

Course Number: 7755040
Course Path: Section: Grades K-5 Exceptional Student Education » Grade Group: Elementary Education Courses » Subject: Academics-General
Course Title: Advanced Academics: K-5 for Gifted Students
Course Section: Grