when communicating in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify:   ☐ facial expressions   ☐ sounds
           ☐ gestures   ☐ body language
           ☐ hand signals   ☐ other: ____________________

1.2. Use appropriate vocabulary, grammar, and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

1.3. State steps to complete a task. (Language C 31: VI)

1.4. Use appropriate social language skills in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify:   ☐ initiating topics
           ☐ maintaining topics
           ☐ taking turns
           ☐ ending a conversation
           ☐ repairing communication breakdowns
           ☐ showing sensitivity to cultural differences
           ☐ other: ____________________

1.5. Use language to initiate social greeting. (Language C 23: III)

1.6. Use appropriate language to express need for assistance in work situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

1.7. Ask questions to obtain information and expand knowledge. (Language C 27: IV)

1.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify:   ☐ listening for content
           ☐ paying attention to cues—first, second...; in summary; most important
           ☐ linking to prior knowledge and experiences
           ☐ considering emotional meaning
           ☐ other: ____________________
1.9. Use strategies to improve listening in work situations (e.g., empathize with and "read" people, check for understanding, nod or comment in response to communication, be sensitive to the environment, request feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

1.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs, current events). (CO.A.1.In.1, CO.A.1.Su.1)

1.11. *Use language to participate appropriately in conversation.* (Language C 29: V)

1.12. *Use language to initiate conversation.* (Language C 30: VI)

1.13. *Use language to relate recent personal experiences.* (Language C 26: IV)

1.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

1.15. Use feedback to make changes in work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

1.16. *Give effective feedback to others in work situations.* (e.g., "You need to measure the board more precisely." "You did well on your task." "Keep up the good work."). (CO.A.1.In.1, CO.A.1.Su.1)

1.17. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using "I" statements, making apologies, acknowledging a discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)

1.18. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., get quiet, pick up tools). (CO.A.1.In.1, CO.A.1.Su.1)

1.19. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you know about the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

1.20. *Identify appropriate responses to praise and constructive criticism.* (Social and Personal G 57: V)
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Interpersonal Skills

1.21. Demonstrate behaviors that contribute positively to group effort in work situations (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, using self-control and restraint when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)

1.22. Use appropriate interpersonal communication skills when working in a group in work situations (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)

1.23. Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)

1.24. Demonstrate behavior that meets social expectations when working in a group in work situations (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

1.25. Demonstrate behavior that meets the responsibilities of the role taken by an individual in the group in work situations (e.g., leader, recorder, timekeeper, manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

1.26. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

1.27. Cooperate with peers. (Social and Personal G 51: III)

1.28. Share plans with others in a group in work situations (e.g., explain a plan orally to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.2, SE.A.1.Su.1)

1.29. Demonstrate behaviors and communications that are complimentary to others in work situations (e.g., honoring others with awards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)

1.30. Recognize and display sensitivity to others' feelings in work situations (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.Su.1, SE.A.2.In.1)

1.31. Identify personal feelings. (Social and Personal G 54: IV)

1.32. Demonstrate respect for others' rights and property in work situations (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)
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1.33.  *Show respect for property of others.* (Social and Personal G 52: III)

1.34.  *Demonstrate use of strategies to resolve interpersonal difficulties.* (Social and Personal G 60: VI)

1.35.  Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)

1.36.  Demonstrate behaviors that represent appropriate physical contact from others in work situations (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)

1.37.  Use effective responses to inappropriate physical contact from others that will protect oneself in work situations (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

1.38.  Ask for assistance if one experiences inappropriate physical contact from others in work situations (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)

1.39.  Demonstrate behavior that meets the expectations of the target business organization within the targeted industry (e.g., follows company policies, interacts with supervisors and co-workers appropriately, files reports as necessary). (SE.A.1.In.3, SE.A.1.Su.2)

1.40.  Demonstrate behavior that complies with the existing rules and code of conduct of the target business organization within the targeted industry (e.g., making comments that reflect a positive attitude; respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

**Leadership Skills**

1.41.  Establish reasonable group goals related to completion of a task in work situations (e.g., set deadline for completion of a product, assign roles to different members of a group). (SE.A.1.In.2)

1.42.  Allocate and schedule the time and space needed to accomplish group goals in work situations (e.g., schedule group meetings so every member can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.2)

1.43.  Demonstrate steps for problem solving in work situations involving groups (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and determine most probable cause, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)
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1.44. Demonstrate leadership skills that maintain group effort in work situations (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)

1.45. Demonstrate leadership skills that keep the group on task in work situations (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)

1.46. Apply leadership skills in a group activity in work situations (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating the action of group members). (SE.A.1.In.2)

1.47. Identify the opportunities for leadership development available through an appropriate student and/or professional organization (e.g., contact state director of Vocational Industrial Clubs of America [VICA]). (SE.A.1.In.2)

2. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ____________________

Note: For performance objectives related to Benchmarks CL.C.2.In.4 and CL.C.2.Su.4, see Requirement 4 in this course.

Effective Work Habits

2.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
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2.2. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ work according to schedule
□ set an alarm clock as a reminder
□ track subtasks on calendar
□ check off subtasks when completed
□ other: ____________________________

2.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ try different techniques
□ seek advice from others
□ seek assistance from others
□ read the instructions or references
□ other: ____________________________

2.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ use a checklist
□ compare with model or example
□ look for errors
□ ask peer or co-worker to review
□ ask supervisor to review
□ other: ____________________________

2.5. Follow a systematic procedure to complete job-specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: □ identify task
□ name steps of task
□ perform task following a model or demonstration
□ perform task with decreasing feedback
□ perform task independently
□ monitor own task performance using workplace or industry standards
□ evaluate own task performance using workplace or industry standards
□ other: ____________________________

2.6. Follow verbal directions to complete a two-step task. (Language B 13: IV)

2.7. Follow verbal directions with more than two steps. (Language B 14: V)

2.8. Complete routine tasks accurately and effectively in work situations (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

2.9. Complete assignments as specified in lab and shop manuals, instruction sheets, and electronic displays. (CL.C.2.In.1, CL.C.2.Su.1)

2.10. Demonstrate attentive behavior when working (e.g., stay on task, do not talk excessively, listen to directions). (CL.C.2.In.3, CL.C.2.Su.3)
Course Number: 7980090 - Industrial Education

2.11. Use strategies to assist with the maintenance of on task behavior in work situations. (CL.C.2.In.5, CL.C.2.Su.5)

Specify:

☐ work on only one task at a time
☐ pace work so tasks are completed on time
☐ do not take prolonged or unnecessary breaks
☐ reward yourself periodically for completing subtasks
☐ other: ____________________________

2.12. Stay on task for the duration of a work activity (e.g., work on only one task at a time, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently). (CL.C.2.In.5, CL.C.2.Su.5)

2.13. Stay on task until its completion. (Social and Personal C 20: III)

2.14. Stay on task to completion within a given time frame. (Social and Personal C 22: IV)

2.15. Demonstrate self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring necessary daily and monthly tasks, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)

2.16. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)

Specify:

☐ use a timer or alarm clock to monitor time or deadlines
☐ keep a model of final product for reference
☐ use breaks appropriately
☐ other: ____________________________

Ethical Behavior

2.17. Demonstrate dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)

2.18. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in business). (CL.C.2.In.3, CL.C.2.Su.3)

2.19. Demonstrate responsibility and self-control when working (e.g., do not cry or get angry when criticized, do not argue with co-workers, do not take credit for others’ work). (CL.C.2.In.3, CL.C.2.Su.3)

2.20. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)
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2.21. Use strategies to maintain an acceptable attendance record at work. (CL.C.2.In.3, CL.C.2.Su.3)
   Specify:
   □ report to work regularly and be on time
   □ stay until quitting time
   □ return from breaks promptly
   □ inform supervisor if unable to work—illness, lateness, scheduling conflict
   □ other: __________________________

2.22. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

2.23. Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)

2.24. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)

2.25. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

2.26. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

Employability Skills

2.27. Identify responsibilities of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance). (CL.C.2.In.5, CL.C.2.Su.5)

2.28. Identify characteristics of a good employee. (Social and Personal C 23: IV)

2.29. Demonstrate a positive attitude toward tasks at work (e.g., do not complain when given a difficult task, do not talk negatively about supervisors or co-workers, talk positively about the task when not at work). (CL.C.2.In.5, CL.C.2.Su.5)

2.30. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)

2.31. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others’ opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)

2.32. Demonstrate appropriate and effective techniques to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)
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2.33. Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)

2.34. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)

2.35. Seek help and accept assistance. (Social and Personal C 21: III)

2.36. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)

2.37. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: □ work schedule □ work duties
□ work site □ supervisor
□ other: __________________________

Applying Problem-solving Strategies

2.38. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)

2.39. Select and use effective problem-solving strategies based on requirements of the work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: □ brainstorming—identifying all solutions that come to mind
□ identifying steps—when a complicated task is involved
□ estimating—when numbers are involved
□ matching consequences to actions—for cause and effect
□ troubleshooting—finding problems within a work process
□ creative-thinking—when multiple solutions are acceptable
□ modeling—basing actions on those of a good example
□ other: __________________________

2.40. Apply brainstorming techniques when starting to solve a problem at work (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

2.41. Identify the separate steps of a complicated process when solving a problem at work involving many tasks (e.g., plan a simple project—decide on location, assign responsibilities, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)

2.42. Construct rough estimates of answers to problems at work involving numbers before solving them (e.g., estimate amount of time needed to complete a job assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
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2.43. Match consequences to decisions and actions when solving problems at work involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)

2.44. Use troubleshooting for problems at work in which the cause is not easily seen (e.g., identifying problem areas in the work process). (CL.B.4.In.1, CL.B.4.Su.1)

2.45. Apply creative-thinking strategies to solve problems at work in which a variety of solutions are possible (e.g., design an advertising brochure or pamphlet, re-arrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)

2.46. Apply modeling techniques to solve problems at work where a good example exists (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)

2.47. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

2.48. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)

2.49. Determine impact of decisions and activities related to solving the problem in the target industry (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

2.50. Determine effectiveness of problem-solving strategies used in work situations (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

Grooming and Hygiene

2.51. Identify characteristics of appropriate grooming and attire for work for specified jobs in the target industry (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)

2.52. Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)

2.53. Arrive at work clean and dressed properly (e.g., brush teeth, take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)
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2.54. Use strategies to achieve acceptable grooming and hygiene when dressing for work-related activities on a regular basis (e.g., set an alarm to allow enough time for dressing, organize supplies for easy access, lay out clothes the night before). (CL.C.2.In.3, CL.C.2.Su.3)

2.55. Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)

3. Use appropriate technology, tools, equipment, and supplies commonly found in industrial occupations safely and correctly.

Use appropriate technology and equipment to complete tasks in the workplace.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other:

Using Tools, Equipment, and Supplies

3.1. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments in the target industry. (CL.C.2.In.2, CL.C.2.Su.2)

Specify:  
- supplies—cement, lumber, bricks
- equipment—cement mixer, power drill
- tools—lathe, trowel, electric saw
  - other:

3.2. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)

3.3. Use strategies to assist in identifying needed supplies, equipment, and tools for specific work assignments in the target industry. (CL.C.2.In.2, CL.C.2.Su.2)

Specify:  
- use a checklist with pictures or descriptions of supplies, tools, and equipment
- set up workstation with all needed supplies and equipment before starting
  - other:

3.4. Organize materials and supplies to complete work assignments in the target industry (e.g., tool box, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

3.5. Use tools, equipment, and supplies safely and correctly for specific work assignments in the target industry (e.g., do not use electrical equipment near water; use tools, equipment, and supplies for designated purposes only; wear proper protection when required; don't overload electrical outlets; safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)

3.6. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)
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3.7. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

3.8. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)


Using Telephone, Mail, and E-mail

3.10. Use various functions of a telephone appropriately to complete work-related tasks (e.g., conference calls, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for hearing and speech impaired [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)

3.11. Use a telephone to complete work-related tasks (e.g., make a conference call, determine information from an outside source, call a list of names to complete a task). (CL.C.2.In.2, CL.C.2.Su.2)

3.12. Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)

3.13. Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)

3.14. Use a fax machine to complete work-related tasks (e.g., send information to another location—letters, official documents, price quotes, directions). (CL.C.2.In.2, CL.C.2.Su.2)

3.15. Use appropriate services to organize, send, and receive information to complete work-related tasks (e.g., United States Postal Service, United Parcel Service, Federal Express). (CL.C.2.In.2, CL.C.2.Su.2)

3.16. Use various software programs to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
   Specify: ☐ word processing ☐ graphics and presentation
   ☐ spreadsheet and databases ☐ other: ____________________________

3.17. Access available databases via the Internet to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
   Specify: ☐ use software to access Internet
   ☐ use search engines ☐ other: ____________________________

3.18. Use the various capabilities of e-mail to complete work-related tasks (e.g., send a co-worker or supervisor messages, notes, letters, instructions, or other information; send a co-worker or supervisor an attached file; send a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)
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4. Meet health and safety requirements related to the workplace.
   CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
   CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt ___ verbal prompt ___ visual prompt
   ___ assistive technology ___ supervision ___ other: _______________________

4.1. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)

4.2. Follow safety rules and procedures required for work performed (e.g., wear protective clothing, eyewear, smock, gloves; wear a hardhat; handle chemicals properly). (CL.C.2.In.4, CL.C.2.Su.4)

4.3. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

4.4. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

4.5. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)

4.6. Use language to indicate danger or give warnings to others. (Language C 22: III)

4.7. Perform common health and safety activities involving first aid in work situations. (CL.C.2.In.4, CL.C.2.Su.4)
   Specify: ___ ☐ stopping bleeding and applying bandages
           ___ ☐ taking care of burns, poisons, and wounds
           ___ ☐ getting help when needed
           ___ ☐ other: _______________________

4.8. Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)

4.9. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (CL.C.2.In.4, CL.C.2.Su.4)

4.10. Identify safety rules and procedures required for a specific job in the target industry (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)
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4.11. Demonstrate knowledge of the meaning of laws and regulations that help protect the safety of workers (e.g., Occupational Safety and Health Administration (OSHA)—requires worker to be over 18 to operate dangerous machinery, requires worker to acquire work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with alcohol and other drug problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)

4.12. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)

4.13. Recognize standard industry symbols for caution, warning, or danger and others appropriate to job or task (e.g., electrical shock symbol, poison symbol). (CL.C.2.In.4, CL.C.2.Su.4)

5. Maintain facilities, equipment, and records as required for the job.

5.1. Identify characteristics and skills necessary for optimal job performance in maintaining facilities, equipment, and records in the target industry (e.g., efficiency, accuracy, responsibility, dependability, ability to communicate, manual dexterity, reading ability, hand-eye coordination). (CL.C.2.In.5, CL.C.2.Su.5)

5.2. Identify responsibilities of employees to meet workplace expectations in maintaining facilities, equipment, and records in the target industry (e.g., repairing equipment, following preventative maintenance procedures, filing records, caring for facilities). (CL.C.2.In.5, CL.C.2.Su.5)

5.3. Clean and maintain tools and equipment used in the target industry (e.g., electric saw—clean, oil, sharpen blade, check wiring; truck—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)

5.4. Store tools, supplies, and equipment used in the targeted industry in appropriate areas (e.g., closets, storage building, work benches, garage). (CL.C.2.In.2, CL.C.2.Su.2)
6. Demonstrate, in the school setting, mastery of the performance standards required for the job(s) within the targeted industry that is reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.

Note: The student performance standards for this requirement are to be selected from the Vocational Education Program Course Standards for Industrial Education.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: _________________

7. Demonstrate, in a work environment, the skills required for the job(s) within the targeted industry that is reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.

Note: The student performance standards for this requirement are to be selected from the Vocational Education Program Course Standards for Industrial Education.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: _________________
COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980100
Course Title: Marketing Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

A. Major Concepts/Content. The purpose of this course is to prepare students with disabilities for entry and success in marketing. The training provided is in accordance with the student's level of functioning and the requirements of the particular job(s) for which the student is being prepared. Students may prepare for occupations involving selling, buying, transporting or storing goods, or providing services.

The content should include, but not be limited to:

- employability skills
- interpersonal and leadership skills
- job-specific skills and competencies
- use of technology, tools, equipment, and supplies

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan. The course requirements must include the vocational performance standards selected for the identified job(s).
Course Number: 7980100 - Marketing Education

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  
  Physical prompt—a touch, pointing, or other type of gesture as a reminder
  Verbal prompt—a sound, word, phrase, or sentence as a reminder
  Visual prompt—color coding, icons, symbols, or pictures as a reminder
  Assistive technology—an alarm, an electronic tool
  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  
  Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may
need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in school and community for the purposes of practice, generalization, and maintenance of skills. Equipment should be provided to permit experiential learning for each student. The activities should simulate the skills the student will be expected to perform on the job. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Planned and supervised occupational activities must be provided through one or more of the following: 1) directed laboratory experience, 2) student projects, 3) placement for experience, and 4) cooperative experience.

When the cooperative method of instruction is used for this program, the following are required for each student: a training plan signed by the employer, teacher, and student, which includes instructional objectives and a list of on-the-job and in-school learning experiences; and a work station which reflects equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal.

The Distributive Education Clubs of America (DECA) organization is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Display appropriate communication, interpersonal, and leadership skills.
   - SE.A.1.In.1 cooperate in a variety of group situations.
   - SE.A.1.In.2 assist in establishing and meeting group goals.
   - SE.A.1.In.3 function effectively within formal organizations.
   - SE.A.1.Su.1 cooperate in group situations—with guidance and support.
   - SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
   - SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
   - SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
Course Number: 7980100 - Marketing Education

initiate communication and respond effectively in a variety of situations.
initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th>Physical prompt</th>
<th>Verbal prompt</th>
<th>Visual prompt</th>
</tr>
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<tbody>
<tr>
<td>Assistive technology</td>
<td>Supervision</td>
<td>Other: ________________</td>
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</table>

Communication Skills

1.1. Use appropriate nonverbal language and gestures when communicating in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: __________ facial expressions __________ sounds
_________ gestures __________ body language
_________ hand signals __________ other: ________________

1.2. Use appropriate vocabulary, grammar, and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

1.3. State steps to complete a task. (Language C 31: VI)

1.4. Use appropriate social language skills in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: __________ initiating topics __________ maintaining topics
_________ taking turns __________ ending a conversation
_________ repairing communication breakdowns __________ showing sensitivity to cultural differences
_________ other: ________________

1.5. Use language to initiate social greeting. (Language C 23: III)

1.6. Use appropriate language to express need for assistance in work situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

1.7. Ask questions to obtain information and expand knowledge. (Language C 27: IV)

1.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: __________ listening for content __________ paying attention to cues—first, second...; in summary; most important
_________ linking to prior knowledge and experiences __________ considering emotional meaning
_________ other: ________________

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1.9. Use strategies to improve listening in work situations (e.g., empathize with and “read” people, check for understanding, nod or comment in response to communication, be sensitive to the environment, request feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

1.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs, current events). (CO.A.1.In.1, CO.A.1.Su.1)

1.11. *Use language to participate appropriately in conversation.* (Language C 29: V)

1.12. *Use language to initiate conversation.* (Language C 30: VI)

1.13. *Use language to relate recent personal experiences.* (Language C 26: IV)

1.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

1.15. Use feedback to make changes in work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

1.16. Give effective feedback to others in work situations (e.g., “You need to measure the board more precisely.” “You did well on your task.” “Keep up the good work.”). (CO.A.1.In.1, CO.A.1.Su.1)

1.17. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using “I” statements, making apologies, acknowledging a discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)

1.18. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., get quiet, pick up tools). (CO.A.1.In.1, CO.A.1.Su.1)

1.19. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you know about the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

1.20. *Identify appropriate responses to praise and constructive criticism.* (Social and Personal G 57: V)
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Interpersonal Skills

1.21. Demonstrate behaviors that contribute positively to group effort in work situations (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, using self-control and restraint when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)

1.22. Use appropriate interpersonal communication skills when working in a group in work situations (e.g., checking for understanding, expressing opinions, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)

1.23. Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)

1.24. Demonstrate behavior that meets social expectations when working in a group in work situations (e.g., waiting for turn, assisting others, understanding rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

1.25. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group in work situations (e.g., leader, recorder, timekeeper, manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

1.26. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

1.27. Cooperate with peers. (Social and Personal G 51: III)

1.28. Share plans with others in a group in work situations (e.g., explain a plan orally to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.2, SE.A.1.Su.1)

1.29. Demonstrate behaviors and communications that are complimentary to others in work situations (e.g., honoring others with rewards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)

1.30. Recognize and display sensitivity to others' feelings in work situations (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.Su.1, SE.A.2.In.1)

1.31. Identify personal feelings. (Social and Personal G 54: IV)

1.32. Demonstrate respect for others' rights and property in work situations (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)
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1.33. Show respect for property of others. (Social and Personal G 52: III)

1.34. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)

1.35. Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)

1.36. Demonstrate behaviors that represent appropriate physical contact from others in work situations (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)

1.37. Use effective responses to inappropriate physical contact from others that will protect oneself in work situations (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

1.38. Ask for assistance if one experiences inappropriate physical contact from others in work situations (e.g., calling for a co-worker’s help, asking for a supervisor’s assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)

1.39. Demonstrate behavior that meets the expectations of the target business organization within the marketing field (e.g., follows company policies, interacts with supervisors and co-workers appropriately, files reports as necessary). (SE.A.1.In.3, SE.A.1.Su.2)

1.40. Demonstrate behavior that complies with the existing rules and code of conduct of the target business organization within the marketing field (e.g., making comments that reflect a positive attitude; respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Leadership Skills

1.41. Establish reasonable group goals related to completion of a task in work situations (e.g., set deadline for completion of a product, assign roles to different members of a group). (SE.A.1.In.2)

1.42. Allocate and schedule the time and space needed to accomplish group goals in work situations (e.g., schedule group meetings so every member can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.2)

1.43. Demonstrate steps for problem solving in work situations involving groups (e.g., discuss the problem, individually list possible causes, record individual group members’ suggestions and clarifications, discuss and determine most probable cause, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)
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1.44. Demonstrate leadership skills that maintain group effort in work situations (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)

1.45. Demonstrate leadership skills that keep the group on-task in work situations (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)

1.46. Apply leadership skills in a group activity in work situations (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating the action of group members). (SE.A.1.In.2)

1.47. Identify the opportunities for leadership development available through an appropriate student and/or professional organization (e.g., contact state director of Distributive Education Clubs of America [DECA]). (SE.A.1.In.2)

2. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.
   CL.C.2.In.1 plan and implement personal work assignments.
   CL.C.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
   CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
   CL.C.2.In.5 apply employability skills in the workplace.
   CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
   CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
   CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
   CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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<thead>
<tr>
<th></th>
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<tr>
<td></td>
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<td>supervision</td>
<td>other:</td>
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Note: For performance objectives related to Benchmarks CL.C.2.In.4 and CL.C.2.Su.4, see Requirement 3 in this course.

Effective Work Habits

2.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
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2.2. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
   Specify: _____ □ work according to schedule
            _____ □ set an alarm clock as a reminder
            _____ □ track subtasks on calendar
            _____ □ check off subtasks when completed
            _____ □ other: ______________________________________

2.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
   Specify: _____ □ try different techniques
            _____ □ seek advice from others
            _____ □ seek assistance from others
            _____ □ read the instructions or references
            _____ □ other: ______________________________________

2.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
   Specify: _____ □ use a checklist
            _____ □ compare with model or example
            _____ □ look for errors
            _____ □ ask peer or co-worker to review
            _____ □ ask supervisor to review
            _____ □ other: ______________________________________

2.5. Follow a systematic procedure to complete job-specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)
   Specify: _____ □ identify task
            _____ □ name steps of task
            _____ □ perform task following a model or demonstration
            _____ □ perform task with decreasing feedback
            _____ □ perform task independently
            _____ □ monitor own task performance using workplace or industry standards
            _____ □ evaluate own task performance using workplace or industry standards
            _____ □ other: ______________________________________

2.6. Follow verbal directions to complete a two-step task. (Language B 13: IV)

2.7. Follow verbal directions with more than two steps. (Language B 14: V)

2.8. Complete routine tasks accurately and effectively in work situations (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

2.9. Complete assignments as specified in technical manuals, instruction sheets, and electronic displays. (CL.C.2.In.1, CL.C.2.Su.1)

2.10. Demonstrate attentive behavior when working (e.g., stay on task, do not talk excessively, listen to directions). (CL.C.2.In.3, CL.C.2.Su.3)
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2.11. Use strategies to assist with the maintenance of on-task behavior in work situations. (CL.C.2.In.5, CL.C.2.Su.5)
   Specify:  □ complete one task before starting another
   □ pace work so tasks are completed on time
   □ do not take prolonged or unnecessary breaks
   □ reward yourself periodically for completing subtasks
   □ other: ____________________________

2.12. Stay on-task for the duration of a work activity (e.g., complete one task before starting another, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently). (CL.C.2.In.5, CL.C.2.Su.5)

2.13. Stay on task until its completion. (Social and Personal C 20: III)

2.14. Stay on task to completion within a given time frame. (Social and Personal C 22: IV)

2.15. Demonstrate self-management skills necessary for job performance (e.g., staying on-task, setting goals, monitoring necessary daily and monthly tasks, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)

2.16. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
   Specify:  □ use a timer or alarm clock to monitor time or deadlines
   □ keep a model of final product for reference
   □ use breaks appropriately
   □ other: ____________________________

Ethical Behavior

2.17. Demonstrate dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)

2.18. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in business). (CL.C.2.In.3, CL.C.2.Su.3)

2.19. Demonstrate responsibility and self-control when working (e.g., do not cry or get angry when criticized, do not argue with co-workers, do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)

2.20. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)
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2.21. Use strategies to maintain an acceptable attendance record at work (CL.C.2.In.3, CL.C.2.Su.3)
    Specify: □ report to work regularly and be on time
           □ stay until quitting time
           □ return from breaks promptly
           □ inform supervisor if unable to work—illness, lateness, scheduling conflict
           □ other: ____________________________

2.22. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

2.23. **Identify appropriate attendance practices for school and work.**
      (Social and Personal C 26: IV)

2.24. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)

2.25. **Demonstrate interpersonal skills necessary for task completion when working with another person.** (Social and Personal C 25: IV)

2.26. **Demonstrate interpersonal skills necessary for task completion when working with more than one person.** (Social and Personal C 27: V)

**Employability Skills**

2.27. Identify responsibilities of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance). (CL.C.2.In.5, CL.C.2.Su.5)

2.28. **Identify characteristics of a good employee.** (Social and Personal C 23: IV)

2.29. Demonstrate a positive attitude toward tasks at work (e.g., do not complain when given a difficult task, do not talk negatively about supervisors or co-workers, talk positively about the task when not at work). (CL.C.2.In.5, CL.C.2.Su.5)

2.30. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)

2.31. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)

2.32. Demonstrate appropriate and effective techniques to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)
2.33. Identify mistakes on task assignments with and without assistance. 
(Social and Personal C 28: V)

2.34. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)

2.35. Seek help and accept assistance. (Social and Personal C 21: III)

2.36. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)

2.37. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: □ work schedule □ work duties □ work site □ supervisor □ other: ___________________________

Applying Problem-solving Strategies

2.38. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)

2.39. Select and use effective problem-solving strategies based on requirements of the work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: □ brainstorming—identifying all solutions that come to mind □ identifying steps—when a complicated task is involved □ estimating—when numbers are involved □ matching consequences to actions—for cause and effect □ troubleshooting—finding problems within a work process □ creative-thinking—when multiple solutions are acceptable □ modeling—basing actions on those of a good example □ other: ___________________________

2.40. Apply brainstorming techniques when starting to solve a problem at work (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

2.41. Identify the separate steps of a complicated process when solving a problem at work involving many tasks (e.g., plan a simple project—decide on location, assign responsibilities, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)

2.42. Construct rough estimates of answers to problems at work involving numbers before solving them (e.g., estimate amount of time needed to complete a job assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
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2.43. Match consequences to decisions and actions when solving problems at work involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)

2.44. Use troubleshooting for problems at work in which the cause is not easily seen (e.g., identifying problem areas in the work process). (CL.B.4.In.1, CL.B.4.Su.1)

2.45. Apply creative-thinking strategies to solve problems at work in which a variety of solutions are possible (e.g., design an advertising brochure or pamphlet, re-arrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)

2.46. Apply modeling techniques to solve problems at work where a good example exists (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)

2.47. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

2.48. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work toward improving). (CL.B.4.In.2, CL.B.4.Su.2)

2.49. Determine impact of activities and decisions related to solving the problem in the work situation (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

2.50. Determine effectiveness of problem-solving strategies used in work situations (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

Grooming and Hygiene

2.51. Identify characteristics of appropriate grooming and attire for work for specified jobs in the marketing field (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)

2.52. Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)

2.53. Arrive at work clean and dressed properly (e.g., brush teeth, take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)

2.54. Use strategies to achieve acceptable grooming and hygiene when dressing for work-related activities on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothes the night before). (CL.C.2.In.3, CL.C.2.Su.3)
2.55. Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)

3. Meet health and safety requirements related to the workplace.

CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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<th>physical prompt</th>
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<tbody>
<tr>
<td>assistive technology</td>
<td>supervision</td>
<td>other: ______________________</td>
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3.1. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)

3.2. Follow safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves). (CL.C.2.In.4, CL.C.2.Su.4)

3.3. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

3.4. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

3.5. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)

3.6. Use language to indicate danger or warnings to others. (Language C 22: III)

3.7. Perform common health and safety activities involving first aid in work situations. (CL.C.2.In.4, CL.C.2.Su.4)

Specify: 
- _____ □ stopping bleeding and applying bandages
- _____ □ taking care of burns, poisons, and wounds
- _____ □ getting help when needed
- _____ □ other: ______________________

3.8. Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)

3.9. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (CL.C.2.In.4, CL.C.2.Su.4)

3.10. Identify safety rules and procedures required for a specific job in the marketing field (e.g., wear necessary protective equipment, take precautions with heavy loads, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)
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3.11. Demonstrate knowledge of the meaning of laws and regulations that help protect the safety of workers (e.g., Occupational Safety and Health Administration (OSHA)—requires worker to be over 18 to operate dangerous machinery, requires worker to acquire work permit if 15 or under, requires employer allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with alcohol and other drug problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)

3.12. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)

3.13. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)

3.14. Recognize standard industry symbols for caution, warning, or danger and others appropriate to job or task (e.g., electrical shock symbol, poison symbol). (CL.C.2.In.4, CL.C.2.Su.4)

3.15. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)

4. Use appropriate technology, tools, equipment, and supplies commonly found in marketing occupations safely and correctly.

4.1. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments in the marketing field. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: ______ □ supplies—transportation containers, display counters, racks, shelves, merchandise to be sold
________ □ equipment—cash register, computer
________ □ tools—forklift, dolly, truck
________ □ other: __________________________________________

4.2. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)
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4.3. Use strategies to assist in identifying needed supplies, equipment, and tools for specific work assignments in the marketing field. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: □ use a checklist with pictures or descriptions of supplies, tools, and equipment
□ set up workstation with all needed supplies and equipment before starting
□ other: ____________________________

4.4. Organize materials and supplies to complete work assignments in the marketing field (e.g., plastic storage containers; cabinets and drawers; storage rooms, desk space; display shelves; racks, and counters). (CL.C.2.In.2, CL.C.2.Su.2)

4.5. Use tools, equipment, and supplies safely and correctly for specific work assignments in the marketing field (e.g., do not use electrical equipment near water; use tools, equipment, and supplies for designated purposes only; wear proper protection when required; don't overload an electrical outlet; safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)

4.6. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

4.7. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

4.8. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)

4.9. Use measuring devices appropriately to complete functional tasks related to the marketing field. (CL.C.2.In.2, CL.C.2.Su.2)

Using Telephone, Mail, and E-mail

4.10. Use various functions of a telephone appropriately to complete work-related tasks (e.g., conference calls, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for hearing and speech impaired [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)

4.11. Use a telephone to complete work-related tasks (e.g., make a conference call, determine information from an outside source, call a list of names to complete a task). (CL.C.2.In.2, CL.C.2.Su.2)

4.12. Identify and use emergency number (0-911) on the telephone in an appropriate manner. (Social and Personal H 51: IV)

4.13. Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)

4.14. Use a fax machine to complete work-related tasks (e.g., send information to another location—letters, official documents, price quotes, directions). (CL.C.2.In.2, CL.C.2.Su.2)

4.15. Use appropriate services to organize, send, and receive information to complete work-related tasks (e.g., United States Postal Service, United Parcel Service, Federal Express). (CL.C.2.In.2, CL.C.2.Su.2)
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4.16. Use various software programs to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: □ word processing □ graphics and presentation
□ spreadsheet and databases □ other: __________________________

4.17. Access available databases via the Internet to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: □ use software to access Internet □ use search engines □ other: __________________________

4.18. Use the various capabilities of e-mail to complete work-related tasks (e.g., send a co-worker or supervisor messages, notes, letters, instructions, or other information; send a co-worker or supervisor an attached file; send a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)

5. Demonstrate proficiency in the services and products related to the marketing occupations for the job(s) reflected in the student’s desired post-school outcome statement on the Transition Individual Educational Plan.

Note: The student performance standards for this requirement are to be selected from the Vocational Education Program Course Standards for Marketing Education.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: __________________________

6. Demonstrate, in the school setting, mastery of the performance standards required for the job(s) within the marketing field reflected in the student’s desired post-school outcome statement on the Transition Individual Educational Plan.

Note: The student performance standards for this requirement are to be selected from the Vocational Education Program Course Standards for Marketing Education.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: __________________________
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7. Demonstrate, in a work environment, the skills required for the job(s) within the marketing field identified in the student's desired post-school outcome statement on the Transition Individual Educational Plan.

Note: The student performance standards for this requirement are to be selected from the Vocational Education Program Course Standards for Marketing Education.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt  ___ verbal prompt  ___ visual prompt
___ assistive technology  ___ supervision  ___ other: __________________

______________________________
COURSE DESCRIPTION - GRADES 9-12, ADULT

SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980110
Course Title: Career Preparation
Previous Course Title: Employability Skills
Credit: Multiple

A. Major Concepts/Content. The purpose of this course is to enable students with disabilities to acquire the career knowledge and skills necessary to identify career options, obtain community resources, and develop work-related behaviors. The course will provide a foundation for further progress toward achieving the student’s desired post-school outcomes related to a career.

The content should include, but not be limited to, the following:

- self-appraisal
- decision making
- self-determination and self-advocacy
- career options
- community resources related to career decisions
- workplace competencies
- rights and responsibilities of employees

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers’ addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.
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This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may...
Course Number: 7980110 - Career Preparation

need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

This is the first of a three-course sequence designed to prepare students for careers and post-school adult living. The first course, Career Preparation, Course Number 7980110, focuses on the acquisition of the necessary knowledge and skills. The second course, Career Experiences, Course Number 7980120, provides opportunities for application of the knowledge and skills in school or community work experience situations with coaching and instructional assistance. The last course, Career Placement, Course Number 7980130, provides the opportunity for students to be placed in a community-based work setting. Students with the ability to perform paid employment must be paid in accordance with Federal Wage and Hour Standards. Students with severe disabilities, for whom supported competitive employment is not appropriate, may be considered for placement in volunteer work.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Demonstrate awareness of planning processes used to establish and revise personal and career goals.**
   
   IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
   
   IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   
   _ physical prompt _ verbal prompt _ visual prompt
   _ assistive technology _ supervision _ other:

   Indicate assistance necessary for mastery at participatory level:
   
   _ physical assistance _ full _ partial _ assistive technology _ full _ partial

1.1 Identify personal situations that call for a plan (e.g., moving to a new apartment, buying a car, giving a party). (IF.B.1.In.1, IF.B.Su.1)
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1.2. Identify the benefits of using a planning process to set personal goals and career goals (e.g., personal—helps stay on track, monitors progress, increases motivation; career—increases motivation, helps organization). (IF.B.1.In.1, IF.B.Su.1)

1.3. Identify criteria to determine when a plan is needed (e.g., to determine time and resources available for planning, long-term impact of goals, availability of options). (IF.B.1.In.1, IF.B.Su.1)

1.4. Identify steps in a planning process to set personal and career goals (e.g., personal—determine current situation, determine desired situation; career—determine strengths and weaknesses, identify interests and abilities, match interests and abilities to opportunities, identify desired situation). (IF.B.1.In.1, IF.B.Su.1)

1.5. Identify resources, sources of information, and assistance for personal and career planning and goal setting. (IF.B.1.In.1, IF.B.Su.1)

Specify:
- □ individuals—family, supervisor, teacher, counselor, possible employers
- □ agencies—government agencies, religious organizations, schools
- □ other: ____________________________

1.6. Identify personal strengths and weaknesses. (Social and Personal G 59: VI)

1.7. Identify how positive view of self affects personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.Su.1)

1.8. Identify alternatives and choices available to reach personal and career goals (e.g., personal—weight loss: start exercise program, consult a physician; career—work at home, find a job that allows flexible hours and has child care). (IF.B.1.In.1, IF.B.Su.1)

1.9. Identify the risks and benefits associated with each alternative choice (e.g., dieting risks—may not get necessary vitamins, make take dieting to an extreme; dieting benefits—lower cholesterol, have more energy, clothes fit better). (IF.B.1.In.1, IF.B.Su.1)

1.10. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, is self-gratifying). (IF.B.1.In.1, IF.B.Su.1)

1.11. Identify previous personal experiences related to making realistic personal and career goals (e.g., visiting a homeless shelter and then volunteering for a community program, reading a self-help book and then making improvements in personal relationships, repairing a family car and then enrolling in car maintenance course). (IF.B.1.In.1, IF.B.Su.1)

1.12. Identify preferred occupational goals for self (e.g., work in office setting, obtain a stable job with high probability of promotion, receive a paycheck, receive a promotion). (IF.B.1.In.1, IF.B.Su.1)
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1.13. Accept assistance with and participate in expressing personal preferences and desires related to personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)
   Specify:  □ home  □ school  □ community/workplace

2. Demonstrate awareness of competencies used to apply for a job, including creating resumes and participating in simulated job interviews.
   CL.C.1.In.3 make general preparations for entering the work force.
   CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.
   CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   □ physical prompt □ verbal prompt □ visual prompt
   □ assistive technology □ supervision □ other: ______________________

   Indicate assistance necessary for mastery at participatory level:
   □ physical assistance  □ full  □ partial  □ assistive technology  □ full  □ partial

Employment Resources

2.1. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find a job opening, prepare a resume, fill out application, contact employer, set up interview, prepare for interview). (CL.C.1.In.3, CL.C.1.Su.3)

2.2. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)

2.3. Identify resources for finding employment. (Social and Personal C 30: VI)

Resumes and Portfolios

2.4. Identify the items that are generally included in a resume and portfolio (e.g., resume—name, address, phone number, work experience, education, job training, awards; portfolio—samples of drawings, or photographs, positive work evaluations, video of task performance). (CL.C.1.In.3, CL.C.1.Su.3)

2.5. Identify ways to make resume or portfolio effective (e.g., use correct format, use appropriate language, use clear organization, edit, print on good quality paper). (CL.C.1.In.3, CL.C.1.Su.3)

2.6. Identify people or agencies who can assist a person in writing a resume and preparing a portfolio (e.g., parents, teachers, friends, employment agencies). (CL.C.1.In.3, CL.C.1.Su.3)
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Interviews

2.7. Identify the importance of a job interview (e.g., opportunity to make a positive first impression, identify job requirements, build rapport, and learn about an organization). (CL.C.1.In.3, CL.C.1.Su.3)

2.8. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)

Specify: □ work history  □ related experiences
            □ training  □ career goals
            □ personal strengths and interests  □ other: ____________________

2.9. Identify inappropriate grooming and attire for job interview (e.g., low cut shirts, dirty clothes, excessive perfume or cologne, uncombed hair). (CL.C.1.In.3, CL.C.1.Su.3)

2.10. Identify the steps in preparing for a job interview (e.g., identify sources for learning about the company, identify commonly asked interview questions, prepare answers, find out whom to speak with, practice by role playing). (CL.C.1.In.3, CL.C.1.Su.3)

Application Forms

2.11. Identify purposes of job application forms (e.g., provide personal information, serve as a basis for matching individual to job opening, describe special job requirements). (CL.C.1.In.3, CL.C.1.Su.3)

2.12. Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)

2.13. Identify specific information requested on job application forms (e.g., personal history, job interests and skills, references and education, employment record). (CL.C.1.In.3, CL.C.1.Su.3)

Employment Tests

2.14. Identify common tests necessary for employment (e.g., drug tests, eye examinations, physical examinations, Armed Services Vocational Aptitude Battery [ASVAB], driving test). (CL.C.1.In.3, CL.C.1.Su.3)

2.15. Identify the purpose of testing potential employees (e.g., screen applicants, verify skills and capabilities of workers). (CL.C.1.In.3, CL.C.1.Su.3)

2.16. Identify ways to prepare for common employment examinations (e.g., obtain study guides, study materials, contact others who have taken the exam, choose a testing date). (CL.C.1.In.3, CL.C.1.Su.3)

2.17. Identify special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., separate setting, extra time). (CL.C.1.In.3, CL.C.1.Su.3)
2.18. Identify sources of assistance in obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., private agencies, public agencies, advocacy groups, counselors). (CL.C.1.In.3, CL.C.1.Su.3)

References

2.19. Identify purposes of obtaining references when looking for a job (e.g., employer can talk to former employer; employer can gain insight into applicant's responsibility, work ethics, and personality traits). (CL.C.1.In.3, CL.C.1.Su.3)

2.20. Identify types of information provided by references (e.g., name, address, business title, telephone number, relationship to individual, opinions about individual's work ethics, performance abilities, letter of recommendation). (CL.C.1.In.3, CL.C.1.Su.3)

2.21. Identify characteristics of individuals who make good references (e.g., know you well, know your work and capabilities, have a high opinion of you). (CL.C.1.In.3, CL.C.1.Su.3)

2.22. Identify kinds of information that the person requesting the reference should provide (e.g., a description of job that you are seeking, why you want the job). (CL.C.1.In.3, CL.C.1.Su.3)

Follow-up Procedures

2.23. Identify types of follow-up procedures to use when seeking a job (e.g., thank you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)

2.24. Identify common legal documents necessary for employment (e.g., identification card, driver's license, birth certificate, Social Security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)

2.25. Identify purposes of common legal documents necessary for employment (e.g., provide applicant legal protection, provide applicant information for filing income taxes, verify personal information). (CL.C.1.In.3, CL.C.1.Su.3)
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3. Demonstrate awareness of job responsibilities and social competencies needed to obtain successful employment in a variety of settings.
   CL.C.2.In.1 plan and implement personal work assignments.
   CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
   CL.C.2.In.5 apply employability skills in the workplace.
   CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
   CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
   CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.
   CL.C.2.Pa.1 participate in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt  ___ verbal prompt  ___ visual prompt
   ___ assistive technology  ___ supervision  ___ other: ______________________

Indicate assistance necessary for mastery at participatory level:
   ___ physical assistance  ___ assistive technology  ___ full  ___ partial

Completing Work Assignments

3.1. Identify purposes of planning work assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)

3.2. Identify components of a plan to complete a work assignment (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, personnel, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)

3.3. State steps to complete a task. (Language C 31: VI)

3.4. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

3.5. Sort like objects. (Social and Personal C 19: II)

3.6. Stay on task until its completion. (Social and Personal C 20: III)

3.7. Seek help and accept assistance. (Social and Personal C 21: III)

3.8. Stay on task to completion within a given time frame. (Social and Personal C 22: IV)

3.9. Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)

3.10. Request assistance in the sequence of tasks or activities. (CL.C.2.Pa.1)

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3.11. Accept assistance with and participate in the sequence of tasks or activities related to work assignments. (CL.C.2.Pa.1)
   Specify: __________________________________________________________

Using Tools, Equipment, and Supplies

3.12. Identify the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, information sources; painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, computer, printer). (CL.C.2.In.2, CL.C.2.Su.2)

3.13. **Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)**

3.14. Identify materials and supplies to complete work assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

3.15. **Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)**

3.16. **Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)**

3.17. Describe steps to clean and maintain tools and equipment (e.g., copy machine—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)

3.18. **Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)**

3.19. Identify appropriate areas for storing tools, supplies, and equipment (e.g., paper and office supplies in desk; personal work supplies in personal work area; cleaning supplies in cupboard). (CL.C.2.In.2, CL.C.2.Su.2)

3.20. Request assistance in recognizing and relating to familiar objects used in work assignments (e.g., turns toward own table, asks for own jacket when leaving). (CL.C.2.Pa.1)

3.21. Accept assistance with and participate in recognizing and relating to familiar objects used in work assignments (e.g., turns toward own desk, reaches for own tool when working). (CL.C.2.Pa.1)

3.22. Request assistance in recognizing and using adaptive or assistive devices used in work assignments (e.g., asks for switch to turn on computer, points towards raised workstation). (CL.C.2.Pa.1)

3.23. Accept assistance with and participate in recognizing and using adaptive or assistive devices used in work assignments. (CL.C.2.Pa.1)
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3.24. Request assistance in obtaining objects to produce desired effects during work assignments (e.g., bag to place supplies in, device to communicate). (CL.C.2.Pa.1)

3.25. Accept assistance with and participate in requesting objects to produce desired effects during work assignments (e.g., bag to place supplies in, device to communicate). (CL.C.2.Pa.1)

Employability Skills

3.26. Identify favorable and unfavorable social and emotional characteristics affecting employability (e.g., favorable—desire to please, cheerfulness, cooperation, positive attitude, respect for others, honesty; unfavorable—laziness, rudeness, tardiness). (CL.C.2.In.5, CL.C.2.Su.5)

3.27. Cooperate with peers. (Social and Personal G 51: III)

3.28. Show respect for property of others. (Social and Personal G 52: III)

3.29. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—be optimistic, work hard, do not talk negatively about projects or people, do not complain; negative attitude—be pessimistic, be lazy, make negative comments, complain about work load). (CL.C.2.In.5, CL.C.2.Su.5)

3.30. Identify the benefits of a positive attitude towards a job (e.g., reduces stress, makes others more willing to work with you, improves relationships with co-workers and supervisors, makes job more enjoyable). (CL.C.2.In.5, CL.C.2.Su.5)

3.31. Identify appropriate and inappropriate employee/employer interactions. (CL.C.2.In.5, CL.C.2.Su.5)

Specify: □ appropriate—being punctual, following rules, showing respect for superiors
□ inappropriate—disrupting work, making negative statements about co-workers

3.32. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

3.33. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)

3.34. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, treating authority figures with respect, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.5, CL.C.2.Su.5)

3.35. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

3.36. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)
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3.37. Identify types of inappropriate physical contact with others within a work setting (e.g., hugging, patting, kissing, hitting, pushing). (CL.C.2.In.5, CL.C.2.Su.5)

3.38. Identify self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring daily and monthly tasks necessary to fulfill short- and long-term goals, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)

4. Demonstrate awareness of careers used in different types of businesses and industry.

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.

CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ______________________

Indicate assistance necessary for mastery at participatory level:

___ physical assistance □ full □ partial ___ assistive technology □ full □ partial

4.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)

4.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative or clerical). (CL.C.1.In.1, CL.C.1.Su.1)

4.3. Identify specific jobs associated with each career cluster (e.g., health care/medicine—nurse, lab assistant, nurse's aide; construction—carpenter, plumber, drywall installer, marketing—cashier, salesperson; administrative or clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

4.4. Identify advantages and disadvantages of an occupation in a specified cluster (e.g., stuffing envelopes—repetitive, essential; yard care—outdoors, varied tasks; recycling—helpful to environment, time consuming to sort items, dependent on transportation to collect; construction—outdoors, labor intensive, dangerous). (CL.C.1.In.1, CL.C.1.Su.1)

4.5. Identify how characteristics of a given occupation may be perceived differently by individuals (e.g., custodial). (CL.C.1.In.1, CL.C.1.Su.1)

Specify: ___ □ activity level required ___ □ working environment
 ___ □ interaction with customers ___ □ consistency of expectations
 ___ □ other: ____________________________________________

4.6. Identify skills needed to fulfill performance requirements for specific jobs within career clusters (e.g., secretary—reading, writing, keyboarding; seamstress—ability to sew, take measurements, use fractions; truck driver—reading maps, writing in travel logs, passing licensing exams; dishwasher—manual dexterity, ability to stand for long periods of time). (CL.C.1.In.1, CL.C.1.Su.1)
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4.7. Describe advantages and disadvantages associated with selected occupations (e.g., postal carrier—benefits, vacation, outdoor work; telephone operator—flexible hours, monotony, desk job, irate customers). (CL.C.1.In.1, CL.C.1.Su.1)

4.8. Identify trends in the local job market for different career clusters and occupations (e.g., use of computer skills; environmental issues, use of technology, hiring of minorities or persons who have disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)

4.9. Evaluate present and future local job market of a specific career cluster. (CL.C.1.In.1, CL.C.1.Su.1)

4.10. Identify licenses and certification requirements for specific jobs within career clusters and occupations (e.g., aerobic instructor—American Council on Exercise [ACE] Certification; hairdresser—cosmetology license; lifeguard—certification in first aid, Cardiopulmonary Resuscitation [CPR], water safety instructor; medical records technician—Accredited Records Technician [ART] certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)

4.11. Identify educational and training requirements for specific jobs in a variety of career clusters (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency, technical school training; millwright—apprenticeship; cashier—high school education, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)

4.12. Identify different types of work hours and schedules associated with employment. (CL.C.1.In.1, CL.C.1.Su.1)

Specify: □ day shifts □ night shifts □ part-time
□ full time □ overtime □ other: __________________________

4.13. Identify differences between being paid by the hour and by salary (e.g., hourly wage—overtime, predictable set schedule, opportunity for pay raise; salary—benefits, sick and vacation days, union eligibility, pay increase opportunities, contract). (CL.C.1.In.1, CL.C.1.Su.1)


4.15. Identify career advancement opportunities within specific occupations. (CL.C.1.In.1, CL.C.1.Su.1)
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5. Demonstrate awareness of effective work habits, ethical behavior, and appropriate grooming used in the workplace.

Demonstrate awareness of effective work habits, ethical behavior, and appropriate grooming used in the workplace.

CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.

CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ____________________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance  full  partial
- assistive technology  full  partial

Effective Work Habits

5.1. Identify the characteristics and importance of being reliable when working (e.g., work is done efficiently, work is done consistently, work always meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)

5.2. Identify the characteristics and importance of being flexible when working (e.g., adapts to changes in schedule, expectations, and processes; compromises with others; is open to others' opinions). (CL.C.2.In.3, CL.C.2.Su.3)

5.3. Identify the characteristics and importance of being responsible and having self-control when working (e.g., controls emotions, has willpower and self-restraint, accepts criticism, accepts blame, admits when wrong). (CL.C.2.In.3, CL.C.2.Su.3)

5.4. Identify characteristics of a good employee. (Social and Personal C 23: IV)

5.5. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

5.6. Identify the characteristics and importance of being self-directed when working (e.g., keeps self-motivated and enthusiastic, makes decisions independently, sets goals, does not procrastinate, paces work assignments). (CL.C.2.In.3, CL.C.2.Su.3)

5.7. Identify the characteristics and importance of paying attention to details when working (e.g., stays focused, meets expectations, meets quality standards). (CL.C.2.In.3, CL.C.2.Su.3)

Attendance and Ethics

5.8. Identify reasons for good attendance and punctuality on a job (e.g., responsibility to employer, production quotas, deadlines). (CL.C.2.In.3, CL.C.2.Su.3)

5.9. Identify appropriate attendance practice for school and work. (Social and Personal C 26: IV)
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5.10. Identify the consequences of not being punctual on a job (e.g., docked pay, loss of respect and trust, demotion, loss of job). (CL.C.2.In.3, CL.C.2.Su.3)

5.11. Identify reasons for using time clocks (e.g., keep track of hours worked, verify paycheck). (CL.C.2.In.3, CL.C.2.Su.3)

5.12. Identify actions to be taken if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

5.13. Identify behavior or activities on the job which bring values into conflict (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)

Grooming

5.14. Distinguish among appropriate attire for school, work, and leisure activities (e.g., school—uniform, if required; no short or tight clothing; shirts tucked in; work—uniform, if required; clothes ironed; no short or tight clothing; leisure—casual, comfortable). (CL.C.2.In.3, CL.C.2.Su.3)

5.15. Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)

5.16. Identify characteristics of appropriate grooming and attire selection for work for specified jobs (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)

6. Demonstrate awareness of the roles of self-advocacy and self-determination used in the community and the workplace.

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.

IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

| __ physical prompt | __ verbal prompt | __ visual prompt |
| __ assistive technology | __ supervision | __ other: _________________________ |

Indicate assistance necessary for mastery at participatory level:

| __ physical assistance Q full Q partial | __ assistive technology Q full Q partial |

Indicate guidance and support necessary for mastery at supported level:

| __ physical prompt | __ verbal prompt | __ visual prompt |
| __ assistive technology | __ supervision | __ other: _________________________ |

Indicate assistance necessary for mastery at participatory level:

| __ physical assistance Q full Q partial | __ assistive technology Q full Q partial |

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Making Personal Choices

6.1. Identify personal strengths and weaknesses (e.g., physical appearance, relating to others, personality, performance in school, performance outside of school, performance on the job, performance outside the job, interests, preferences for activities). (IF.B.1.In.1, IF.B.1.Su.1)

6.2. Identify how positive view of self affects personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)

6.3. Identify alternatives and choices available to reach personal goals (e.g., dieting to lose weight—eat smaller meals, start exercise program, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)

6.4. Identify the risks and benefits associated with each alternative choice (e.g., dieting risks—body may not get its necessary vitamins, make take dieting to an extreme; benefits—lower cholesterol, have more energy, clothes fit better). (IF.B.1.In.1, IF.B.1.Su.1)

6.5. Identify strategies for balancing self, family, work, leisure, and citizenship in order to reduce the impact of stress (e.g., using time-management strategies, taking a brief vacation, separating work and personal life, starting an exercise program). (IF.B.1.In.1, IF.B.1.Su.1)

6.6. Identify consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

6.7. Identify the need for responsible planning of personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)

6.8. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., degrees received, ambition, test scores, previous experiences, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)

Identifying Personal Plans

6.9. Identify personal goals, develop plans, and carry out goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)

6.10. Identify major steps and timelines to achieve goals. (IF.B.1.In.2, IF.B.1.Su.2)

6.11. Choose to undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals. (IF.B.1.In.2, IF.B.1.Su.2)

6.12. Identify situations impacting goal achievement and identify alternatives. (IF.B.1.In.2, IF.B.1.Su.2)
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Monitoring Progress and Making Adjustments to Personal Plans

6.13. Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

6.14. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)

6.15. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

6.16. Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments in personal care, productive activities, and leisure and recreation activities. (IF.B.1.Pa.1)

Specify: ____ ☐ home  ____ ☐ school  ____ ☐ community/workplace

Developing Individual Educational Plans

6.17. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

6.18. Identify the benefits of participation in own IEP meetings (e.g., in-school planning, post-school planning). (IF.B.1.In.1, IF.B.1.Su.1)

6.19. Identify steps in the IEP development (e.g., determine desired long-term outcome, develop a present level of performance, develop annual goals and related short-term objectives or benchmarks, assign responsibility for objectives). (IF.B.1.In.1, IF.B.1.Su.1)

6.20. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: ____ ☐ employment  ____ ☐ instruction
 ____ ☐ community experience  ____ ☐ post-school adult living
 ____ ☐ vocational evaluation  ____ ☐ daily living skills
 ____ ☐ other: __________________________

6.21. Identify personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

6.22. Identify desired long-term outcomes to meet personal goals. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: ____ ☐ post-school—postsecondary training, employment
 ____ ☐ adult living arrangements
 ____ ☐ community participation
 ____ ☐ other: __________________________
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Self-advocacy

6.23. Identify self-advocating behaviors (e.g., decisiveness, speaking up for oneself, voicing opinion). (IF.B.2.In.1, IF.B.2.Su.1)

6.24. Discriminate between examples and non-examples of self-advocating behavior (examples—presenting self to supervisor to ask for a raise, promoting self when interviewing for a job; non-examples—not being able to list personal strengths when asked by a supervisor, talking negatively about oneself, not standing up for self). (IF.B.2.In.1, IF.B.2.Su.1)

6.25. Identify factors that promote self-advocating behaviors (e.g., opportunities for self-advocacy, reinforcement for self-advocacy behaviors, training in self-advocacy, work environment that accepts mistakes). (IF.B.2.In.1, IF.B.2.Su.1) Specify: ___ school ___ community/workplace

6.26. Identify factors that inhibit self-advocating behaviors (e.g., lack of opportunity, lack of reinforcement for specific behaviors, lack of training in self-advocacy, excessive criticism, rigid authority structure). (IF.B.2.In.1, IF.B.2.Su.1) Specify: ___ school ___ community/workplace

6.27. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)

7. Demonstrate awareness of decision-making and problem-solving processes used in workplace situations.
   CL.B.4.In.1 identify problems and examine alternative solutions.
   CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
   CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
   CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt ___ verbal prompt ___ visual prompt
   ___ assistive technology ___ supervision ___ other: _____________________

   Indicate assistance necessary for mastery at participatory level:
   ___ physical assistance ___ verbal prompt ___ visual prompt
   ___ assistive technology ___ supervision ___ other: _____________________

Identifying Problems

7.1. Identify various ways to respond to and solve problems (e.g., late for work frequently—wake up earlier, leave house earlier, walk faster; car breaks down—take the bus, walk, take car to mechanic). (CL.B.4.In.1, CL.B.4.Su.1)
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7.2. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)

7.3. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)
Specify: ☐ brainstorming—identifying all solutions that come to mind
☐ identifying steps—when a complicated task is involved
☐ estimating—when numbers are involved
☐ matching consequences to actions—for cause and effect
☐ troubleshooting—finding problems within a work process
☐ creative thinking—identifying multiple or unusual solutions
☐ modeling—basing actions on those of a good example
☐ other: ________________________________

7.4. Identify steps to solve a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop). (CL.B.4.In.1, CL.B.4.Su.1)

7.5. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)

7.6. Identify alternative courses of action for solving a particular specified problem at work (e.g., project not complete at deadline—work extra hours, ask for assistance, take work home). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

7.7. Identify strategies needed to solve problems (e.g., limited time to do work assignments—use time-management strategies, talk to boss about extending deadlines on some assignments). (CL.B.4.In.2, CL.B.4.Su.2)

7.8. Identify appropriate techniques or tools to solve problems (e.g., computer software, assignment planner, counseling sessions). (CL.B.4.In.2, CL.B.4.Su.2)

7.9. Seek assistance when needed to solve problems (e.g., emotional problems—seek help from counselor or boss; problems with a subject area at school—tutor, teacher, family member). (CL.B.4.In.2, CL.B.4.Su.2)

7.10. Accept assistance with and participate in efforts to solve problems. (CL.B.4.Pa.1)
Specify: ☐ school ☐ community/workplace

7.11. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems. (IF.B.2.Pa.2)
Specify: ☐ school ☐ community/workplace
Evaluating Effectiveness of Solution

7.12. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

7.13. Determine impact of activities and decisions related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

8. Demonstrate awareness of appropriate personal care skills used to meet demands of a variety of workplace situations.

IF.A.1.In.2 complete personal care, health, and fitness activities.
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ____________________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance 0 full 0 partial
- assistive technology 0 full 0 partial

8.1. Demonstrate knowledge and skills needed for common personal care activities involved in dressing for work. (IF.A.1.In.2, IF.A.1.Su.2)

Specify:
- selecting appropriate clothing for the job
- putting on clothing, closing fasteners
- taking off clothing, opening fasteners
- other: ____________________________

8.2. Take off clothing which does not require fasteners. (Social and Personal A 1: II)

8.3. Take off clothing with fasteners. (Social and Personal A 3: III)

8.4. Put on clothing which does not require fasteners. (Social and Personal A 4: III)

8.5. Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)

8.6. Demonstrate knowledge and skills needed for common personal care activities involved in grooming and hygiene in a work situation. (IF.A.1.In.2, IF.A.1.Su.2)

Specify:
- meeting health and safety standards
- meet workplace expectations
- completing care activities at proper time and place
- other: ____________________________
8.7. **Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)**

8.8. **Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)**

8.9. Demonstrate knowledge and skills needed for common personal care needs involved in motor control and managing self in a work situation. (IF.A.1.In.2, IF.A.1.Su.2)

Specify:
- Q posture
- Q strength, stamina, endurance, and muscular flexibility
- Q postural alignment for sitting, standing, lifting, and movement
- Q proximity to objects
- Q other: ___________________________

8.10. Request assistance in activities and tasks associated with daily dressing routines.

(IF.A.1.Pa.2)

Specify school routines:   Q arrival   Q during day   Q departure
Specify community routines:   Q workplace or volunteer activities   Q special events

8.11. Accept assistance with and participate in activities and tasks associated with daily dressing routines. (IF.A.1.Pa.2)

Specify school routines:   Q arrival   Q during day   Q departure
Specify community routines:   Q workplace or volunteer activities   Q special events

8.12. Request assistance in activities and tasks associated with daily grooming and hygiene routines. (IF.A.1.Pa.2)

Specify school routines:   Q arrival   Q during day   Q departure
Specify community routines:   Q workplace or volunteer activities   Q special events

8.13. Accept assistance with and participate in activities and tasks associated with daily grooming and hygiene routines. (IF.A.1.Pa.2)

Specify school routines:   Q arrival   Q during day   Q departure
Specify community routines:   Q workplace or volunteer activities   Q special events

9. **Demonstrate awareness of health and safety requirements used in the workplace.**

CL.C.2.In.4  follow procedures to ensure health and safety in the workplace.
CL.C.2.Su.4  follow procedures to ensure health and safety in the workplace—with guidance and support.
IF.B.2.In.3  respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.3  respond effectively to unexpected events and potentially harmful situations—with guidance and support.
IF.B.2.Pa.2  participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.
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Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: _____________________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance  □ full  □ partial
- assistive technology  □ full  □ partial

9.1. Identify the purpose of cleaning up after spilling or breaking something and disposing of trash properly (e.g., prevent self and others from being harmed, keep area clean, prevent contamination, ensure proper sanitation). (IF.B.2.In.3, IF.B.2.Su.3)

9.2. Pick up the trash and dispose properly. (Social and Personal F 47: III)

9.3. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)

9.4. Identify fire prevention and safety precautions and practices for extinguishing fires (e.g., do not overload electrical outlets; smoke only in designated areas; do not fan flames; use water on small fires, if appropriate; use extinguisher). (CL.C.2.In.4, CL.C.2.Su.4)

9.5. Identify the meaning of labor and safety laws and regulations (e.g., Occupational Safety and Health Administration [OSHA]—worker must be over 18 to operate dangerous machinery such as meat cutters, worker must acquire work permit if 15 or under, employer must allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or other drug use while on duty, may require tests prior to employment, provides treatment for employees with drug or alcohol problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)

9.6. Identify ways to get information about laws and regulations that protect the safety of workers (e.g., employee manuals, county or state government agencies, fire department). (CL.C.2.In.4, CL.C.2.Su.4)

9.7. Identify materials and tools to use in emergency situations (e.g., fire extinguisher, flashlight, candles, matches, first aid kits, battery-operated radio). (IF.B.2.In.3, IF.B.2.Su.3)

9.8. Identify persons to ask for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (IF.B.2.In.3, IF.B.2.Su.3)

9.9. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber’s commands, report to police). (IF.B.2.In.3, IF.B.2.Su.3)

9.10. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

9.11. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)
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9.12. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)

9.13. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)

9.14. Request assistance in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
   Specify situation: ____________________________

9.15. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
  Specify:     ☐ school       ☐ community/workplace

9.16. Request assistance in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)

9.17. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur. (IF.B.2 Pa.2)
   Specify:     ☐ school       ☐ community/workplace

10. Demonstrate awareness of rights, benefits, and responsibilities of employment, including the role of labor laws.
CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
   ☐ physical prompt     ☐ verbal prompt     ☐ visual prompt
   ☐ assistive technology ☐ supervision ☐ other: ____________________________

Indicate assistance necessary for mastery at participatory level:
   ☐ physical assistance ☐ full ☐ partial ☐ assistive technology ☐ full ☐ partial

10.1. Identify ways in which individuals who are employed help society (e.g., contributing goods and services, paying taxes). (CL.C.1.In.2, CL.C.1.Su.2)

10.2. Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)

10.3. Identify the purpose and benefits of worker’s compensation (e.g., provide employee compensation if injured on the job, pay medical bills). (CL.C.1.In.2, CL.C.1.Su.2)

10.4. Identify the purpose of unemployment insurance (e.g., means of income if job ends, temporary income until new job found). (CL.C.1.In.2, CL.C.1.Su.2)
10.5. Identify the purpose of health and disability insurance (e.g., provide compensation if disabled on the job, provide income if unable to work due to disability). (CL.C.1.In.2, CL.C.1.Su.2)

10.6. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, provide workplace accommodations, provide accessibility to businesses, increase public awareness of individual rights, encourage self-advocacy, provide legal services). (CL.C.1.In.2, CL.C.1.Su.2)

10.7. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney). (CL.C.1.In.2, CL.C.1.Su.2)

10.8. Identify the characteristics and purposes of workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee protection, behavioral guidelines, definition of consequences for breaking rules). (CL.C.1.In.2, CL.C.1.Su.2)

10.9. Identify ways of getting information and clarification about workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee handbooks, supervisor, bulletin boards, company websites). (CL.C.1.In.2, CL.C.1.Su.2)

10.10. Identify the purpose and benefits of employment contracts (e.g., provide legal protection, are legally binding, establish agreement on terms and conditions). (CL.C.1.In.2, CL.C.1.Su.2)

10.11. Identify components of employment contracts (e.g., specifies starting date, lists salary, lists responsibilities). (CL.C.1.In.2, CL.C.1.Su.2)

10.12. Identify strategies that employees may use to achieve job retention (e.g., using a planner, checking with supervisor when assistance is needed, following a checklist to complete all parts of the job). (CL.C.1.In.2, CL.C.1.Su.2)

10.13. Identify proper procedures for terminating a job if necessary (e.g., provide written and verbal notice; inform all superiors—boss, manager, supervisor, regional manager; give two weeks' notice). (CL.C.1.In.2, CL.C.1.Su.2)

11. Demonstrate awareness of public and private transportation, as appropriate, used in the community.

   IF.A.2.In.2 demonstrate safe travel within and beyond the community.

   IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

   IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.
Achieving Mobility in Buildings and Schools

11.1. Identify and find specific locations in the school or work environment when completing functional tasks (e.g., classrooms, administrative offices, eating areas, restrooms, recreation areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

Traveling Within the Community

11.2. Move about in the immediate neighborhood from one location to another safely (e.g., walk, bicycle, drive car, roller blade or roller skate). (IF.A.2.In.2, IF.A.2.Su.2)

11.3. Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)

11.4. Use available modes of transportation to reach desired locations in the community (IF.A.2.In.2, IF.A.2.Su.2)

Specify: ______ □ walking ______ □ bicycle ______ □ bus
______ □ taxi ______ □ car ______ □ other: ____________________________

11.5. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find city, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)

11.6. Request assistance in the sequence of tasks or activities of moving in the school or other buildings in the community. (IF.A.1.Pa.2)

11.7. Accept assistance with and participate in the sequence of tasks or activities of moving in the school or other buildings in the community. (IF.A.1.Pa.2)

Specify: ______ □ school ______ □ community/workplace

Using Public Transportation

11.8. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)

Specify: ______ □ cost ______ □ handicap accessibility
______ □ routes ______ □ hours of operation
______ □ other: ____________________________

11.9. Locate the bus stop for a desired bus (e.g., obtain schedule, identify bus stops, identify closest stop). (IF.A.2.In.2, IF.A.2.Su.2)
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11.10. Use maps to travel on a bus and other mass transit systems found in the community (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination). (IF.A.2.In.2, IF.A.2.Su.2)

11.11. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)


Driving an Automobile

11.13. Identify procedures to follow to obtain a restricted driver’s license.
Specify: □ presenting verification of age and parent consent
□ passing the written test
□ passing the vision test
□ paying the fee
□ other: ________________________________

11.14. Identify parts of an automobile that should be checked routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, tire pressure, washer fluid, battery).

11.15. Identify advantages and disadvantages of self-service versus full-service stations (e.g., exposure to or protection from adverse weather conditions, cost efficiency, personal ability to pump gas).

11.16. Demonstrate understanding of the need for auto insurance and the consequences for noncompliance (e.g., covers cost of repairs to own vehicle, covers cost of repairs if responsible for damage to another vehicle, complies with Florida laws, covers costs of hospitalization if injured).

11.17. Describe the steps to take when involved in an accident (e.g., call police, stay with the car, produce operator’s license and car registration, obtain copy of police report, call insurance company, obtain estimates for repairs).

12. **Demonstrate awareness of the nature and importance of community resources used in relation to employment.**

   IF.A.2.In.1 select and use community resources and services for specified purposes.
   IF.A.2.Su.1 use community resources and services—with guidance and support.
   IF.A.2.Pa.1 participate in activities involving the use of community resources and services—with assistance.
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Indicate guidance and support necessary for mastery at supported level:

___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision
___ other: __________________________

Indicate assistance necessary for mastery at participatory level:

___ physical assistance  ☐ full  ☐ partial
___ assistive technology  ☐ full  ☐ partial

12.1. Identify community service agencies, businesses, or other resources that assist individuals with employment needs (e.g., local employment offices, vocational offices, rehabilitation offices, television, newspaper, radio, friends, private employment agencies). (IF.A.2.In.1, IF.A.2.Su.1)

12.2. Identify services provided by local community agencies. (Social and Personal E 43: V)

12.3. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with employment needs would need to be contacted (e.g., need a job, need help with a resume, want a new job). (IF.A.2.In.1, IF.A.2.Su.1)

12.4. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with employment needs (e.g., phone book, newspaper classifieds, employment magazines, word of mouth, community magazines, flyers, bulletin boards). (IF.A.2.In.1, IF.A.2.Su.1)

12.5. Identify advantages and disadvantages or particular types of community service agencies, businesses, or other resources that assist individuals with employment needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ ☐ community service agencies:
advantages—usually free or low cost
disadvantages—may have limited services, may have eligibility criteria

___ ☐ businesses:
advantages—more available
disadvantages—higher fees

___ ☐ other resources—friends, neighbors, co-workers:
advantages—know individual well
disadvantages—may not be so knowledgeable as professionals

12.6. Identify ways of contacting community service agencies, businesses, or other resources that assist individuals with employment needs (e.g., phone call, letter, fax, e-mail, personal visit). (IF.A.2.In.1, IF.A.2.Su.1)

12.7. Request assistance in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)

12.8. Accept assistance with and participate in activities and tasks associated with accessing and using community resources. (IF.A.2.Pa.1)

Specify: ___ ☐ school   ___ ☐ community/workplace
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13. **Demonstrate awareness of communication skills used in relation to the workplace.**

   - **CO.A.1.In.1** initiate communication and respond effectively in a variety of situations.
   - **CO.A.1.Su.1** initiate communication and respond effectively in a variety of situations—with guidance and support.
   - **CO.A.1.Pa.1** participate in effective communication with others—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   - ___ physical prompt
   - ___ verbal prompt
   - ___ visual prompt
   - ___ assistive technology
   - ___ supervision
   - ___ other: ____________________________

   Indicate assistance necessary for mastery at participatory level:
   - ___ physical assistance  [] full  [] partial
   - ___ assistive technology  [] full  [] partial

13.1. **Identify the roles and uses of language in the workplace in communication**
(e.g., serve interactive, personal, and informative purposes; convey desires, feelings, ideas, and needs; respond to others). (CO.A.1.In.1, CO.A.1.Su.1)

13.2. **Identify the meaning of gestures, body language, and hand signals while engaging in conversations** (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

13.3. **Identify the difference in communication skills needed for formal and informal situations related to the workplace** (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)

13.4. **Differentiate appropriate styles of communication in formal and informal conversations.** (Language B 15: V)

13.5. **Identify the components of the listening process in order to listen more effectively in conversations and discussions in the workplace** (e.g., hearing, understanding, and remembering what has been said). (CO.A.1.In.1, CO.A.1.Su.1)

13.6. **Identify behaviors which indicate different styles of listening when communicating with others** (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)

   Specify: _____  [] relaxed  _____  [] active  _____  [] social  _____  [] defensive
   _____  [] other: ____________________________

13.7. **Identify differences between attentive and inattentive listening when participating in conversations** (e.g., attentive—looking at speaker, taking notes, nodding head; inattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)
13.8. Identify need for own alternative or augmentative communication system and request its use in the workplace. (CO.A.1.In.1, CO.A.1.Su.1)

13.9. Identify correct verbal responses in telephone interaction (e.g., "May I ask who is calling?" "One moment, please." "May I take a message?" "May I please speak to...?" "This is she." "Thank you for calling."). (CO.A.1.In.1, CO.A.1.Su.1)

13.10. Use language to relate recent personal experiences. (Language C 26: IV)

13.11. Use language to participate appropriately in conversation. (Language C 29: V)

13.12. Use language to initiate conversation. (Language C 30: VI)

13.13. Identify situations when feedback is commonly given (e.g., after you have answered a question, after you have finished a project, when you need help with a task). (CO.A.1.In.1, CO.A.1.Su.1)

13.14. Identify expressive language skills appropriate for job interviews (e.g., express ideas using complete sentences, use key ideas and supporting information, do not mumble, make eye contact). (CO.A.1.In.1, CO.A.1.Su.1)

13.15. Identify the characteristics of behaviors that are appropriate responses to criticism (e.g., acknowledges own mistakes, accepts mistakes, seeks advice or assistance, improves own behavior or performance, removes ego, probes for clarification). (CO.A.1.In.1, CO.A.1.Su.1)

13.16. Discriminate between examples and non-examples of behaviors that are appropriate responses to criticism (examples—remove self-esteem from the picture, analyze the criticism and determine what is constructive and what is accurate, make needed changes without complaint; non-examples—take criticism personally, practice self-blame, alter opinion of self based on negative comments from others). (CO.A.1.In.1, CO.A.1.Su.1)

13.17. Identify situations that promote behaviors that are appropriate responses to criticism (e.g., positive relationship with individual giving the criticism, opportunities to use feedback and make changes). (CO.A.1.In.1, CO.A.1.Su.1)

13.18. Identify situations that inhibit behaviors that are appropriate responses to criticism (e.g., negative relationship with individual giving the criticism, lack of opportunities to use feedback and make changes). (CO.A.1.In.1, CO.A.1.Su.1)

13.19. Convey desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)

Specify: ______ ☐ touch referent object ______ ☐ point to actual object

_____ ☐ vocalize or gesture ______ ☐ verbalize or sign

_____ ☐ use assistive or augmentative device ______ ☐ other: __________________________________________
13.20. Request or accept desired person, object, or action (e.g., ask for favorite blouse or book).
(CO.A.1.Pa.1)
Specify: _____ □ touch referent object
_____ □ vocalize or gesture
_____ □ use assistive or augmentative device
_____ □ point to actual object
_____ □ verbalize or sign
_____ □ other: __________________

13.21. Request or accept help or assistance. (CO.A.1.Pa.1)
Specify: _____ □ touch referent object
_____ □ vocalize or gesture
_____ □ use assistive or augmentative device
_____ □ point to actual object
_____ □ verbalize or sign
_____ □ other: __________________

1205 1213
A. Major Concepts/Content. The purpose of this course is to enable students with disabilities to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related behaviors. The course will provide guided practice and experiences in school and community work situations aimed at further progress toward achieving the student’s desired post-school outcomes related to a career.

The content should include, but not be limited to, the following:

- self-appraisal
- decision making
- self-determination and self-advocacy
- career options
- community resources related to career decisions
- workplace competencies
- rights and responsibilities of employees

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers’ addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for
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which the student is being trained should be reflected in the student’s desired post-
school outcome statement.

This course is designed to reflect the wide range of abilities within the population of
students with disabilities. The particular benchmark for a course requirement should
be selected for individual students based on their levels of functioning and their
desired post-school outcomes for adult living and employment specified in the
Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been
designated to provide a way to differentiate benchmarks and course requirements for
students with diverse abilities. Individual students may function at one level across
all areas, or at several different levels, depending on the requirements of the
situation. Students functioning at independent levels are generally capable of
working and living independently and may need occasional assistance. Students
functioning at supported levels are generally capable of living and working with
ongoing supervision and support. Students functioning at participatory levels are
generally capable of participating in major life activities and require extensive
support systems.

- For requirements/objectives mastered at the Independent Level, students are
  expected to be able to perform the behaviors identified for each benchmark on
  their own once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be
determined with consideration of the amount and type of guidance and support
necessary to the student to perform the behavior. This generally consists of
some type of prompting or supervision.

  Physical prompt—a touch, pointing, or other type of gesture as a reminder
  Verbal prompt—a sound, word, phrase, or sentence as a reminder
  Visual prompt—color-coding, icons, symbols, or pictures as a reminder
  Assistive technology—an alarm, an electronic tool
  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should
be determined with consideration of the amount and type of assistance
necessary to the student to participate in the performance of the behavior.

  Physical assistance—from a person, such as full physical manipulation or partial
  movement assistance
  Assistive technology—full: props, bolsters, pads, electric wheelchair;
  partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-
term objectives for instructional planning. The performance objectives are not
intended to be exhaustive of all the possible short-term objectives a student may
need in this multiple credit course. Other objectives should be added as required by
an individual student.

Instructional activities involving practical applications of course requirements may
occur in naturalistic settings in home, school, and community for the purposes of
practice, generalization, and maintenance of skills. These applications may require
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that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

This is the second of a three-course sequence designed to prepare students for careers and post-school adult living. The first course, Career Preparation, Course Number 7980110, focuses on the acquisition of the necessary knowledge and skills. The second course, Career Experiences, Course Number 7980120, provides opportunities for application of the knowledge and skills in school or community work experience situations with coaching and instructional assistance. The last course, Career Placement, Course Number 7980130, provides the opportunity for students to be placed in a community-based work setting. Students with the ability to perform paid employment must be paid in accordance with Federal Wage and Hour Standards. Students with severe disabilities, for whom supported competitive employment is not appropriate, may be considered for placement in volunteer work.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Use a planning process to establish and revise personal and career goals.

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IF.B.1.In.1</td>
<td>make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.</td>
</tr>
<tr>
<td>IF.B.1.Su.1</td>
<td>make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.</td>
</tr>
</tbody>
</table>

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ______________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance  Q full  Q partial
- assistive technology  Q full  Q partial

Personal Planning

1.1. Determine if personal goals related to task completion are reasonable (e.g., take on only what you can handle; do not plan too many tasks per day, week, or month). (IF.B.1.In.1, IF.B.1.Su.1)

1.2. Identify the need for responsible planning of personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)
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1.3. Set school and extracurricular goals (e.g., passing specific courses, obtaining a diploma, joining a civic group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)

1.4. Set personal goals related to community and leisure activities (e.g., join a recreational sports team, read self-help books or novels, attend religious services, volunteer at a community organization, attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)

1.5. Make a plan to implement personal goals (e.g., identify steps, record the steps, have someone review steps if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)

1.6. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need an hour or so depending on extent of repairs, an open space, a wrench, a screwdriver, oil; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of past tests). (IF.B.1.In.1, IF.B.1.Su.1)

Career Planning

1.7. Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that relate to strengths and experiences). (IF.B.1.In.1, IF.B.1.Su.1)

1.8. Identify various methods of achieving career goals when employed (e.g., choosing jobs with high probability of promotion, working hard, living up to expectations). (IF.B.1.In.1, IF.B.1.Su.1)

1.9. Use a goal-directed strategy to prepare a plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)

1.10. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, prepare a resume and application, procure a Social Security card, learn how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)

1.11. Identify resources for finding employment. (Social and Personal C 30: VI)

1.12. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or workplace settings. (IF.B.1.Pa.1)

1.13. Indicate a non-preferred activity in a volunteer or work setting—with assistance. (CL.C.1.Pa.1)

Specify activity: ____________________________________________________________
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1.14. Explore specific jobs associated with each career cluster (e.g., health care and medicine—
nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; marketing—
cashier, salesperson; administrative or clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1,
CL.C.1.Su.1)

1.15. Describe advantages and disadvantages of an occupation in a specified career cluster
(e.g., advantages—availability of jobs, advancement opportunities, location; disadvantages—pay
scale, hazards on job). (CL.C.1.In.1, CL.C.1.Su.1)

1.16. Identify personal preferences of occupations with specified career clusters.
(IF.B.1.In.1, IF.B.1.Su.1)

1.17. Identify personal preferences related to work hours and schedules associated with
employment (e.g., full-time, part-time, day shift, night shift, revolving schedule, on call).
(IF.B.1.In.1, IF.B.1.Su.1)

2. Evaluate own knowledge and skills needed to meet specific job
requirements.

2.1. Use self-appraisal to indicate career strengths and needs (e.g., certificates received,
ambition, test scores, previous experiences, physical strengths, motivation). (IF.B.1.In.1,
IF.B.1.Su.1)
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2.2. Conduct self-assessment to determine current status related to career planning.
(IF.B.1.In.1, IF.B.1.Su.1)
Specify: ______ □ self-concept and values clarification
 ______ □ personality characteristics and personal style
 ______ □ motivational patterns and personal preferences
 ______ □ occupational interests
 ______ □ personal and educational background
 ______ □ work history and experience
 ______ □ key accomplishments and successes
 ______ □ satisfying and dissatisfying experiences
 ______ □ other: ________________________________

2.3. Conduct self-assessment to determine career goals and desires. (IF.B.1.In.1,
(IF.B.1.Su.1)
Specify: ______ □ analysis of current job—behavioral demands
 ______ □ significance of various job elements—likes and dislikes
 ______ □ values, skills, and abilities—professional or technical, managerial, personal
 ______ □ personal insight into capabilities
 ______ □ ideal job description
 ______ □ preferred working environment
 ______ □ ideal life-style
 ______ □ career goals
 ______ □ other: ________________________________

2.4. Identify personal characteristics which affect realistic job choices (e.g., special talents,
problem solving, communicating, self-management, cooperation, manual dexterity, hand-eye
coordination). (IF.B.1.In.1, IF.B.1.Su.1)

2.5. Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)

2.6. Identify personal limitations negatively affecting career choices (e.g., tardiness,
disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1,
IF.B.1.Su.1)

2.7. Identify characteristics of a good employee. (Social and Personal C 23: IV)

2.8. Identify personal strengths and weaknesses. (Social and Personal G 59: VI)

2.9. Evaluate the results of self-appraisal to determine career goals. (IF.B.1.In.1,
IF.B.1.Su.1)

2.10. Identify individual strengths and weaknesses which may affect realistic post-
secondary educational opportunities (e.g., grades, study skills, coursework, motivation).
(IF.B.1.In.1, IF.B.1.Su.1)
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2.11. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repair; playing with animals—veterinarian's assistant; gardening—landscaper). (IF.B.1.In.1, IF.B.1.Su.1)

2.12. Complete sample job applications and simulated job interviews, using appropriate grooming and attire for preferred occupations. (CL.C1.In.1, CL.C1.Su.1)

2.13. Use appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)

3. Demonstrate knowledge of job responsibilities and social competencies for successful employment in a variety of school or community settings.

CL.C.2.In.1 plan and implement personal work assignments.
CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
CL.C.2.In.5 apply employability skills in the workplace.
CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.
CL.C.2.Pa.1 participate in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

| ____ physical prompt | ____ verbal prompt | ____ visual prompt |
| ____ assistive technology | ____ supervision | ____ other: __________________________ |

Indicate assistance necessary for mastery at participatory level:

| ____ physical assistance | □ full □ partial | ____ assistive technology | □ full □ partial |

Completing Work Assignments

3.1. Develop a plan to complete a work assignment. (CL.C.2.In.1, CL.C.2.Su.1) Specify:

- ____ □ identify the goal or end product, including quality standards—how well, how accurate, how fast
- ____ □ identify resources needed—equipment, supplies, personnel, time
- ____ □ determine substeps needed to accomplish the task
- ____ □ determine schedule for completing task
- ____ □ other: __________________________

3.2. State steps to complete a task. (Language C 31: VI)

3.3. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
Course Number: 7980120 - Career Experiences

3.4. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ________☐ work according to schedule ________☐ set an alarm clock as a reminder
 ________☐ track subtasks on calendar ________☐ check off subtasks when completed
 ________☐ other: _____________________________

3.5. Identify alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ________☐ try different techniques ________☐ seek advice from others
 ________☐ seek assistance from others ________☐ read the instructions or references
 ________☐ other: _____________________________

3.6. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ________☐ use a checklist or rubric ________☐ compare with model or example
 ________☐ use spell check or similar tool ________☐ look for errors
 ________☐ ask peer or co-worker to review ________☐ ask supervisor to review
 ________☐ other: _____________________________

3.7. Follow a systematic procedure to complete specific tasks on the job. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ________☐ identify task
 ________☐ name steps of task
 ________☐ perform task following a model or demonstration
 ________☐ perform task with decreasing feedback
 ________☐ perform task independently
 ________☐ monitor own task performance using workplace or industry standards
 ________☐ evaluate own task performance using workplace or industry standards
 ________☐ other: _____________________________

3.8. Complete routine work tasks accurately and effectively in a variety of settings (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

3.9. Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)

3.10. Complete assignments as specified in lab and shop manuals, instruction sheets, or computer displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

3.11. Sort like objects. (Social and Personal C 19: II)

3.12. Accept assistance with and participate in the sequence of tasks or activities of completing work or volunteer service routines. (CL.C.2.Pa.1)
Specify routine: ___________________________________
Using Tools, Equipment, and Supplies

3.13. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)
   Specify: □ supplies—pens, folders, towels, cleaning agents, parts, packing products
   □ equipment—copy machine, computer, vacuum cleaner, lawn mower
   □ tools—air pressure gauge, hammer, balance, wrench, car jack
   □ other: ________________________________


3.15. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)
   Specify: □ use a checklist with pictures or descriptions of supplies, tools, and equipment
   □ set up workstation with separate areas for needed supplies and equipment
   □ other: ________________________________

3.16. Select and use the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, references; painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, word processor, printer). (CL.C.2.In.2, CL.C.2.Su.2)

3.17. Organize materials and supplies to complete work assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

3.18. Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don’t overload electrical outlets, carry scissors with tips pointing down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)

3.19. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

3.20. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

3.21. Use new tools, equipment, and supplies by following instructions from an experienced user or a manual. (CL.C.2.In.2, CL.C.2.Su.2)

3.22. Clean and maintain tools and equipment (e.g., copy machine—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)

3.23. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

3.24. Pick up trash and dispose properly. (Social and Personal F 47: III)
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3.25. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in locker; personal work supplies in personal work area; cleaning supplies in cupboard). (CL.C.2.In.2, CL.C.2.Su.2)

3.26. Accept assistance with and participate in recognizing and relating to familiar objects used in work assignments (e.g., turns toward own workstation, reaches for own jacket when leaving). (CL.C.2.Pa.1)

3.27. Accept assistance with and participate in using objects for desired purposes during work assignments (e.g., putting parts in a bag). (CL.C.2.Pa.1)

Employability Skills

3.28. Demonstrate responsibility to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)

3.29. Stay on task for the duration of a work assignment (e.g., complete one task before starting another, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)

3.30. Stay on task until its completion. (Social and Personal C 20: III)

3.31. Stay on task to completion within a given time frame. (Social and Personal C 22: IV)

3.32. Demonstrate self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring daily and monthly tasks necessary to fulfill short- and long-term goals, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)

3.33. Seek help and accept assistance. (Social and Personal C 21: III)

3.34. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)

Specify: _____ ☐ use a timer or alarm clock to monitor time or deadlines

_____ ☐ keep a model of final product for reference

_____ ☐ follow a checklist of tasks

_____ ☐ other: ___________________________________________

3.35. Demonstrate a positive attitude towards tasks at school, in the community, or in a work setting (e.g., do not complain when given a difficult task, do not talk negatively about the authority figure or peers, talk positively about the task when not at school or community workplace). (CL.C.2.In.5, CL.C.2.Su.5)
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3.36. Recognize and show respect for the authority figure when working at school or in the community (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.5, CL.C.2.Su.5)

3.37. Identify appropriate verbal responses to interactions from supervisors and co-workers (e.g., sir, ma'am, please, thank you, excuse me). (CL.C.2.In.5, CL.C.2.Su.5)

3.38. Recognize inappropriate physical contact from others in work and community settings. (IF.B.2.In.1, IF.B.2.Su.1)

3.39. Demonstrate appropriate responses to unwanted physical contact in work and community settings (e.g., walk away, ask person to stop, seek assistance). (IF.B.2.In.2, IF.B.2.Su.2)

4. Use effective work habits, ethical behavior, and appropriate grooming for the workplace in a variety of school or community settings.

   CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
   CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—rehearsal service participation.

   Indicate guidance and support necessary for mastery at supported level:
   __ physical prompt   __ verbal prompt   __ visual prompt
   __ assistive technology   __ supervision   __ other: _________________________

   Indicate assistance necessary for mastery at participatory level:
   ____ physical assistance   full  ____ partial   ___ assistive technology   full  ____ partial

Reliability

4.1. Identify the characteristics and importance of being dependable when working (e.g., work is done efficiently, work is done consistently, work always meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)

4.2. Demonstrate dependability in work settings (e.g., reports to work on time, checks tasks thoroughly before submitting, finishes work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)

4.3. Identify the characteristics and importance of being flexible in work settings (e.g., adapts to changes in schedule, expectations, processes; compromises with others; is open to others' opinions). (CL.C.2.In.3, CL.C.2.Su.3)

4.4. Demonstrate flexibility in work settings (e.g., completes task even if requirements have changed, considers the opinions of others, adapts to changes in procedures). (CL.C.2.In.3, CL.C.2.Su.3)
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4.5. Identify the characteristics and importance of being responsible and having self-control when working (e.g., controls emotions, has willpower and self-restraint, accepts criticism, accepts blame, admits mistakes when wrong). (CL.C.2.In.3, CL.C.2.Su.3)

4.6. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions.* (Social and Personal G 56: V)

4.7. Demonstrate responsibility and self-control in work settings (e.g., does not cry or get angry when criticized; does not yell at or argue with co-workers; does not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)

4.8. *Demonstrate use of strategies to resolve interpersonal difficulties.* (Social and Personal G 60: VI)

4.9. Identify the characteristics and importance of being self-directed in the workplace (e.g., keeps self-motivated and enthusiastic, makes decisions independently, sets goals, does not procrastinate, paces work assignments). (CL.C.2.In.3, CL.C.2.Su.3)

4.10. Demonstrate self-directed behavior in work settings (e.g., beginning tasks when they are assigned, not complaining, thinking positively, not asking questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)

4.11. Identify the characteristics and importance of paying attention to details when working (e.g., stays focused, meets expectations, practices quality assurance, impresses supervisors). (CL.C.2.In.3, CL.C.2.Su.3)

4.12. Demonstrate attentive behavior in work settings (e.g., staying on task—not talking to others, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)

Attendance

4.13. Use strategies to maintain an acceptable attendance record in work settings. (CL.C.2.In.3, CL.C.2.Su.3)

Specify: ___ □ report to work regularly and be on time

___ □ stay until quitting time

___ □ return from breaks promptly

___ □ inform supervisor if unable to work—illness, tardiness, scheduling conflict

___ □ other: ____________________________

4.14. *Identify appropriate attendance practices for school and work.* (Social and Personal C 26: IV)

4.15. Identify actions to be taken if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

4.16. Demonstrate use of time clock or other required logs in work settings. (CL.C.2.In.3, CL.C.2.Su.3)
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Work Ethic

4.17. Identify situations on the job that are affected by individual and workplace values (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)

4.18. Show respect for property of others. (Social and Personal G 52: III)


Specify: □ examples—being punctual, following rules, showing respect for superiors
□ non-examples—disrupting work, making negative statements about co-workers

4.20. Interact appropriately with customers or clients (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.3, CL.C.2.Su.3)

4.21. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

4.22. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

4.23. Cooperate with peers. (Social and Personal G 51: III)


5. Demonstrate skills of self-advocacy and self-determination in the community and the workplace.

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.

IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ______________________

Indicate assistance necessary for mastery at participatory level:

□ physical assistance □ full □ partial □ assistive technology □ full □ partial
Individual Educational Plan (IEP)

5.1. Identify personal interests, preferences, strengths, and needs for use in developing own IEP. (IF.B.1.In.1, IF.B.1.Su.1)

5.2. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)

5.3. Assist in setting annual goals and objectives considering desired post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

5.4. Assist in allocating, prioritizing, and scheduling time and resources to implement the IEP (e.g., assign responsibilities, determine timelines, set criteria for completion). (IF.B.1.In.1, IF.B.1.Su.1)

5.5. Apply self-advocacy and self-determination skills in developing own IEP. (IF.B.1.In.1, IF.B.1.Su.1)

5.6. Prepare for own IEP meeting (e.g., identify participants, prepare invitations, review own progress). (IF.B.1.In.1, IF.B.1.Su.1)

5.7. Participate actively in own IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1, IF.B.1.Pa.1)

5.8. Direct or conduct own IEP meeting. (IF.B.1.In.1)

Identifying Personal Plans

5.9. Identify personal goals, develop plans, and carry out goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)

5.10. Identify major steps and timelines to achieve personal goals. (IF.B.1.In.2, IF.B.1.Su.2)

5.11. Choose to undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals. (IF.B.1.In.2, IF.B.1.Su.2)

5.12. Identify situations impacting goal achievement and identify alternatives.

Monitoring Progress and Adjusting Personal Plans

5.13. Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

5.14. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)
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5.15. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

5.16. Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments in productive activities. (IF.B.1.Pa.1)

Self-advocacy

   Specify: ___ school—in class, between classes, extracurricular activities
   ___ community—events, organizations, services
   ___ community—restaurants, traveling
   ___ workplace—on the job, breaks
   ___ other: ____________________________

   Specify: ___ school—in class, between classes, extracurricular activities
   ___ community—events, organizations, services
   ___ community—restaurants, traveling
   ___ workplace—on the job, breaks
   ___ other: ____________________________

6. Use decision-making and problem-solving processes in school or community work situations.
   CL.B.4.In.1 identify problems and examine alternative solutions.
   CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
   CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
   CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt ___ verbal prompt ___ visual prompt
   ___ assistive technology ___ supervision ___ other: ____________________________

   Indicate assistance necessary for mastery at participatory level:
   ___ physical assistance □ full □ partial ___ assistive technology □ full □ partial
Identifying Problems

6.1. Identify that a problem exists in school or community work situations, a discrepancy between what is and what should or could be (e.g., work tasks continually being completed late, not staying on task, frequent mistakes on assigned tasks, frequent arguments with co-workers). (CL.B.4.In.1, CL.B.4.Su.1)

6.2. Identify possible reasons for existing problems in school or community work situations (e.g., not understanding what is expected, not staying on task, frequent absences from work, insufficient time to complete tasks). (CL.B.4.In.1, CL.B.4.Su.1)

6.3. Identify problems that lead to the breakdown of major goals in school or community work situations (e.g., turning in incomplete work, disagreements with co-workers, frequent tardiness, treating customers with disrespect). (CL.B.4.In.1, CL.B.4.Su.1)

6.4. Analyze possible outcomes associated with specific problems in school or community work situations (e.g., will not gain respect of others, may be looked over for promotion, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)

6.5. Request assistance in identifying problem in a school or community work situation. (CL.B.4.Pa.1)

6.6. Accept assistance with and participate in identifying problem in a school or community work situation (e.g., indicating when supplies run out). (CL.B.4.Pa.1)

Applying Problem-solving Strategies

6.7. Apply a general model for solving problems in school or community work situations (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)

6.8. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)


Specify:

- brainstorming—identifying all solutions that come to mind
- identifying steps—when a complicated task is involved
- estimating—when numbers are involved
- matching consequences to actions—for cause and effect
- troubleshooting—finding problems within a work process
- creative thinking—identify multiple or unusual solutions
- modeling—basing actions on those of a good example
- other: ____________________________

6.10. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
6.11. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

6.12. Identify steps to solve a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; planning a surprise party—decide on location, plan entertainment, send invitations, order or make refreshments). (CL.B.4.In.1, CL.B.4.Su.1)

6.13. Construct rough estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time; estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)

6.14. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted). (CL.B.4.In.1, CL.B.4.Su.1)

6.15. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)

6.16. Apply creative-thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation to increase production). (CL.B.4.In.1, CL.B.4.Su.1)

6.17. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify behaviors that lead to desired performance; work—identify techniques used by most productive employee, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)

**Evaluating Alternative Solutions**

6.18. Identify alternative courses of action for solving a particular problem in school or community work situations (e.g., school—missed the bus—get a ride, walk, ride bike; work—project not complete at deadline—work extra hours, ask for assistance, take work home). (CL.B.4.In.1, CL.B.4.Su.1)

6.19. Analyze consequences of each alternative course of action for solving a particular problem in school or community work situations (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

**Implementing Solutions**

6.20. Complete tasks needed to solve problems in school or community work situations. (CL.B.4.In.2, CL.B.4.Su.2)
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6.21. Use appropriate techniques or tools to solve problems in school or community work situations (e.g., assignment notebook, counseling sessions). (CL.B.4.In.2, CL.B.4.Su.2)

6.22. Seek assistance when needed to solve problems in school or community work situations (e.g., emotional problems—seek help from school counselor, teacher, psychologist). (CL.B.4.In.2, CL.B.4.Su.2)

6.23. Seek assistance when needed to solve problems in personal life that impact work experience (e.g., consult with family member, talk with a teacher or counselor, ask a relative). (CL.B.4.In.2, CL.B.4.Su.2)

6.24. Participate in positioning objects for use (e.g., turn switch toward hand). (CL.B.4.Pa.1)
Specify: _____ ☐ school _____ ☐ community _____ ☐ workplace

6.25. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)
Specify: _____ ☐ school _____ ☐ community _____ ☐ workplace

6.26. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.2)
Specify: _____ ☐ school _____ ☐ community _____ ☐ workplace

Evaluating Effectiveness of Solution

6.27. Determine effectiveness of problem-solving strategies in school or community work situations (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

6.28. Determine impact of activities and decisions related to solving the problem in school or community work situations (e.g., determine if solution solved problem, increased the problem, caused new problem). (CL.B.4.In.2, CL.B.4.Su.2)

7. Use appropriate personal care skills to meet demands of a variety of school or community work situations.

IF.A.1.In.2 complete personal care, health, and fitness activities.
IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:
_____ physical prompt _____ verbal prompt _____ visual prompt
_____ assistive technology _____ supervision _____ other: ______________________

Indicate assistance necessary for mastery at participatory level:
_____ physical assistance ☐ full ☐ partial _____ assistive technology ☐ full ☐ partial

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Dressing

7.1. Demonstrate specific knowledge and skills when completing personal care activities involved in dressing for school or community work situations (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, dressing appropriately to fit occasion, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)

7.2. Take off clothing which does not require fasteners. (Social and Personal A 1: II)

7.3. Take off clothing with fasteners. (Social and Personal A 3: III)

7.4. Put on clothing which does not require fasteners. (Social and Personal A 4: III)

7.5. Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)

7.6. Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)

7.7. Use strategies to complete dressing activities effectively and efficiently and on a regular basis for school or community work situations (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes; ask someone to show you correct method—how to tie a tie; use alternative approaches—clip-on tie, Velcro shoe straps; hang matching clothes together; ask a roommate or peer attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)

7.8. Request assistance and participate in activities and tasks associated with daily dressing routines in school or community work situations. (IF.A.1.Pa.2)
    Specify:

7.9. Accept assistance with and participate in activities and tasks associated with daily dressing routines in school or community work situations. (IF.A.1.Pa.2)
    Specify routines: _____ □ arrival _____ □ during day _____ □ departure 
    _____ □ workplace or volunteer activities _____ □ special events

Grooming

7.10. Use specific knowledge and skills when completing grooming activities in school or community work situations (e.g., hair—part hair evenly, fix hair according to style, know the difference between shampoo and conditioner; nails—do not cut too short, file evenly, know how to clean and file; cosmetics—correctly apply makeup, use the right amount, know where each type of cosmetic is applied, know how to remove; shaving—know about different types of razors and skin conditions). (IF.A.1.In.2, IF.A.1.Su.2)

7.11. Use strategies related to grooming when completing grooming activities effectively and efficiently and on a regular basis in school or community work situations (e.g., look at pictures in magazines to choose hair style—hair cut every six weeks, permanent every six months; mark scheduled appointments on calendar; ask friend, relative, or doctor about appropriate choice of cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)
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7.12. Request assistance in activities and tasks associated with daily grooming routines in school or community work situations. (IF.A.1.Pa.2)
Specify: ________________________________

7.13. Accept assistance with and participate in activities and tasks associated with daily grooming routines in school or community work situations. (IF.A.1.Pa.2)
Specify routines: □ arrival □ during day □ departure
□ workplace or volunteer activities □ special events

Hygiene

7.14. Use specific knowledge and skills when completing hygiene activities in school or community work situations (e.g., correctly brushing and flossing teeth; using the toilet—cleaning up afterwards, knowing how to flush toilet, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)

7.15. Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)

7.16. Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)

7.17. Use strategies to complete hygiene activities effectively and efficiently and on a regular basis in school or community work situations (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning, personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)

7.18. Request assistance in activities and tasks associated with daily hygiene routines in school or community work situations. (IF.A.1.Pa.2)
Specify: ________________________________

7.19. Accept assistance with and participate in activities and tasks associated with daily hygiene routines in school or community work situations. (IF.A.1.Pa.2)
Specify routines: □ arrival □ during day □ departure
□ workplace or volunteer activities □ special events

Motor Control

7.20. Use specific knowledge and skills when completing personal care activities needed for motor control in school or community work situations (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift). (IF.A.1.In.2, IF.A.1.Su.2)
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7.21. Use strategies related to motor control to complete personal care activities effectively and efficiently and on a regular basis in school or community work situations (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)

7.22. Request assistance in activities and tasks associated with motor control routines in school or community work situations. (IF.A.1.Pa.2)

Specify:

7.23. Accept assistance with and participate in activities and tasks associated with motor control routines in school or community work situations. (IF.A.1.Pa.2)

Specify routines: □ arrival □ during day □ departure □ workplace or volunteer activities □ special events

8. Demonstrate ability to meet health and safety requirements used in school or community work situations.

CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.

CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.

IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.

IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ________________________________________

Indicate assistance necessary for mastery at participatory level:

□ physical assistance □ full □ partial □ assistive technology □ full □ partial

Safety Skills and Procedures

8.1. Identify and demonstrate basic personal safety skills when traveling to and from school or community work situations (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don't put hands outside windows, don't fight, determine closest exit; by cab—determine route in advance, inform driver of destination, have enough money; by foot—watch for cars, look both ways, don't talk to strangers). (CL.C.2.In.4, CL.C.2.Su.4)

8.2. Perform clean-up after spilling or breaking something and dispose of trash properly in school or community work situations (e.g., prevent self and others from being harmed, keep area clean, prevent contamination, maintain proper sanitation). (IF.B.2.In.3, IF.B.2.Su.3)
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8.3. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)

8.4. Follow safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)

8.5. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

8.6. Follow fire prevention and safety precautions and practices for extinguishing fires in school or community work situations (e.g., do not overload electrical outlets, use water on small fires, use extinguisher). (CL.C.2.In.4, CL.C.2.Su.4)

Safety Laws and Regulations

8.7. Identify the meaning of labor and safety laws and regulations (e.g., Occupational Safety and Health Administration [OSHA]—requires worker to be over 18 to operate dangerous machinery such as meat cutters, requires worker to get work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or drug use while on duty, may require tests prior to employment, provides treatment for employees with drug or alcohol problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)

8.8. Identify ways to get information about laws and regulations that protect the safety of workers (e.g., employee manuals, Occupational Safety and Health Administration, Fire Department). (CL.C.2.In.4, CL.C.2.Su.4)

8.9. Identify materials and tools that should be found in the workplace to use in emergency situations in school or community work situations (e.g., fire extinguisher, flashlight, candles, matches, first aid kit, battery-operated radio). (CL.C.2.In.4, CL.C.2.Su.4)

Seeking Assistance

8.10. Identify persons to ask for assistance in emergency situations in school or community work situations (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)

8.11. Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)

8.12. Request assistance in following safety procedures when unexpected events or potentially harmful situations occur in school or community work situations. (IF.B.2 Pa.2)

8.13. Recognize dangerous situations in the environment. (Social and Personal D 33: III)

8.14. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur in school or community work situations. (IF.B.2 Pa.2)
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First Aid

8.15. Identify when first aid is needed for health care in school or community work situations (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when somebody is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)

8.16. Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)

8.17. Use effective and efficient strategies related to first aid to complete health care activities in school or community work situations (e.g., keep first aid supplies and book stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

8.18. Request assistance in activities and tasks associated with first aid treatment in school or community work situations. (IF.A.1.Pa.2)

8.19. Accept assistance with and participate in activities and tasks associated with first aid treatment in school or community work situations. (IF.A.1.Pa.2)

9. Demonstrate knowledge of rights, benefits, and responsibilities of employment, including the role of labor laws.

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other:

Indicate assistance necessary for mastery at participatory level:

- physical assistance  □ full  □ partial
- assistive technology  □ full  □ partial

Rights and Benefits

9.1. Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)

9.2. Identify the purpose and benefits of worker’s compensation (e.g., provides worker’s compensation if injured on the job, pays medical bills, provides compensation for work time missed due to injury). (CL.C.1.In.2, CL.C.1.Su.2)

9.3. Identify the purpose of unemployment insurance (e.g., means of income if job ends, temporary income until new job is found). (CL.C.1.In.2, CL.C.1.Su.2)
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9.4. Identify the purpose of health and disability insurance (e.g., provides compensation if disabled on the job, provides income if unable to work). (CL.C.1.In.2, CL.C.1.Su.2)

9.5. Identify the purposes and protections of the Americans with Disabilities Act (e.g., protects civil rights, ensures workplace accommodations, ensures accessibility to businesses, increases public awareness of rights of disabled, encourages self-advocacy, ensures legal services). (CL.C.1.In.2, CL.C.1.Su.2)

9.6. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney, advocacy groups). (CL.C.1.In.2, CL.C.1.Su.2)

Responsibilities

9.7. Identify the characteristics and purposes of workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee protection, behavioral guidelines, health and safety requirements). (CL.C.1.In.2, CL.C.1.Su.2)

9.8. Identify ways of getting information and clarification about workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee handbooks, supervisors, co-workers, bulletin boards, company websites). (CL.C.1.In.2, CL.C.1.Su.2)

9.9. Identify the purposes and benefits of employment contracts (e.g., provide legal protection, are legally binding, are written agreements of terms and conditions). (CL.C.1.In.2, CL.C.1.Su.2)

9.10. Identify components of employment contracts (e.g., specify starting and ending dates, list responsibilities, show salary amount). (CL.C.1.In.2, CL.C.1.Su.2)

9.11. Identify proper procedures for terminating a job, if necessary (e.g., provide written and verbal notice; inform all superiors—boss, manager, supervisor; give two weeks' notice; participate in an exit interview). (CL.C.1.In.2, CL.C.1.Su.2)

10. Demonstrate ability to move about the community, including the use of public and private transportation, as appropriate.

IF.A.2.In.2 demonstrate safe travel within and beyond the community.
IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:

| ____ physical prompt | ____ verbal prompt | ____ visual prompt |
| ____ assistive technology | ____ supervision | ____ other: ________________ |

Indicate assistance necessary for mastery at participatory level:

| ____ physical assistance | □ full □ partial | ____ assistive technology | □ full □ partial |

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General Knowledge about Travel

10.1. Select appropriate transportation (e.g., is financially feasible, has an adequate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)

10.2. Demonstrate basic personal safety skills when traveling to and from school or community work situations (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don’t put hands outside windows, don’t fight, determine closest exit; by cab—determine route in advance, inform driver of destination, have enough money; by foot—watch for cars, look both ways, don’t talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)

10.3. Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)

10.4. Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)

10.5. Request assistance related to travel in school or community work situations. (IF.A.1.Pa.2)

10.6. Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles in school or community work situations (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)

10.7. Accept assistance with and participate in the sequence of tasks or activities to perform ancillary mobility tasks in school or community work situations (e.g., closing door, opening window in car). (IF.A.2.Pa.2)

Mobility in Buildings

10.8. Identify and find specific locations in the school or community work environment when completing functional tasks (e.g., administrative offices, eating areas, restrooms, recreation areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

10.9. Identify and find specific locations in buildings when completing functional tasks for work (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)

10.10. Avoid entering doorways and corridors in buildings and other places designated as “No Entry” or open to “Authorized Personnel Only” when traveling in buildings. (IF.A.2.In.2, IF.A.2.Su.2)

10.11. Operate a self-service elevator when moving about a building (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)

10.12. Use an escalator safely (e.g., step on, hold on to rail, step off). (IF.A.2.In.2, IF.A.2.Su.2)

10.13. Accept assistance with and participate in the sequence of tasks or activities to travel within or between buildings in the school or community work situation. (IF.A.2.Pa.2)
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10.14. Accept assistance with and participate in the sequence of tasks or activities to locate exits and entrances in familiar rooms and buildings in school or community work situations. (IF.A.2.Pa.2)

10.15. Accept assistance with and participate in the sequence of tasks or activities to locate specified areas in familiar rooms and buildings. (IF.A.2.Pa.2)

Traveling in the Community

10.16. Find a desired location in the community by street signs (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)

10.17. Find a desired location in the community by building or house numbers (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)

10.18. Move about in the immediate neighborhood from one location to another (e.g., walk, ride bicycle, drive car, roller blade or roller skate). (IF.A.2.In.2, IF.A.2.Su.2)

10.19. Use available modes of transportation to reach desired locations in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)

10.20. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

10.21. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)

10.22. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)

Using Public Transportation

10.23. Signal a bus to stop from number and destination name appearing on the bus. (IF.A.2.In.2, IF.A.2.Su.2)

10.24. Use maps to travel on a bus and other mass transit vehicles and systems as appropriate to the community (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination). (IF.A.2.In.2, IF.A.2.Su.2)

10.25. Accept assistance with and participate in the sequence of tasks or activities to travel on public transportation (e.g., bus, airplane). (IF.A.2.Pa.2)
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Driving an Automobile

10.26. Demonstrate understanding of procedures to follow to obtain a restricted driver's license.
   Specify: □ presenting verification of age and parent consent
   □ passing the written test
   □ passing the vision test
   □ paying the fee
   □ other: ____________________________

10.27. Identify parts of an automobile that should be checked routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, level of air in tires, washer fluid, battery).

10.28. Identify advantages and disadvantages of self-service versus full-service stations (e.g., exposure or protection from adverse weather conditions, cost-efficiency, personal ability to pump gas).

10.29. Demonstrate understanding the need for auto insurance and the consequences for noncompliance (e.g., covers cost of repairs to own vehicle, covers cost of repairs if responsible for damage to another vehicle, complies with Florida laws, covers costs of hospitalization if injured).

10.30. Describe the steps to take when involved in an accident (e.g., call police; stay with the car; produce operator's license, car registration, and insurance card; obtain copy of police report; call insurance company; obtain estimates for repairs).

10.31. Obey parking signs (e.g., handicapped spaces, time limits, no parking, loading zones).

11. Demonstrate effective communication skills as they relate to the school or community work situations, particularly the ability to use criticism constructively.

   CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
   CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.
   CO.A.1.Pa.1 participate in effective communication with others—with assistance.

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt  ___ verbal prompt  ___ visual prompt
   ___ assistive technology  ___ supervision  ___ other: __________________

   Indicate assistance necessary for mastery at participatory level:
   ___ physical assistance □ full □ partial  ___ assistive technology □ full □ partial
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11.1. Use appropriate nonverbal language and gestures when communicating in school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ facial expressions □ sounds
□ gestures □ body language
□ hand signals □ other: ____________________________

11.2. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)

11.3. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)

11.4. Use critical listening skills to gain understanding in school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ listening for content
□ paying attention to cues—first, second ...; in summary; most important
□ linking to prior knowledge and experience
□ considering emotional meaning
□ other: ____________________________

11.5. Use strategies to improve listening in school or community work situations (e.g., empathize with and “read” people, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

11.6. Use appropriate language to express desires effectively in school or community work situations (e.g., “May I have more paper?” “I want to finish this job.” “I don’t care for this uniform.” “I would rather not fix the display window.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: □ requests □ refusals □ other: ____________________________

11.7. Ask questions to obtain information and expand knowledge. (Language C 27: IV)

11.8. Express personal beliefs or opinions. (Language C 28: V)

11.9. Identify personal feelings. (Social and Personal G 54: IV)

11.10. Participate in conveying desires, feelings, and physical needs effectively to familiar persons in school or community work situations (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)

11.11. Express wants and needs. (Language C 20: II)

11.12. Participate in requesting desired person, object, or action in school or community work situations (e.g., ask for favorite job or book). (CO.A.1.Pa.1)

11.13. Use appropriate language to express ideas and feelings clearly in school or community work situations (e.g., “I believe this is a valuable thing to do.” “This is what really happened.” “I like you a lot.” “I’m upset with what you did.”). (CO.A.1.In.1, CO.A.1.Su.1)
11.14. Use language to indicate displeasure or dislike. (Language C 16: I)

11.15. Use appropriate language to express need for assistance in school or community work situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

11.16. Use acceptable gestures, body language, and hand signals to initiate a conversation in school or community work situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

11.17. Use acceptable words or phrases to gain attention and begin communication with others in school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)

11.18. Use appropriate topics and responses when engaging in conversations in school or community work situations (e.g., family—about your day, finances, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar person—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: _____ ☐ with family

_____ ☐ with friends

_____ ☐ with other familiar persons

_____ ☐ with unfamiliar persons

11.19. Use language to participate appropriately in conversation. (Language C 29: V)

11.20. Use language to initiate conversation. (Language C 30: VI)

11.21. Use language to relate recent personal experiences. (Language C 26: IV)

11.22. Use appropriate language to end conversations in school or community work situations (e.g., “It was nice talking with you.” “Thank you for stopping by.” “It was so good to see you again.” “Let's keep in touch.” “Talk to you soon.” “Good-bye!”). (CO.A.1.In.1, CO.A.1.Su.1)

11.23. Respond effectively to feedback given in school or community work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

11.24. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

11.25. Use feedback to make changes in school or community work situations (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

11.26. Give effective feedback to others in school or community work situations (e.g., “You are doing great.” “Try to do five more.” “You need to try to throw the ball straight by looking where you are throwing.” “You did well on your test.” “Keep up the good work.” “Study for an extra hour each night.”). (CO.A.1.In.1, CO.A.1.Su.1)
11.27. Respond appropriately to actions and expressions of emotions of others in school or community work situations (e.g., using "I" statements, making apologies, acknowledging discrepancy between actions and statements, asking if you can help, ignoring the person). (CO.A.1.In.1, CO.A.1.Su.1)

11.28. Respond appropriately to environmental and social cues to change behavior in school or community work situations (e.g., becoming quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)

11.29. Respond to other’s generosity by stating appreciation in school or community work situations (e.g., thanking the person, telling the person how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)

11.30. Respond to verbal and nonverbal messages in ways that demonstrate understanding in school or community work situations (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)

11.31. Respond appropriately to basic questions, directions, and informational statements in school or community work situations (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

11.32. Select and modify systems of communication to accommodate a variety of settings in school or community work situations (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)

11.33. Identify the characteristics of behaviors that are appropriate responses to criticism in school or community work situations (e.g., acknowledge own mistakes, accept mistakes, seek advice or assistance, improve or change own behavior or performance, probe for clarification). (IF.B.2.In.1, IF.B.2.Su.1)

11.34. Discriminate between examples and non-examples of behaviors that are appropriate responses to criticism in school or community work situations (examples—remove self-esteem from the picture, analyze the criticism and determine what is constructive and what is accurate, make needed changes without complaint; non-examples—taking personally, practicing self-blame, altering opinion of self based or negative comments from others). (IF.B.2.In.1, IF.B.2.Su.1)

11.35. Identify factors in situations that promote behaviors that are appropriate responses to criticism in school or community work situations (e.g., positive relationship with individual giving the criticism, opportunities to use feedback and make changes). (IF.B.2.In.1, IF.B.2.Su.1)

11.36. Identify factors in situations that inhibit behaviors that are appropriate responses to criticism in school or community work situations (e.g., negative relationship with individual giving the criticism, lack of opportunities to use feedback and make changes). (IF.B.2.In.1, IF.B.2.Su.1)
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11.37. Follow cues that prompt appropriate responses to criticism in school or community work situations (e.g., remove self-esteem from the picture, analyze the criticism and determine what is constructive and what is accurate, make needed changes without complaint, acknowledge criticism, agree with a critic, probe in various situations). (IF.B.2.In.2, IF.B.2.Su.2)

11.38. Demonstrate appropriate responses to criticism in school or community work situations. (IF.B.2.In.2, IF.B.2.Su.2)

COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980130
Course Title: Career Placement
Previous Course Title: On-the-Job-Training
Credit: Multiple

Will meet graduation requirement for Practical Arts

A. Major Concepts/Content. The purpose of this course is to enable students with disabilities to use the career knowledge and skills necessary to identify career options, access community resources, and apply work-related behaviors. The course will provide placement in a job in the community aimed at further progress toward achieving the student’s desired post-school outcomes related to a career.

The content should include, but not be limited to, the following:

- self-appraisal
- decision making
- self-determination and self-advocacy
- career selection
- community resources related to career decisions
- workplace competencies
- advocating rights and responsibilities of employees

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers’ addressing Sunshine State Standards with assistance as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the
student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

- Physical prompt—a touch, pointing, or other type of gesture as a reminder
- Verbal prompt—a sound, word, phrase, or sentence as a reminder
- Visual prompt—color coding, icons, symbols, or pictures as a reminder
- Assistive technology—an alarm, an electronic tool
- Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.

- Physical assistance—from a person, such as full physical manipulation or partial movement assistance
- Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils
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The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

This is the third of a three-course sequence designed to prepare students for careers and post-school adult living. The first course, Career Preparation, Course Number 7980110, focuses on the acquisition of the necessary knowledge and skills. The second course, Career Experiences, Course Number 7980120, provides opportunities for application of the knowledge and skills in school or community work experience situations with coaching and instructional assistance. The last course, Career Placement, Course Number 7980130, provides the opportunity for students to be placed in a community-based work setting. Students with the ability to perform paid employment must be paid in accordance with Federal Wage and Hour Standards. Students with severe disabilities, for whom supported competitive employment is not appropriate, may be considered for placement in volunteer work.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. **Apply planning processes in establishing and revising personal and career goals.**
   - IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
   - IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
   - IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
   - IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.
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Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other: ____________________________

Indicate assistance necessary for mastery at participatory level:

- physical assistance  q full  q partial
- assistive technology  q full  q partial

_______________________________

Personal Goals

1.1. Set personal goals, weighing individual strengths and weaknesses. (IF.B.1.In.1, IF.B.1.Su.1)
Specify:
- q short-term goals
- q long-term goals
- q other: ____________________________

1.2. Choose to pursue the project when carrying out plans related to personal goals
(e.g., start project at decided time, follow plans accordingly, follow plan until project completed). (IF.B.1.In.2, IF.B.1.Su.2)

1.3. Use evaluations to improve own performance when carrying out plans related to
personal goals (e.g., use positive outcomes as benchmarks, determine one or more causes for
poor evaluations and use as examples of what not to do). (IF.B.1.In.2, IF.B.1.Su.2)

1.4. Periodically monitor own progress in a specific activity when carrying out plans
related to personal goals (e.g., determine current status, determine if on schedule or on track,
ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

1.5. Evaluate actions taken to determine what has been gained, lost, or achieved
(e.g., review original situation, consider current situation, decide if current situation is an
improvement). (IF.B.1.In.2, IF.B.1.Su.2)

Career Goals

1.6. Use a goal-directed strategy to prepare plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)
Specify:
- q reconcile self-assessment with environmental assessment
- q identify long-range alternatives
- q specify short-range goals
- q set priorities and prepare an action plan
- q develop a contingency plan.
- q other: ____________________________

1.7. Allocate, prioritize, and schedule the time, training, and resources needed to
accomplish career goals (e.g., setting a date for accomplishing long-term goal, sequencing the
list of tasks needed to accomplish goal). (IF.B.1.In.1, IF.B.1.Su.1)
1.8. Choose to complete the necessary training activities when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)

1.9. Choose to make necessary contacts and inquiries in a job search when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)

1.10. Identify goals related to immediate employment for self (e.g., part-time employment after school, apprenticeship program). (IF.B.1.In.1, IF.B.1.Su.1)

1.11. Choose to undertake new tasks and adapt to changes when carrying out plans related to career goals (e.g., if you don’t score high enough on exam to obtain a job—retake exam, study harder, alter goal). (IF.B.1.In.2, IF.B.1.Su.2)

1.12. Periodically monitor your progress in a specific activity when carrying out plans related to career goals (e.g., determine current status, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)

1.13. Evaluate actions taken to determine what has been gained, lost, or achieved in carrying out career plan (e.g., review original situation, consider current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)

1.14. Adapt career plan and goals in response to changing situations and requirements (e.g., identify other jobs that are similar, investigate different types of jobs). (IF.B.1.In.2, IF.B.1.Su.2)

2. Evaluate own knowledge and skills needed to meet specific job requirements.

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _______________________

Indicate assistance necessary for mastery at participatory level:

___ physical assistance □ full □ partial ___ assistive technology □ full □ partial

2.1. Evaluate personal characteristics that affect job requirements (e.g., desires to please, is a problem solver, is a communicator, is a self-manager, obeys directions, is cheerful, is cooperative, accepts criticism, has good manual dexterity, has good hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)
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2.2. Identify personal limitations negatively affecting career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)

2.3. Conduct an environmental assessment of the workplace to determine degree of match for employment. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: __ ___ ☐ accessibility
________ ☐ job requirements and selection standards
________ ☐ available career paths or options
________ ☐ amount and type of employee training/orientation
________ ☐ workplace culture, availability of support
________ ☐ other: ________________________________

2.4. Use evaluations to improve own performance carrying out plans related to career goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do). (IF.B.1.In.1, IF.B.1.Su.1)

3. Apply for a job using appropriate communications and follow-up procedures (e.g., contacting the employer, composing letters of application and resumes, completing job applications, participating in interviews).

CL.C.1.In.3 make general preparations for entering the work force.
CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.
CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

____ physical prompt __ verb prompt __ visual prompt
____ assistive technology __ supervision __ other: ________________________________

Indicate assistance necessary for mastery at participatory level:

____ physical assistance ☐ full ☐ partial ___ assistive technology ☐ full ☐ partial

3.1. Follow a systematic procedure to prepare a personal resume that includes experience, education, and job training (e.g., make a rough draft, revise, edit, print on resume paper, make extra copies). (CL.C.1.In.3, CL.C.1.Su.3)

3.2. Follow a systematic procedure to prepare a professional portfolio that includes work samples (e.g., choose best work samples, put these samples into a folder, prepare a brief description of samples). (CL.C.1.In.3, CL.C.1.Su.3)

3.3. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)

Specify: __ ___ ☐ work history
________ ☐ related experiences
________ ☐ training
________ ☐ career goals
________ ☐ personal strengths and interests
________ ☐ other: ________________________________
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3.4. Demonstrate the steps in preparing for a job interview (e.g., research company, predict interview questions, prepare sample answers, talk to other employees, contact interviewer, make appointment, prepare resume for interview, make copy of resume, prepare portfolio for interview). (CL.C.1.In.3, CL.C.1.Su.3)

3.5. Complete job application forms correctly (e.g., include all necessary information; provide work history, work experience, and personal information; check accuracy of information; edit). (CL.C.1.In.3, CL.C.1.Su.3)

3.6. Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)

3.7. Use sources of assistance when obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., private agencies, public agencies, equal opportunity personnel, counselors). (CL.C.1.In.3, CL.C.1.Su.3)

3.8. Identify resources for finding employment. (Social and Personal C 30: VI)

3.9. Access special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., separate setting, extra time). (CL.C.1.In.3, CL.C.1.Su.3)

3.10. Prepare a thank you letter or written inquiry for the employer after interview (e.g., express appreciation, offer to provide additional information if necessary, convey desire to be considered for position). (CL.C.1.In.3, CL.C.1.Su.3)

3.11. Telephone the employer after the interview (e.g., use appropriate language skills, ask about the position, express appreciation) (CL.C.1.In.3, CL.C.1.Su.3)

3.12. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or workplace activities. (CL.C.1.Pa.1)
   Specify: □ home □ school □ community/workplace

3.13. Indicate a non-preferred activity in a volunteer or work setting with assistance. (CL.C.1.Pa.1)

4. Fulfill job responsibilities and use social competencies for successful employment.
   CL.C.2.In.1 plan and implement personal work assignments.
   CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
   CL.C.2.In.5 apply employability skills in the workplace.
   CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
   CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
   CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.
   CL.C.2.Pa.1 participate in work or community activities—with assistance.
Completing Work Assignments

4.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

Specify: __ 0 work according to schedule __ 0 set an alarm clock as a reminder __ 0 track subtasks on calendar __ 0 check off subtasks when completed __ 0 other: __________

4.2. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: __ 0 try different techniques __ 0 seek advice from others __ 0 seek assistance from others __ 0 read the instructions or references __ 0 other: __________

4.3. Use alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: __ 0 use a checklist or rubric __ 0 compare with model or example __ 0 use spellchecker or similar tool __ 0 look for errors __ 0 ask peer or co-worker to review __ 0 ask supervisor to review __ 0 other: __________

4.4. Use strategies to monitor own work so that the assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)

Specify: __ 0 identify task __ 0 name steps of task __ 0 perform task following a model or demonstration __ 0 perform task with decreasing feedback __ 0 perform task independently __ 0 monitor own task performance using workplace or industry standards __ 0 evaluate own task performance using workplace or industry standards __ 0 other: __________

4.5. Follow a systematic procedure to complete job-specific tasks (e.g., janitorial—clean windows; clerical—type a letter) (CL.C.2.In.1, CL.C.2.Su.1)

Specify: __ 0 identify task __ 0 name steps of task __ 0 perform task following a model or demonstration __ 0 perform task with decreasing feedback __ 0 perform task independently __ 0 monitor own task performance using workplace or industry standards __ 0 evaluate own task performance using workplace or industry standards __ 0 other: __________

4.6. Complete routine tasks accurately and effectively in the workplace (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
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4.7. Complete assignments as specified in workbooks, lab and shop manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

4.8. Accept assistance with and participate in the sequence of tasks or activities of completing work or volunteer service routines. (CL.C.2.Pa.1)

Using Tools, Equipment, and Supplies

4.9. Locate and identify the correct supplies, equipment, and tools required to complete specific job-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
   Specify: ☐ supplies—pens, folders, towels, cleaning agents, parts, packing products
   ☐ equipment—copy machine, computer, vacuum cleaner, lawn mower
   ☐ tools—air pressure gauge, hammer, balance, wrenches, car jack
   ☐ other: ________________________________

4.10. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)

4.11. Use strategies on the job to assist with the identification of needed supplies, equipment, and tools. (CL.C.2.In.2, CL.C.2.Su.2)
   Specify: ☐ use a checklist with pictures or descriptions of supplies, tools, and equipment
   ☐ set up workstation with all needed supplies and equipment before starting
   ☐ other: ________________________________

4.12. Select and use the appropriate materials and supplies for completion of job-related tasks (e.g., painting a room—paint, drop cloths, paint rollers, paint brushes, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—computer paper, printer). (CL.C.2.In.2, CL.C.2.Su.2)

4.13. Organize materials and supplies to complete work assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

4.14. Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don't overload electrical outlets, carry scissors with tips pointing down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)

4.15. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

4.16. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

4.17. Return items after use to a proper place. (Social and Personal F 46: III)

4.18. Pick up trash and dispose properly. (Social and Personal F 47: III)
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4.19. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)

4.20. Clean and maintain tools and equipment (e.g., copy machine—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)

4.21. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

4.22. Store tools, supplies, and equipment in appropriate areas (e.g., office supplies in desk; personal work supplies in personal work area; cleaning supplies in cupboard). (CL.C.2.In.2, CL.C.2.Su.2)

4.23. Accept assistance with and participate in recognizing and relating to familiar objects used in work assignments (e.g., turns toward own bed, reaches for own jacket when leaving). (CL.C.2.Pa.1)

4.24. Accept assistance with and participate in recognizing and using adaptive or assistive devices used in work assignments (e.g., switch to turn on computer, raised workstation). (CL.C.2.Pa.1)

4.25. Accept assistance with and participate in requesting objects to produce desired effects during work assignments (e.g., bag for supplies). (CL.C.2.Pa.1)

Employability Skills

4.26. Demonstrate responsibility to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of positive relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)

4.27. Identify characteristics of a good employee. (Social and Personal C 23: IV)

4.28. Stay on task for the duration of work assignments and length of shift (e.g., complete one task before starting another, ask for assistance if necessary, persevere, use resources if necessary, determine alternative methods, work continuously and efficiently, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)

4.29. Stay on task to completion within a given time frame. (Social and Personal C 22: IV)

4.30. Stay on task until its completion. (Social and Personal C 20: III)

4.31. Seek help and accept assistance. (Social and Personal C 21: III)

4.32. Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)
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4.33. Apply self-management skills in the workplace (e.g., staying on task, setting goals, monitoring daily and monthly tasks necessary to fulfill short- and long-term goals, planning to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)

4.34. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: ___ □ use a timer or alarm clock to monitor time or deadlines
___ □ keep a model of final product for reference
___ □ use breaks appropriately
___ □ other: ____________________________

4.35. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—be optimistic, work hard, do not talk negatively about projects or people, do not complain; negative attitude—be pessimistic, be lazy, make negative comments, complain about work load). (CL.C.2.In.5, CL.C.2.Su.5)

4.36. Recognize and show respect for supervisors and co-workers in the workplace (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.5, CL.C.2.Su.5)

4.37. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)

4.38. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)

4.39. Recognize inappropriate physical contact in the workplace. (CL.C.2.In.5, CL.C.2.Su.5)

4.40. Demonstrate appropriate physical contact in the workplace. (CL.C.2.In.5, CL.C.2.Su.5)

5. Apply effective work habits, ethical behavior, and appropriate grooming in a workplace setting.

CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: ____________________________

Indicate assistance necessary for mastery at participatory level:
___ physical assistance □ full □ partial ___ assistive technology □ full □ partial

5.1. Demonstrate reliability in the workplace (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
5.2. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in company policies or structure). (CL.C.2.In.3, CL.C.2.Su.3)

5.3. Demonstrate responsibility and self-control in the workplace (e.g., do not cry or get angry when criticized; do not yell or argue at co-workers; do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)

5.4. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)

5.5. Demonstrate attentive behavior in the workplace (e.g., staying on task—not talking to others, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)

5.6. Use strategies to maintain an acceptable attendance record in the workplace. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: ______ □ report to work regularly and be on time  
________ □ stay until quitting time  
________ □ return from breaks promptly  
________ □ inform supervisor if unable to work—illness, lateness, have scheduling conflict  
________ □ other:

5.7. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

5.8. Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)

5.9. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

5.10. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

5.11. Cooperate with peers. (Social and Personal G 51: III)

5.12. Show respect for property of others. (Social and Personal G 52: III)

5.13. Demonstrate use of time clock or log required in the workplace. (CL.C.2.In.3, CL.C.2.Su.3)

6. Apply skills of self-advocacy and self-determination in the community and the workplace.

   IF.B.1.In.1  make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
   IF.B.1.In.2  carry out and revise plans related to decisions about personal and career choices.
   IF.B.1.Su.1  make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
   IF.B.1.Su.2  carry out plans and adjust to changing circumstances—with guidance and support.
   IF.B.1.Pa.1  participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt  ___ verbal prompt  ___ visual prompt
   ___ assistive technology  ___ supervision  ___ other: ____________________________

Indicate assistance necessary for mastery at participatory level:
   ___ physical assistance  □ full  □ partial  ___ assistive technology  □ full  □ partial

Individual Educational Plan

6.1. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

6.2. Assist in setting realistic annual goals and objectives considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)

6.3. Apply self-advocacy and self-determination skills in the IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

6.4. Choose to carry out activities and engage in instructional and employment opportunities necessary to attain annual goals and short-term objectives and benchmarks on the IEP. (IF.B.1.In.2, IF.B.1.Su.2)

6.5. Self-monitor and evaluate own progress in reaching annual goals and short-term objectives and benchmarks on the IEP. (IF.B.1.In.2, IF.B.1.Su.2)

6.6. Accept assistance with and participate in expressing personal needs and wants related to volunteer or workplace activities. (IF.B.1.Pa.1)
   Specify: _____  □ school  _____  □ community/workplace

6.7. Relate personal interests, preferences, strengths, and needs with assistance. (IF.B.1.Pa.1)
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Self-advocacy

6.8. Demonstrate self-advocacy in various situations (e.g., asking for a change in work task or schedule, promoting self when interviewing for a job). (IF.B.2.In.2, IF.B.2.Su.2)
Specify:  □ school—in class, between classes, extracurricular activities
       □ community—events, organizations, services
       □ community—restaurants, traveling
       □ workplace—on the job, breaks
       □ other: ____________________________________________

6.9. Monitor self-advocacy behaviors in various situations (e.g., checking if I am meeting my own goals or doing only what others want me to). (IF.B.2.In.2, IF.B.2.Su.2)
Specify:  □ school—in class, between classes, extracurricular activities
       □ community—events, organizations, services
       □ community—restaurants, traveling
       □ workplace—on the job, breaks
       □ other: ____________________________________________

7. Use appropriate decision-making and problem-solving processes in a workplace setting.

CL.B.4.In.1 identify problems and examine alternative solutions.
CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ____________________________________________

Indicate assistance necessary for mastery at participatory level:
□ physical assistance □ full □ partial □ assistive technology □ full □ partial

Identifying Problems

7.1. Identify that a problem exists at work, a discrepancy between what is and what should or could be (e.g., work tasks continually being completed late, not staying on task, frequent mistakes on assigned tasks, frequent arguments with co-workers). (CL.B.4.In.1, CL.B.4.Su.1)
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7.2. Identify possible reasons for existing problems at work (e.g., did not understand what is expected, did not stay on task, was frequently absent from work, was not given enough time). (CL.B.4.In.1, CL.B.4.Su.1)

7.3. Identify problems that lead to the breakdown of major goals at work (e.g., turning in incomplete work, disagreements with co-workers, frequent tardiness, treating customers with disrespect). (CL.B.4.In.1, CL.B.4.Su.1)

7.4. Analyze possible outcomes associated with specific problems at work (e.g., will not gain respect of others, may be overlooked for promotions, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)

7.5. Accept assistance with and participate in identifying problem in a volunteer or work activity (e.g., indicates that work supplies are gone). (CL.B.4.Pa.1)

Applying Problem-solving Strategies

7.6. Select and use effective problem-solving strategies based on requirements of the work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)

Specify: _____  Q  brainstorming—identifying all solutions that come to mind
                  _____  Q  identifying steps—when a complicated task is involved
                  _____  Q  estimating—when numbers are involved
                  _____  Q  matching consequences to actions—for cause and effect
                  _____  Q  troubleshooting—finding problems within a work process
                  _____  Q  creative-thinking—when multiple solutions are acceptable
                  _____  Q  modeling—basing actions on those of a good example
                  _____  Q  other: ____________________________

7.7. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)

7.8. Apply brainstorming techniques when starting to solve a problem at work (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

7.9. Identify steps to solve a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop). (CL.B.4.In.1, CL.B.4.Su.1)

7.10. Construct rough estimates of answers to problems involving numbers before solving them at work (e.g., estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)

7.11. Match consequences to decisions and actions when solving problems involving cause and effect at work (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)
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7.12. Use troubleshooting for problems at work in which the cause is not easily seen (e.g., identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)

7.13. Apply creative-thinking strategies to solve problems at work in which a variety of solutions are possible (e.g., design a brochure or pamphlet, rearrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)

7.14. Apply modeling techniques to solve problems at work where a good example exists (e.g., identify techniques used by most productive employee, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)

7.15. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

7.16. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)

7.17. Use appropriate techniques or tools to solve problems at work (e.g., apply active listening skills, make a checklist of work to be accomplished). (CL.B.4.In.2, CL.B.4.Su.2)

7.18. Seek assistance when needed to solve problems at work (e.g., consult supervisor, co-workers, or special assistance centers). (CL.B.4.In.2, CL.B.4.Su.2)

7.19. Participate in positioning objects for use in the community or workplace (e.g., put paper on table, turn switch toward hand). (CL.B.4.Pa.1)
   Specify tasks: ____________________________________________

7.20. Accept assistance with and participate in efforts to solve problems in routine activities in the workplace. (CL.B.4.Pa.1)
   Specify routines: ____________________________________________

7.21. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities in the workplace. (IF.B.2.Pa.2)

Evaluating Effectiveness of Solution

7.22. Determine effectiveness of problem-solving strategies in the workplace (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)

7.23. Determine impact of activities and decisions related to solving the problem in the workplace (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)
8. **Use appropriate personal care skills to meet demands of a workplace setting.**

IF.A.1.In.2  complete personal care, health, and fitness activities.

IF.A.1.Su.2  complete personal care, health, and fitness activities—with guidance and support.

IF.A.1.Pa.2  participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th></th>
<th>physical prompt</th>
<th>verbal prompt</th>
<th>visual prompt</th>
<th>assistive technology</th>
<th>supervision</th>
<th>other:</th>
</tr>
</thead>
</table>

Indicate assistance necessary for mastery at participatory level:

<table>
<thead>
<tr>
<th></th>
<th>physical assistance</th>
<th>full</th>
<th>partial</th>
<th>assistive technology</th>
<th>full</th>
<th>partial</th>
</tr>
</thead>
</table>

### Dressing and Grooming

8.1. Use specific knowledge and skills when completing personal care activities involved in dressing for work (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, dressing appropriately to fit the job, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)

8.2. Use effective and efficient strategies related to dressing for the workplace (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes; ask someone to show you correct method—how to tie a tie; use alternative approaches—clip-on tie, Velcro shoe straps; hang matching clothes together; ask a roommate or same-age friend attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)

8.3. Request assistance and participate in activities and tasks associated with daily dressing routines related to the workplace or volunteer activities. (IF.A.1.Pa.2)

Specify routines: ____________________________________________

8.4. Accept assistance with and participate in activities and tasks associated with daily dressing routines related to the workplace or volunteer activities. (IF.A.1.Pa.2)

Specify routines: ____________________________________________

8.5. Use specific knowledge and skills when completing grooming activities for the workplace (e.g., hair—part hair evenly, fix hair according to style, know the difference between shampoo and conditioner; nails—do not cut too short, file evenly, know how to clean and file; cosmetics—correctly apply makeup, use the right amount, know where each type of cosmetic is applied, know how to remove; shaving—know about different types of shavers and skin conditions). (IF.A.1.In.2, IF.A.1.Su.2)

8.6. Request assistance and participate in activities and tasks associated with daily grooming routines related to volunteer or work activities. (IF.A.1.Pa.2)

Specify routines: ____________________________________________
Course Number: 7980130 - Career Placement

Personal Hygiene

8.7. Accept assistance with and participate in activities and tasks associated with daily grooming routines related to volunteer or work activities. (IF.A.1.Pa.2)
   Specify routines: _________________________________________________

8.8. Use specific knowledge and skills when completing hygiene activities in the workplace (e.g., using the toilet, cleaning up afterwards, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)

8.9. Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)

8.10. Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)

8.11. Use effective and efficient strategies related to hygiene to complete activities in the workplace (e.g., follow a regular procedure for caring for personal needs, check watch to note amount of time used for personal hygiene on job). (IF.A.1.In.2, IF.A.1.Su.2)

8.12. Request assistance and participate in activities and tasks associated with daily hygiene routines related to volunteer or work activities. (IF.A.1.Pa.2)
   Specify routines: _________________________________________________

Motor Control

8.13. Use specific knowledge and skills when completing personal care activities needed for motor control in the workplace (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift). (IF.A.1.In.2, IF.A.1.Su.2)

8.14. Use effective and efficient strategies related to motor control to complete personal care activities (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices, when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)

8.15. Request assistance and participate in activities and tasks associated with motor control routines related to volunteer or work activities. (IF.A.1.Pa.2)
   Specify routines: _________________________________________________

8.16. Accept assistance with and participate in activities and tasks associated with motor control routines related to volunteer or work activities. (IF.A.1.Pa.2)
   Specify routines: _________________________________________________
9. **Meet health and safety requirements in a workplace setting.**

- **CL.C.2.In.4** follow procedures to ensure health and safety in the workplace.
- **CL.C.2.Su.4** follow procedures to ensure health and safety in the workplace—with guidance and support.
- **IF.B.2.In.3** respond effectively to unexpected events and potentially harmful situations.
- **IF.B.2.Su.3** respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- **IF.B.2.Pa.2** participate in responding appropriately to unexpected events and potentially harmful situations—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt
- ___ verbal prompt
- ___ visual prompt
- ___ assistive technology
- ___ supervision
- ___ other: __________________________

Indicate assistance necessary for mastery at participatory level:

- ___ physical assistance  □ full  □ partial
- ___ assistive technology  □ full  □ partial

9.1. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)

9.2. Identify the meaning of labor and safety laws and regulations (e.g., Occupational Safety and Health Administration [OSHA]-worker must be over 18 to operate dangerous machinery such as meat cutters, worker must acquire work permit if 15 or under, employer must allow a 15-minute break for every four hours worked; Drug Free Workplaces-does not allow alcohol or drug use while on duty, may require tests prior to employment, provides treatment for employees with drug or alcohol problems; fire codes-requires fire alarms and extinguishers, limits number of people allowed in a building, require sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)

9.3. Follow safety rules and procedures required for work (e.g., wear protective clothing, eyewear, smock, gloves; wear a hardhat; use an oven mitt; do not use electrical appliances near water). (CL.C.2.In.4, CL.C.2.Su.4)

9.4. **Recognize dangerous situations in the environment.** (Social and Personal D 33: III)

9.5. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (IF.B.2.In.3, IF.B.Su.3)

9.6. **Identify procedures for seeking assistance in unfamiliar or emergency situations.** (Social and Personal D 35: V)

9.7. **Demonstrate understanding of safety and warning signs in the environment.** (Social and Personal D 37: V)
Course Number: 7980130 - Career Placement

9.8. Request assistance and participate in following safety procedures when unexpected events or potentially harmful situations occur in volunteer or workplace activities. (IF.B.2 Pa.2)

9.9. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur in volunteer or workplace activities. (IF.B.2 Pa.2)


Specify: □ stopping bleeding and applying bandages
□ taking care of burns, poisons, and wounds
□ getting help when needed
□ other:

9.11. Demonstrate or indicate knowledge of basic first aid principles.
(Social and Personal E 45: VI)

9.12. Use effective and efficient strategies related to health and safety activities in the workplace (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

9.13. Request assistance and participate in activities and tasks associated with health and safety activities in volunteer or workplace activities. (IF.A.1.Pa.2)

9.14. Accept assistance with and participate in activities and tasks associated with health and safety activities in volunteer or workplace activities. (IF.A.1.Pa.2)

10. Exercise rights and responsibilities of employment, including compliance with labor laws.

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: __________________________

Indicate assistance necessary for mastery at participatory level:

□ physical assistance □ full □ partial □ assistive technology □ full □ partial

10.1. Ensure own coverage under worker’s compensation for current job. (CL.C.1.In.2, CL.C.1.Su.2)
Course Number: 7980130 - Career Placement

10.2. Ensure own coverage under unemployment insurance for current job. (CL.C.1.In.2, CL.C.1.Su.2)

10.3. Obtain own health insurance through workplace, if eligible. (CL.C.1.In.2, CL.C.1.Su.2)

10.4. Request workplace accommodations for current job, if appropriate. (CL.C.1.In.2, CL.C.1.Su.2)

10.5. Get needed information about your rights as an employee for current job (e.g., from supervisor, ombudsman, union representative, attorney). (CL.C.1.In.2, CL.C.1.Su.2)

10.6. Obtain copies of workplace policies, codes of conduct, and other types of rules and regulations for current job (e.g., employee protection, behavioral guidelines, safety procedures and regulations). (CL.C.1.In.2, CL.C.1.Su.2)

10.7. Get information and clarification about workplace policies, codes of conduct and other types of rules and regulations for current job (e.g., employee handbooks, supervisor, bulletin boards, company web sites). (CL.C.1.In.2, CL.C.1.Su.2)

10.8. Obtain an employment contract for current job, if appropriate. (CL.C.1.In.2, CL.C.1.Su.2)

10.9. Identify proper procedures for terminating current job, if necessary (e.g., provide written and verbal notice, inform supervisor, allow two weeks). (CL.C.1.In.2, CL.C.1.Su.2)

11. **Use public and private transportation to move about the community, as appropriate.**

   IF.A.2.In.2 demonstrate safe travel within and beyond the community.

   IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

   IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

   Indicate guidance and support necessary for mastery at supported level:

   ___ physical prompt ___ verbal prompt ___ visual prompt

   ___ assistive technology ___ supervision ___ other: __________________________

   Indicate assistance necessary for mastery at participatory level:

   ___ physical assistance □ full □ partial ___ assistive technology □ full □ partial
Course Number: 7980130 - Career Placement

General Knowledge about Travel

11.1. Demonstrate basic personal safety skills when traveling to and from work (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don’t put hands outside windows, don’t fight, determine closest exit; by cab—determine route in advance, inform driver of destination, have enough money; by foot—watch for cars, look both ways, don’t talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)

11.2. Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)

11.3. Request assistance and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)

11.4. Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)

11.5. Accept assistance with and participate in the sequence of tasks or activities to locate exits and entrances in familiar rooms and buildings. (IF.A.2.Pa.2)

11.6. Accept assistance with and participate in the sequence of tasks or activities to locate specified areas in familiar rooms and buildings. (IF.A.2.Pa.2)

11.7. Accept assistance with and participate in the sequence of tasks or activities to perform ancillary mobility tasks (e.g., closing door, opening window in car). (IF.A.2.Pa.2)

11.8. Accept assistance with and participate in the sequence of tasks or activities to travel within or between buildings in the local community. (IF.A.2.Pa.2)

Traveling in the Community

11.9. Use available modes of transportation to reach desired locations in the community related to work (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)

11.10. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

11.11. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)

11.12. Request assistance and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)

11.13. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)
Course Number: 7980130 - Career Placement

Using Public Transportation


11.15. Use maps to travel on a bus and other mass transit vehicles and systems as appropriate to the community (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination). (IF.A.2.In.2, IF.A.2.Su.2)

11.16. Request assistance and participate in the sequence of tasks or activities to travel on public transportation (e.g., bus, airplane). (IF.A.2.Pa.2)

11.17. Accept assistance with and participate in the sequence of tasks or activities to travel on public transportation (e.g., bus, airplane). (IF.A.2.Pa.2)

Driving an Automobile

11.18. Check car routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, level of air in tires, washer fluid, battery).

11.19. Describe the steps to take when involved in an accident (e.g., call police, produce operator's license and car registration, stay with the car, obtain copy of police report, call insurance company, obtain estimates for repairs).

11.20. Obey parking signs (e.g., handicapped spaces, time limits, no parking, loading zones).

12. Apply effective communication skills as they relate to community work situations, particularly the ability to use criticism constructively.

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

---

Physical prompt

Verbal prompt

Visual prompt

Assistive technology

Supervision

Other:

---

Indicate assistance necessary for mastery at participatory level:

Physical assistance □ full □ partial

Assistive technology □ full □ partial

---
Course Number: 7980130 - Career Placement

General Communication Skills

12.1. Use appropriate nonverbal language and gestures when communicating in work situations in the community. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ______ ☐ facial expressions ______ ☐ sounds
______ ☐ gestures ______ ☐ body language
______ ☐ hand signals ______ ☐ other: ________________________

12.2. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations in the community. (CO.A.1.In.1, CO.A.1.Su.1)

12.3. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in work situations in the community. (CO.A.1.In.1, CO.A.1.Su.1)

12.4. Use critical listening skills to gain understanding in the workplace. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ______ ☐ listening for content
______ ☐ paying attention to cues—first, second..., in summary, most important
______ ☐ linking to prior knowledge and experiences
______ ☐ considering emotional meaning
______ ☐ other: ________________________

12.5. Use strategies to improve listening in the workplace (e.g., empathize with and "read" people, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

Expressive Communication

12.6. Use appropriate language to express desires effectively in the workplace (e.g., "May I have more nails?" "I want to finish this job."). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ______ ☐ requests ______ ☐ refusals ______ ☐ other: ________________________

12.7. Ask questions to obtain information and expand knowledge. (Language C 27: IV)

12.8. Express personal beliefs or opinions. (Language C 28: V)

12.9. Identify personal feelings. (Social and Personal C 54: IV)

12.10. Participate in conveying desires, feelings, and physical needs effectively to familiar persons in volunteer activity or in the workplace (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)

Specify: ______ ☐ touch referent object ______ ☐ point to actual object
______ ☐ vocalize or gesture ______ ☐ verbalize or sign
______ ☐ assistive or augmentative device ______ ☐ other: ________________________

12.11. Express wants and needs. (Language C 20: II)
Course Number: 7980130 - Career Placement

12.12. Participate in requesting desired person, object, or action in the workplace (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)
Specify: □ touch referent object □ point to actual object □ vocalize or gesture □ verbalize or sign □ assistive or augmentative device □ other: __________________________

12.13. Use language to indicate displeasure or dislike. (Language C 16: I)

12.14. Use appropriate language to express need for assistance in the workplace (e.g., ask for help, raise hand, call person’s name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

Conversation Skills

12.15. Use acceptable gestures, body language, and hand signals to initiate a conversation in the workplace (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

12.16. Use acceptable words or phrases to gain attention and begin communication or conversation with others in the workplace (CO.A.1.In.1, CO.A.1.Su.1)

12.17. Use appropriate topics and responses when engaging in conversations in the workplace (e.g., familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)

12.18. Use language to participate appropriately in conversation. (Language C 29: V)

12.19. Use language to initiate conversation. (Language C 30: VI)

12.20. Use language to relate recent personal experiences. (Language C 26: IV)

12.21. Use appropriate language to end conversations in the workplace (e.g., “It was nice talking with you.” “Thank you for stopping by.” “It was so good to see you again.” “Let’s keep in touch.” “Talk to you soon.” “Good-bye!”). (CO.A.1.In.1, CO.A.1.Su.1)

Feedback Skills

12.22. Respond effectively to feedback given in the workplace (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

12.23. Use feedback to make changes in the workplace (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

12.24. Give effective feedback to others in the workplace (e.g., “You need to measure the board more precisely.” “You did excellent work on your task.” “Keep up the good work.”). (CO.A.1.In.1, CO.A.1.Su.1)
Course Number: 7980130 - Career Placement

12.25. Respond appropriately to actions and expressions of emotions of others in the workplace (e.g., using "I" statements, making apologies, acknowledging discrepancies between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)

12.26. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)

Responses to Communication

12.27. Respond appropriately to environmental and social cues to change behavior in the workplace (e.g., getting quiet, picking up tools). (CO.A.1.In.1, CO.A.1.Su.1)

12.28. Respond to other's generosity by stating appreciation in the workplace (e.g., thanking the person, telling person how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)

12.29. Respond to verbal and nonverbal messages in ways that demonstrate understanding in the workplace (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)

12.30. Respond appropriately to basic questions, directions, and informational statements in the workplace (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

12.31. Select and modify systems of communication to accommodate a variety of settings in the workplace (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)

Responses to Criticism

12.32. Identify the characteristics of behaviors that are appropriate responses to criticism in the workplace (e.g., acknowledge own mistakes, accept mistakes, seek advice or assistance, improve or change own behavior or performance, ask for clarification). (IF.B.2.In.1, IF.B.2.Su.1)

12.33. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

12.34. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

12.35. Discriminate between examples and non-examples of behaviors that are appropriate responses to criticism in the workplace (examples—remove self-esteem from the picture, analyze the criticism and determine what is constructive and what is accurate, make needed changes without complaint; non-examples—take personally, blame self, alter opinion of self based on negative comments from others). (IF.B.2.In.1, IF.B.2.Su.1)
12.36. Identify factors that promote behaviors that are appropriate responses to criticism in the workplace (e.g., positive relationship with individual giving the criticism, opportunities to use feedback and make changes, work environment that allows for mistakes). (IF.B.2.In.1, IF.B.2.Su.1)

12.37. Identify factors that inhibit behaviors that are appropriate responses to criticism in the workplace (e.g., negative relationship with individual giving the criticism, lack of opportunities to use feedback and make changes, perfectionistic work environment). (IF.B.2.In.1, IF.B.2.Su.1)

12.38. Follow cues that prompt appropriate responses to criticism in work situations in the workplace (e.g., remove self-esteem from the picture, analyze the criticism and determine what is constructive and what is accurate, make needed changes without complaint, acknowledge criticism, give token agreement to a critic). (IF.B.2.In.2, IF.B.2.Su.2)


12.40. Monitor own responses to criticism in work situations in the workplace. (IF.B.2.In.2, IF.B.2.Su.2)
Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980150
Course Title: Supported Competitive Employment
Credit: Multiple

Will meet graduation requirement for Practical Arts

A. Major Concepts/Content. The purpose of this course is to enable students with moderate and severe disabilities who are functioning at supported levels to acquire skills necessary for successful individual supported competitive employment. Supported employment refers to competitive work in an integrated work setting with ongoing support services for individuals with moderate and severe handicaps for whom competitive employment has not traditionally occurred. Features of supported employment include intensive onsite training, fade-off, ongoing monitoring, and onsite advocacy. Students will receive one-to-one intensive training by a job coach or employment specialist. The students will be paid at or above minimum wage. A weekly work hour goal is to be established for each individual that would maximize employment potential at the time of transition. The weekly work hour goal will be identified in the student's Individual Educational Plan. Students will receive ongoing support with at least one hour of follow-along services per week at the job site after stabilization has been attained. Stabilization refers to the point at which onsite training and support services in an individual employment situation has been 20% or less of normal work hours for at least 60 calendar days. The content of the course is expected to be provided as part of employment activities, not as pre-employment.

The content should include, but not be limited to, the following:

- positive work attitudes and habits
- appropriate hygiene and grooming skills
- related safety procedures
- appropriate decision making skills
- specific job-related skills
- self-reliance and initiative

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:
Course Number: 7980150 - Supported Competitive Employment

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement.

This course is primarily designed for students functioning at supported levels, who are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that must be provided for the student. This support and assistance must be beyond what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  
  Physical prompt—a touch, pointing, or other type of gesture as a reminder
  Verbal prompt—a sound, word, phrase, or sentence as a reminder
  Visual prompt—color-coding, icons, symbols, or pictures as a reminder
  Assistive technology—an alarm, an electronic tool
  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  Physical assistance—from a person, such as full physical manipulation or partial movement assistance
Course Number: 7980150 - Supported Competitive Employment

Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment. To the extent possible, students should receive services through a natural supports approach.

Placement in a paid community-based job is required. Prior community-based work experience is preferred but is not a prerequisite.

If job retention is not attained as a result of the first job placement, a person-centered skills and interest assessment and updated job match should be completed and another job placement attempted, if feasible.

Districts are strongly encouraged to ensure that all teachers of this course have participated in appropriate job coach or employment specialist training.

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Identify current interests, skills, and abilities as part of the employment planning process.

   IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt ___ verbal prompt ___ visual prompt
   ___ assistive technology ___ supervision ___ other: __________________

   1.1. Identify personal strengths which affect preferred job choices (e.g., problem solving abilities, communication skills, independent functioning, ability to follow directions, cooperation, acceptance of criticism, manual dexterity, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)
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1.2. Identify personal limitations that may negatively affect career choices (e.g., limited physical stamina, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)

1.3. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., social skills, interest in nature, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)

1.4. *Identify personal strengths and weaknesses.* (Social and Personal G 59: VI)

1.5. Identify preferred goals relating to own plan for high school and postsecondary training (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving a certificate of competency). (IF.B.1.In.1, IF.B.1.Su.1)

1.6. Participate in an initial personal assessment to determine current status related to career planning. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: □ self-concept
        □ personality characteristics and personal style
        □ personal preferences
        □ occupational interests
        □ personal and educational background
        □ work history and experience
        □ key accomplishments and successes
        □ satisfying and dissatisfying experiences
        □ other: ________________________________

1.7. Participate in assessments to determine career wants and desires. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: □ analysis of current job—behavioral demands
        □ significance of various job elements—likes and dislikes
        □ personal values, skills, and abilities
        □ personal insight into own capabilities
        □ ideal job description
        □ preferred working environment
        □ ideal life-style
        □ career goals
        □ other: ________________________________

1.8. Identify individual strengths and weaknesses which may affect realistic post-secondary educational opportunities and job choices (e.g., study habits, academic skills, social skills, motivation). (CL.C.1.In.1, CL.C.1.Su.1)

1.9. Identify own leisure activities that may relate to potential careers (e.g., playing with animals—pet caregiver; gardening—landscaper). (CL.C.1.In.1, CL.C.1.Su.1)
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2. Participate in job selection.

- **CL.C.1.Su.1** recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- **CL.C.1.Su.2** recognize individual rights and responsibilities in the workplace—with guidance and support.
- **CL.C.1.Su.3** make general preparations for entering the work force—with guidance and support.
- **IF.B.1.Su.2** carry out plans and adjust to changing circumstances—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt
- ___ verbal prompt
- ___ visual prompt
- ___ assistive technology
- ___ supervision
- ___ other:

2.1. Identify entry-level skills needed for preferred job (e.g., receptionist—greet customers or clients, uses telephone skills; seamstress—has sewing skills, takes measurements, uses fractions; truck loading—follows directions, uses proper lifting and moving sequences; dishwasher—loads and stacks dishes, operates dishwasher). (CL.C.1.In.1, CL.C.1.Su.1)

2.2. Identify characteristics and possible locations of worksites for preferred job (e.g., landscaping jobs—outdoor areas in homes, businesses, parks; cleaning service jobs—rooms and areas in restaurants, offices, stores). (CL.C.1.In.1, CL.C.1.Su.1)

2.3. Identify work hours for preferred job (e.g., part-time, three hours per day, day shift, weekends). (CL.C.1.In.1, CL.C.1.Su.1)

2.4. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security benefits, investment plans, overtime, maternity leave, contracts, unemployment benefits, minimum wage, worker’s compensation). (CL.C.1.In.2, CL.C.1.Su.2)

2.5. Demonstrate self-advocating behaviors that are needed when selecting jobs (e.g., being decisive; voicing preferences; stating personal strengths; expressing disagreement, if needed). (CL.C.1.In.3, CL.C.1.Su.3)

2.6. Discriminate between examples and non-examples of self-advocating behavior in selecting a job (e.g., examples—introducing self to Transition IEP team, promoting self when talking to a job coach; non-examples—not being able to list personal strengths when asked by a job coach, talking negatively about oneself, not standing up for oneself). (CL.C.1.In.3, CL.C.1.Su.3)

2.7. Demonstrate awareness of own needs for accommodations in the workplace. (CL.C.1.In.2, CL.C.1.Su.2)
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2.8. Demonstrate self-advocacy and self-determination skills that will assist in Transition IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussions; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)

2.9. Commit to carry out plans and complete tasks related to reaching annual goals and objectives related to employment that are part of own Transition IEPs. (IF.B.1.In.2, IF.B.1.Su.2)

2.10. Conduct self appropriately in interviews for preferred job (e.g., prepare for the interview by reviewing own preferences; dress in appropriate attire; participate in answering questions; make wants and desires known to employer; express disagreement, if appropriate). (CL.C.1.In.3, CL.C.1.Su.3)

3. Maintain employment for an acceptable duration by performing appropriate job duties.

   CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
   CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—
   with guidance and support.
   CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance
   and support.

Indicate guidance and support necessary for mastery at supported level:

   ___ physical prompt  ___ verbal prompt  ___ visual prompt
   ___ assistive technology  ___ supervision  ___ other: __________________________

3.1. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)

Specify:  
   ___ set an alarm clock as a reminder  
   ___ track subtasks on a calendar  
   ___ check off subtasks when completed  
   ___ begin subtasks at designated times  
   ___ adjust to changing circumstances  
   ___ other: __________________________

3.2. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, putting away dishes, cutting vegetables, feeding animals, watering plants). (CL.C.2.In.1, CL.C.2.Su.1)

3.3. Stay on task until its completion. (Social and Personal C 20: II)

3.4. Stay on task to completion within a given time frame. (Social and Personal C 22: IV)

3.5. Follow a regular procedure to complete assigned tasks (e.g., obtain necessary information, begin promptly, check accuracy, complete on time). (CL.C.2.In.1, CL.C.2.Su.1)

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3.6. Complete assignments as specified in work instructions (e.g., obtain instructions, read or listen to instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

3.7. Use strategies to maintain an acceptable attendance record at work. (CL.C.2.In.3, CL.C.2.Su.3)

Specify: □ report to work regularly and be on time
□ stay until quitting time
□ return from breaks promptly
□ inform supervisor if unable to work
□ inform supervisor if must be late or have scheduling conflict
□ other: ________________________________

3.8. Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)

3.9. Use appropriate transportation to travel to and from work safely and on a regular basis. (CL.C.2.In.3, CL.C.2.Su.3)

3.10. Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)

3.11. Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)

3.12. Wear appropriate clothing or uniform on the job. (CL.C.2.In.3, CL.C.2.Su.3)

3.13. Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)


3.15. Demonstrate ways of recognizing and showing respect for the authority of a supervisor (e.g., listening, treating supervisors with respect, following directions, conforming to rules, accepting criticism, using supervisor’s feedback to improve performance). (CL.C.2.In.3, CL.C.2.Su.3)

3.16. Handle paycheck appropriately (e.g., collects check, verifies accuracy, puts check in safe place, reports any problems to appropriate supervisor). (CL.C.2.In.3, CL.C.2.Su.3)

3.17. Identify the benefits of a positive attitude towards a job (e.g., reduces stress, makes others more willing to work with you, improves your relationship with co-workers and supervisors, makes job more enjoyable). (CL.C.2.In.3, CL.C.2.Su.3)

3.18. Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)

3.19. Demonstrate a positive attitude toward work tasks (e.g., do not complain when given a difficult task, do not talk negatively about supervisor or co-workers, ask for additional tasks). (CL.C.2.In.3, CL.C.2.Su.3)
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3.20. Demonstrate awareness of health and safety procedures required on the job (e.g., wash hands after using restroom, wear hairnet, dispose of trash properly). (CL.C.2.In.4, CL.C.2.Su.4)

3.21. Use behaviors that meet health and safety procedures required on the job (e.g., wash hands after using restroom, wear hairnet, dispose of trash properly). (CL.C.2.In.4, CL.C.2.Su.4)

3.22. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

3.23. Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)

3.24. Report situations that relate to potential problems in health and safety on the job (e.g., spilled chemicals, possible fire, fighting). (CL.C.2.In.4, CL.C.2.Su.4)

3.25. Use language to indicate danger or give warnings to others. (Language C 22: III)

3.26. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

3.27. Demonstrate behaviors needed for successful and continued employment. (CL.C.2.In.5, CL.C.2.Su.5)

Specify: □ dependability—works every day, gets the job done
□ flexibility—can adapt to changes, can make compromises
□ responsibility—can adapt to changes, can make compromises, pays attention
□ self-direction—gets to work promptly, stays on task, doesn’t get distracted
□ other: ________________________________

3.28. Use language to initiate social greeting. (Language C 23: III)

4. Identify and use equipment and supplies appropriately and correctly. (CL.C.2.Su.2)

Use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

□ physical prompt □ verbal prompt □ visual prompt
□ assistive technology □ supervision □ other: ________________________________

4.1. Use appropriate materials for completing specific work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify materials and tasks: ________________________________

4.2. Locate the correct supplies, equipment, and tools required to complete specific work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify locations and tasks: ________________________________

4.3. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)
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4.4. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)

Specify:
- Q use a checklist with pictures or descriptions of supplies, tools, and equipment
- Q set up a workstation with all needed supplies, tools, and equipment before starting
- Q other:

4.5. Use appropriate technology and services to organize, send, and receive communications or materials (e.g., US mail, telephone, fax, UPS, FedEx). (CL.C.2.In.2, CL.C.2.Su.2)

4.6. Use measuring devices appropriately to complete work-related tasks (e.g., rulers, scales, tapes). (CL.C.2.In.2, CL.C.2.Su.2)

4.7. Use a telephone to complete work-related tasks (e.g., make a call, take a message, give information). (CL.C.2.In.2, CL.C.2.Su.2)

4.8. Identify and use emergency number (0-911) on the telephone in an appropriate manner. (Social and Personal H 61: IV)

4.9. Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)

4.10. Use hand tools and power tools safely to complete work-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)

Specify tools and tasks:

4.11. Use tools, equipment, and supplies safely and correctly for a specific work-related task (e.g., use for designated purposes only, wear proper protection when required, don’t overload electrical outlets, carry scissors with tips down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)

4.12. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

4.13. Use new tools or equipment by following instructions from an experienced user. (CL.C.2.In.2, CL.C.2.Su.2)

5. Demonstrate specific work-related skills.

CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
- physical prompt
- verbal prompt
- visual prompt
- assistive technology
- supervision
- other:

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5.1. Follow a systematic procedure to complete work-related tasks. (CL.C.2.In.5, CL.C.2.Su.5)
   Specify: ☐ identify task
   ☐ name steps of task
   ☐ perform task following a model or demonstration
   ☐ perform task with decreasing feedback
   ☐ perform task independently
   ☐ monitor own task performance using workplace standards
   ☐ evaluate own task performance using workplace standards
   ☐ other: ____________________________

5.2. Maintain rate and task quality according to specifications of supervisor. (CL.C.2.In.5, CL.C.2.Su.5)

5.3. Seek help and accept assistance. (Social and Personal C 21: III)

5.4. Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)

5.5. Complete work-related tasks according to procedures and instructions. (CL.C.2.In.5, CL.C.2.Su.5)

5.6. Complete work-related tasks independently. (CL.C.2.In.5, CL.C.2.Su.5)

5.7. Perform specific work-related tasks without injury to self or others. (CL.C.2.In.5, CL.C.2.Su.5)

5.8. Uses appropriate communications within the work setting. (CL.C.2.In.5, CL.C.2.Su.5)

5.9. Use language to initiate social greeting. (Language C 23: III)

5.10. Use language to relate recent personal experiences. (Language C 26: IV)

5.11. Ask questions to obtain information and expand knowledge. (Language C 27: IV)

5.12. Use language to participate appropriately in conversation. (Language C 29: V)

5.13. Use language to initiate conversation. (Language C 30: VI)

5.14. State steps to complete a task. (Language C 31: VI)
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6. Demonstrate workplace-specific social skills.
 IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
 IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
 IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
 SE.A.1.Su.1 cooperate in group situations—with guidance and support.
 SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
 SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th>Physical prompt</th>
<th>Verbal prompt</th>
<th>Visual prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>assistive technology</td>
<td>supervision</td>
<td>other: __________________</td>
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6.1. Behave appropriately when given guidance, constructive criticism, and praise (e.g., use guidance—make improvements, be accepting, be appreciative; criticism—be accepting, do not get angry; praise—give thanks, do not brag). (IF.B.2.In.2, IF.B.2.Su.2)

6.2. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

6.3. Interact appropriately with customers or clients (e.g., be polite, smile, cooperate, ask if you can help). (SE.A.2.In.1, SE.A.2.Su.1)

6.4. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others’ opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (SE.A.2.In.1, SE.A.2.Su.1)

6.5. Identify characteristics of social behaviors needed in a work situation. (IF.B.2.In.1, IF.B.2.Su.1)

Specify:

- consideration—makes polite comments, shares resources with others
- cooperation—does share of work on projects, accepts others’ suggestions
- assertiveness—makes needs known to others
- response to humor—laughs without drawing attention
- response to teasing—ignores
- response to criticism—makes needed changes, acknowledges others’ views
- other: ____________________________
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6.6. Identify anti-social behaviors that should not be found in a work situation. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ □ lack of consideration—won’t wait for turn, won’t clean up when finished
_____ □ lack of cooperation—won’t help others with task, keeps all supplies
_____ □ lack of assertiveness—lets others take over equipment
_____ □ inappropriate response to humor—makes loud noises
_____ □ inappropriate response to criticism—takes personally, makes negative comments
_____ □ inappropriate response to teasing—gets angry
_____ □ other: __________________________________________

6.7. Demonstrate social behaviors that are needed in a work situation. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ □ consideration  _____ □ cooperation
_____ □ assertiveness  _____ □ positive response to humor or teasing
_____ □ positive response to criticism
_____ □ other: __________________________________________

6.8. Cooperate with peers. (Social and Personal G 51: III)

6.9. Show respect for property of others. (Social and Personal G 52: III)

6.10. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)

6.11. Express personal beliefs or opinions. (Language C 28: V)

6.12. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

6.13. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

6.14. Identify types of inappropriate physical contact with others in a work setting.
(e.g., hugging, patting, kissing, hitting, pushing). (IF.B.2.In.3, IF.B.2.Su.3)

6.15. Demonstrate appropriate responses to undesired physical contact with others in a work situation. (IF.B.2.In.3, IF.B.2.Su.3)

6.16. Use appropriate interpersonal communication skills when working in a group
(e.g., check for understanding, express opinions, state beliefs, provide input, speak when no one
else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)

6.17. Demonstrate behavior that meets social expectations when working in a group
(e.g., raising hand to speak, understanding rules, abiding by rules, respecting the rights of others in
group activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

6.18. Demonstrate behavior that complies with existing rules and code of conduct of the
organization at work (e.g., respecting authority and co-workers, not getting involved in
physical conflict, not causing physical harm to others, complying with dress codes). (SE.A.1.In.3,
SE.A.1.Su.2)
Fl. Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980190
Course Title: Technology Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

A. Major Concepts/Content. The purpose of this course is to provide students with disabilities instruction in technological literacy and a foundation of knowledge and basic skills related to technology.

The content should include, but not be limited to, the following:

- integrated technology studies
- technology systems
- technology applications
- careers in technology

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

B. Special Note. This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may
function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills.

- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of guidance and support necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  
  Physical prompt—a touch, pointing, or other type of gesture as a reminder
  Verbal prompt—a sound, word, phrase, or sentence as a reminder
  Visual prompt—color coding, icons, symbols, or pictures as a reminder
  Assistive technology—an alarm, an electronic tool
  Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of assistance necessary to the student to participate in the performance of the behavior.
  
  Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  Assistive technology—full: props, bolsters, pads, electric wheelchair; partial: straps, lapboards, adapted utensils

The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Experiences should be provided to assist the students in evaluating their interests, abilities, and needs as they relate to the world of work. The use of community resource people is encouraged.
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C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate understanding and proficiency in the use of a variety of computer applications and hardware, including networking (e.g., word processing, graphics, data management, telecommunications, desktop publishing, computer-assisted drawing, robotics).
   
   CL.C.2.In.2 use appropriate technology and tools to complete tasks in the workplace.
   CL.C.2.Su.2 use appropriate technology and tools to complete tasks in the workplace—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:
   ___ physical prompt  ___ verbal prompt  ___ visual prompt
   ___ assistive technology  ___ supervision  ___ other: ________________________

   1.1. Demonstrate proficiency in basic computer skills. (CL.C.2.In.2, CL.C.2.Su.2)
   Specify: __  ____ installing and uninstalling programs  __  ____ using the mouse
   __  ____ moving between programs  __  ____ using the keyboard
   __  ____ other: _______________________________________

   1.2. Use various software programs to complete functional tasks related to information management. (CL.C.2.In.2, CL.C.2.Su.2)
   Specify: __  ____ word processing software
   __  ____ graphics and presentation software
   __  ____ spreadsheets and databases
   __  ____ desktop publishing software
   __  ____ other: _______________________________________

   1.3. Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)

   1.4. Access available databases through the Internet to complete functional tasks.
   (CL.C.2.In.2, CL.C.2.Su.2)
   Specify: __  ____ use software to access the Internet
   __  ____ use search engines
   __  ____ other: _______________________________________
Course Number: 7980190 - Technology Education

1.5. Use a software application to communicate with a person at a computer at another
clocation to complete functional tasks. (CL.C.2.In.2, CL.C.2.Su.2)
   Specify: □ use e-mail
   □ conferencing—two-way video, web board, telnet, on-line discussion
   □ other: ____________________________

1.6. Use current manufacturing technology to solve a problem or produce a product
(e.g., design and manufacture a game, solve a classroom problem). (CL.C.2.In.2, CL.C.2.Su.2,
CL.B.4.In.2, CL.C.2.Su.2)

1.7. Use current technology to solve a problem or produce a product related to
transportation (e.g., design a prototype vehicle that will transport a payload under simulated

1.8. Identify problems related to biotechnology using appropriate resources
(e.g., using hydroponics to grow vegetables, investigating the feasibility of using aquaculture to
raise oysters, using biotechnology to solve problems related to environmental pollution, using
biotechnology to solve problems related to the human body). (CL.C.2.In.2, CL.C.2.Su.2,
CL.B.4.In.2, CL.C.2.Su.2)

1.9. Use current technology to solve a problem or produce a product involving
biotechnology (e.g., design and produce an assistive device, design and construct a system to
grow plants without soil, design and develop a recycling system, design and construct a productive

2. Demonstrate knowledge and skills needed to care for hardware and
obtain assistance when problems occur.

   Indicate guidance and support necessary for mastery at supported level:
   □ physical prompt    □ verbal prompt    □ visual prompt
   □ assistive technology    □ supervision    □ other: ____________________________

2.1. Identify items of hardware that require care (e.g., computers, safety equipment, production
equipment). (CL.C.2.In.2, CL.C.2.Su.2)

2.2. Identify type of care required for specified hardware (e.g., cleaning, maintenance,
handling or moving, storage). (CL.C.2.In.2, CL.C.2.Su.2)

2.3. Demonstrate knowledge and skills needed to care for each specific type of hardware
(e.g., climate control, dusting, glass cleaning, static removal, battery or power check, pressure
check).
   Specify: □ computer □ CPU □ keyboard
            □ printer □ monitor □ mouse
            □ smoke detector □ fire extinguisher □ remote control
            □ other: ____________________________

2.4. Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)

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2.5. *Use safety equipment and procedures when necessary.* (Social and Personal C 32: VI)

2.6. Demonstrate strategies to care for hardware on a regular basis (e.g., set up a regular cleaning and maintenance schedule, keep number of technical support in a convenient place). (CL.C.2.In.2, CL.C.2.Su.2)

2.7. Recognize possible problems with hardware (e.g., won’t start, blank screen). (CL.C.2.In.2, CL.C.2.Su.2)

2.8. Recognize service problems that may require technical assistance (e.g., error message appears on screen, drive makes a grinding noise). (CL.C.2.In.2, CL.C.2.Su.2)

2.9. *Seek help and accept assistance.* (Social and Personal C 21: III)

2.10. Identify sources of assistance for solving problems with hardware and software (e.g., on-line help resources, manuals, on-site technician, outside repair company). (CL.C.2.In.2, CL.C.2.Su.2)

2.11. Identify items of software that require care (e.g., floppy disks, compact disks). (CL.C.2.In.2, CL.C.2.Su.2)

2.12. Identify type of care required for each type of software (e.g., cleaning, storage, handling). (CL.C.2.In.2, CL.C.2.Su.2)

2.13. Demonstrate knowledge and skills needed to care for type of software (disks—do not store near magnet; CD—clean after handling). (CL.C.2.In.2, CL.C.2.Su.2)

Specify: _____ Q floppy disks _____ Q CD
_____ Q other: __________________________

2.14. Demonstrate strategies to care for software on a regular basis (e.g., post a list of do’s and don’ts, keep user’s manual nearby, ask a knowledgeable user). (CL.C.2.In.2, CL.C.2.Su.2)

2.15. Recognize possible problems with software (e.g., programs stop working, unexpected data appear). (CL.C.2.In.2, CL.C.2.Su.2)

2.16. Recognize problems with software that may require technical assistance (e.g., disk will not open as it usually does, file disappears from disk, equipment does not function properly). (CL.C.2.In.2, CL.C.2.Su.2)

2.17. Identify sources of assistance for software problems (e.g., on-line help resources, manual, on-site technician, outside repair company). (CL.C.2.In.2, CL.C.2.Su.2)
3. **Recognize and appropriately use cognitive strategies and problem solving skills when using technology.**

   CL.B.4.In.1 identify problems and examine alternative solutions.
   CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
   CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
   CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

   Indicate guidance and support necessary for mastery at supported level:

   ___ physical prompt  ___ verbal prompt  ___ visual prompt
   ___ assistive technology  ___ supervision  ___ other: ____________________

3.1. Identify that a problem exists when using technology (there is a discrepancy between what is and what should or could be). (CL.B.4.In.1, CL.B.4.Su.1)

3.2. Identify possible reasons for existing problems in using technology (e.g., did not understand what is expected, did not stay on task, did not have appropriate software, was not given enough time). (CL.B.4.In.1, CL.B.4.Su.1)

3.3. Analyze possible outcomes associated with specific problems using technology (e.g., work does not get done, work is not done well, work is not completed on time). (CL.B.4.In.1, CL.B.4.Su.1)

3.4. Apply a general model for solving real-world problems when using technology (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)

3.5. *Identify mistakes on task assignments with and without assistance.* (Social and Personal C 28: V)


3.7. Select the most appropriate alternative or strategy for solving a specified problem. (CL.B.4.In.1, CL.B.4.Su.1)

   Specify: ___ brainstorming—identifying all solutions that come to mind
            ___ estimate—when numbers are involved
            ___ matching consequences to actions—for cause and effect
            ___ troubleshooting—finding problems within a work process
            ___ creative thinking—identifying multiple or unusual solutions
            ___ modeling—basing actions on those of a good example
            ___ other: ____________________

3.8. Apply brainstorming techniques when starting to solve a problem when using technology (e.g., identify problem, identify every solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
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3.9. Estimate answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a task when pressed for time; estimate the number of backup copies of disks to make). (CL.B.4.In.1, CL.B.4.Su.1)

3.10. Predict consequences to actions when solving problems involving use of technology (e.g., files may not translate, disk may become full, may save file as a backup). (CL.B.4.In.1, CL.B.4.Su.1)

3.11. Identify the steps of a complicated process when solving a technology problem involving many tasks. (CL.B.4.In.1, CL.B.4.Su.1)

3.12. Use troubleshooting for problems using technology when the cause is not easily seen (e.g., use utilities software to diagnose problem). (CL.B.4.In.1, CL.B.4.Su.1)

3.13. Apply creative-thinking strategies when using technology to solve problems in which a variety of solutions are possible (e.g., designing a brochure or pamphlet, re-arrange desktop for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)

3.14. Apply modeling techniques when using technology to solve problems for which a good example exists (e.g., use wizards in software programs). (CL.B.4.In.1, CL.B.4.Su.1)

3.15. Analyze consequences of each alternative course of action for solving a particular problem using technology (e.g., use of diagnostic software may find the problem but may also take a lot of time). (CL.B.4.In.1, CL.B.4.Su.1)

3.16. Use appropriate techniques or tools to solve problems when using technology (e.g., make a checklist of work to be accomplished, set up an electronic scheduler). (CL.B.4.In.2, CL.B.4.Su.2)

3.17. Seek assistance when needed to solve problems when using technology (e.g., difficulty completing work task—consult supervisor, co-workers, references). (CL.B.4.In.2, CL.B.4.Su.2)

3.18. Describe effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2, CL.B.4.Su.2)

3.19. Determine impact of decisions and activities related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)
4. Display appropriate communication, interpersonal, and leadership skills.

SE.A.1.In.1 cooperate in a variety of group situations.
SE.A.1.In.2 assist in establishing and meeting group goals.
SE.A.1.In.3 function effectively within formal organizations.
SE.A.1.Su.1 cooperate in group situations—with guidance and support.
SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

<table>
<thead>
<tr>
<th>Physical prompt</th>
<th>Verbal prompt</th>
<th>Visual prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive tech.</td>
<td>Supervision</td>
<td>Other:</td>
</tr>
</tbody>
</table>

Communication Skills

4.1. Use appropriate nonverbal language and gestures when communicating in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify:
- facial expressions
- sounds
- gestures
- body language
- hand signals
- other:

4.2. Use appropriate vocabulary, grammar, and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

4.3. State steps to complete a task. (Language C 31: VI)

4.4. Use appropriate social language skills in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify:
- initiating topics
- maintaining topics
- taking turns
- ending a conversation
- repairing communication breakdowns
- showing sensitivity to cultural differences
- other:

4.5. Use language to initiate social greeting. (Language C 23: III)
4.6. Use appropriate language to express need for assistance in work situations (e.g., ask for help, raise hand, call person’s name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

4.7. Ask questions to obtain information and expand knowledge. (Language C 27: IV)

4.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
   Specify: □ listening for content
   □ paying attention to cues—first, second...; in summary; most important
   □ linking to prior knowledge and experiences
   □ considering emotional meaning
   □ other: __________________________

4.9. Use strategies to improve listening in work situations (e.g., empathize with and “read” people, check for understanding, nod or comment in response to communication, be sensitive to the environment, request feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

4.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs, current events). (CO.A.1.In.1, CO.A.1.Su.1)

4.11. Use language to participate appropriately in conversation. (Language C 29: V)

4.12. Use language to initiate conversation. (Language C 30: VI)

4.13. Use language to relate recent personal experiences. (Language C 26: IV)

4.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

4.15. Use feedback to make changes in work situations (e.g., correct a work problem, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

4.16. Give effective feedback to others in work situations (e.g., “You need to copy files more efficiently.” “You did well on your task.” “Keep up the good work.”). (CO.A.1.In.1, CO.A.1.Su.1)

4.17. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using “I” statements, making apologies, acknowledging a discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)

4.18. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., get ready to go home, clean up workstation). (CO.A.1.In.1, CO.A.1.Su.1)
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4.19. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., ask for more information related to the topic being discussed, answer a question correctly and briefly, comment by giving information that you know about the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

4.20. Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)

Interpersonal Skills

4.21. Demonstrate behaviors that contribute positively to group effort in work situations (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, using self-control and restraint when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)

4.22. Use appropriate interpersonal communication skills when working in a group in work situations (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.1.In.1, SE.A.1.Su.1)

4.23. Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)

4.24. Demonstrate behaviors that meet social expectations when working in a group in work situations (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

4.25. Demonstrate behaviors that meet the responsibilities of the role taken by the individual in the group in work situations (e.g., leader, recorder, timekeeper, manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

4.26. Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)

4.27. Cooperate with peers. (Social and Personal G 51: III)

4.28. Share plans with others in a group in work situations (e.g., explain a plan orally to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.2, SE.A.1.Su.1)

4.29. Demonstrate behaviors and communications that are complimentary to others in work situations (e.g., honoring others with awards, commending others, praising to others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)
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4.30. Recognize and display sensitivity to others’ feelings in work situations (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for a happy person, helping a person in distress). (SE.A.2.Su.1, SE.A.2.In.1)

4.31. Identify personal feelings. (Social and Personal G 54: IV)

4.32. Demonstrate respect for others’ rights and property in work situations (e.g., do not touch others’ personal belongings, do not trespass on others’ property, do not damage others’ property, respect others’ privacy). (SE.A.2.In.1, SE.A.2.Su.1)

4.33. Show respect for property of others. (Social and Personal G 52: III)

4.34. Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)

4.35. Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)

4.36. Demonstrate behaviors that represent appropriate physical contact from others in work situations (e.g., casual greetings—shaking hands; displays of friendship—patting on back, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)

4.37. Use effective responses to inappropriate physical contact from others that will protect oneself in work situations (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

4.38. Ask for assistance if one experiences inappropriate physical contact from others in work situations (e.g., calling for a co-worker’s help, asking for a supervisor’s assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)

4.39. Demonstrate behaviors that meet the expectations of the target business organization within the technology field (e.g., follows company policies, interacts with supervisors and co-workers appropriately, files reports as necessary). (SE.A.1.In.3, SE.A.1.Su.2)

4.40. Demonstrate behaviors that comply with the existing rules and codes of conduct of the target business organization within the technology field (e.g., making comments that reflect a positive attitude; respecting authority and co-workers; refraining from physical conflict; keeping personal problems separate from organization; being polite to others by waiting in line; helping others; not causing physical harm to others; meeting deadlines; complying with dress codes; not using tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

Leadership Skills

4.41. Establish reasonable group goals related to completion of a task in work situations (e.g., set deadline for completion of a product, assign roles to different members of a group). (SE.A.1.In.2)
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4.42. Allocate and schedule the time and space needed to accomplish group goals in work situations (e.g., schedule group meetings so every member can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.2)

4.43. Demonstrate steps for problem solving in work situations involving groups (e.g., discuss the problem, individually list possible causes, record individual group member's suggestions and clarifications, discuss and determine most probable cause, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)

4.44. Demonstrate leadership skills that maintain group effort in work situations (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)

4.45. Demonstrate leadership skills that keep the group on-task in work situations (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)

4.46. Apply leadership skills in a group activity in work situations (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating the action of group members). (SE.A.1.In.2)

4.47. Identify the opportunities for leadership development available through an appropriate student and/or professional organization. (SE.A.1.In.2)

5. Apply basic skills in communications, mathematics, and science appropriate to technological content and learning activities.
- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.
- CL.B.2.In.2 express oral, written, or visual information for specified purposes.
- CL.B.2.Su.1 prepare oral, written, or visual information for expression—with guidance and support.
- CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.
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CL.B.3.In.1 identify mathematical concepts and processes to solve problems.
CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
CL.B.4.In.1 identify problems and examine alternative solutions.
CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

_____ physical prompt  _____ verbal prompt  _____ visual prompt
_____ assistive technology  _____ supervision  _____ other: ____________________

5.1. Use various forms of technology to locate information (e.g., use table of contents or indexes, use search engines). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ □ print materials—books, magazines, newspapers
_____ □ electronic databases—CDs, floppy disks
_____ □ Internet resources

5.2. Analyze and evaluate the reliability and accuracy of information obtained through various forms of technology. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ □ print materials—books, magazines, newspapers
_____ □ electronic databases—CDs, floppy disks
_____ □ Internet resources

5.3. Organize and summarize information obtained through various forms of technology. (CL.B.1.In.3)
Specify: _____ □ print materials—books, magazines, newspapers
_____ □ electronic databases—CDs, floppy disks
_____ □ Internet resources

5.4. Use correct spelling for technical terms and abbreviations (e.g., abbreviations—kb, IBM, CNN, WFSU; technical terms—RAM, CD, e-mail). (CL.B.2.In.1, CL.B.2.Su.1)
5.5. Use appropriate resources to aid in editing when using technology (e.g., writing a
business or personal letter, writing a report, completing homework or class assignments, writing
an e-mail message). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: □ spelling dictionary
□ grammar handbook
□ specialized electronic aids
□ spelling and grammar check utility in software program
□ specialized electronic aids
□ other: __________________________

5.6. Use appropriate software to create documents or presentations related to work
projects. (CL.B.2.In.2, CL.B.2.Su.2)

5.7. Give directions to another person to accomplish a task using technology.
(CL.B.2.In.2, CL.B.2.Su.2)
Specify: □ personal task—how to use the cardmaker application
□ school task—how to look up a reference, how to register for classes
□ work task—how to use spell check, how to fill out an on-line form

5.8. Use various forms of technology to identify the meaning of mathematical concepts
and processes used in accomplishing functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: □ print materials—books, magazines, newspapers
□ electronic databases—CDs, floppy disks
□ Internet resources

5.9. Follow a systematic approach when using mathematical concepts and processes to
solve problems in accomplishing functional tasks related to technology. (CL.B.3.In.2,
CL.B.3.Su.2)
Specify: □ determine nature of the problem
□ select correct technique
□ make reasonable estimate of results
□ apply operation or procedures to obtain results
□ check results for accuracy and reliability
□ explain results

5.10. Use technology to solve problems involving mathematical calculations to
accomplish functional tasks (e.g., calculating final grade using test scores, calculating the cost
of power for running a TV for a day, calculating the average amount of sales per day).
(CL.B.3.In.2, CL.B.3.Su.2)

5.11. Use technology to solve problems using organized numerical data to accomplish
functional tasks (e.g., recording results of votes by district, recording scores of games, making a
bar graph displaying the fuel consumption for different vehicle models). (CL.B.3.In.2,
CL.B.3.Su.2)
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5.12. Use technology to solve problems using information displayed in charts and tables to accomplish functional tasks (e.g., determining the highest temperature for the week from a bar graph, determining what percentage of time computers are used by students from a pie chart). (CL.B.3.In.2, CL.B.3.Su.2)

5.13. Use a calculator to perform complex addition computations. (Mathematics C 18: VI)

5.14. Use a calculator to perform complex subtraction computations. (Mathematics C 26: VI)

5.15. Use a calculator to perform complex division computations. (Mathematics I 73: VII)

5.16. Use a calculator to perform complex multiplication problems. (Mathematics G 69: VII)

5.17. Follow a systematic approach when using scientific concepts and processes to solve problems in accomplishing functional tasks related to technology (e.g., predicting what will happen if too many different files are put on a disk, testing which type of battery lasts longest in a laptop computer). (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)

Specify: __________ q determine the question to be answered
________ q select subjects, conditions, and treatments
________ q make reasonable hypothesis
________ q apply treatment or procedures to obtain results
________ q check results for accuracy and reliability
________ q explain results
________ q other: ____________________________________________________________________

6. Demonstrate understanding of the role of technology in the workplace.

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

_____ physical prompt  _____ verbal prompt  _____ visual prompt
_____ assistive technology  _____ supervision  _____ other: ____________________________

Note: The course performance objectives for this requirement are to be selected from the Vocational Education Program Course Standards for Technology Education.
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7. Demonstrate understanding of job responsibilities and social competencies necessary for successful employment in technology or related fields.

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
CL.C.2.In.5 apply employability skills in the workplace.
CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

| ____ physical prompt | ____ verbal prompt | ____ visual prompt |
| ____ assistive technology | ____ supervision | ____ other: ________________ |

7.1. Identify characteristics of careers in technology and related areas (e.g., programming, repair, application use). (CL.C.1.In.1, CL.C.1.Su.1)

7.2. Identify characteristics of occupations related to technology. (CL.C.1.In.1, CL.C.1.Su.1)

7.3. Complete routine tasks related to technology accurately and effectively (e.g., answering the telephone, backing up files). (CL.C.2.In.5, CL.C.2.Su.5)

7.4. Complete assignments as specified in technical manuals, reproduced copies, and electronic displays (e.g., obtain instructions, read instructions, apply instructions to task). (CL.C.2.In.5, CL.C.2.Su.5)

7.5. Stay on task until its completion. (Social and Personal C 20: III)

7.6. Stay on task to completion within a given time period. (Social and Personal C 22: IV)

7.7. Use appropriate material and procedures for completing tasks using technology (e.g., copying disks—obtain blank disks; hooking up printer—get correct cables). (CL.C.2.In.5, CL.C.2.Su.5)

7.8. Demonstrate a positive attitude toward tasks involving the use of technology at school or work (e.g., do not complain when given a difficult task, do not talk negatively about authority figure or peers, talk positively about the task when not at school or community work site). (CL.C.2.In.5, CL.C.2.Su.5)

7.9. Identify procedures generally used by employees to complete assigned tasks (e.g., meeting quality standards, following production guidelines). (CL.C.2.In.5, CL.C.2.Su.5)

7.10. Recognize and show respect for authority figures in a work situation (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.5, CL.C.2.Su.5)
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7.11. Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)

7.12. Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)

8. Evaluate and review own interests and abilities related to career and postsecondary educational opportunities.

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt
- verbal prompt
- assistive technology
- supervision
- other: ________________

8.1. Use personal appraisal to indicate strengths or weaknesses related to jobs in technology (e.g., training received, ambition, test scores, previous experience, problem solving ability, motivation). (IF.B.1.In.1, IF.B.1.Su.1)

8.2. Identify personal strengths and weaknesses. (Social and Personal G 59: VI)

8.3. Complete an initial personal assessment to determine one's current status related to jobs in technology. (IF.B.1.In.1, IF.B.1.Su.1)

Specify:
- self-concept and values clarification
- personality characteristics and personal style
- motivational patterns and personal preferences
- occupational interests
- personal and educational background
- work history and experience
- key accomplishments and successes
- satisfying and unsatisfying experiences
- other: ________________
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8.4. Complete assessments to determine career desires related to jobs in technology. (IF.B.1.In.1, IF.B.1.Su.1)
Specify:
- □ analysis of current job—behavioral demands
- □ significance of various job elements—likes and dislikes
- □ values, skills, and abilities—professional or technical, managerial, personal
- □ personal insight capabilities
- □ ideal job description
- □ preferred working environment
- □ ideal lifestyle
- □ career goals
- □ other: ____________________________

8.5. Identify personal characteristics which affect job choices in technology (e.g., attention to detail, ability to analyze information, ability to solve problems). (IF.B.1.In.1, IF.B.1.Su.1)

8.6. Identify personal leisure activities that relate to potential careers in technology (e.g., playing electronic games—software testing; tinkering with electronics—computer repair; drawing cars—Computer-Assisted Design). (IF.B.1.In.1, IF.B.1.Su.1)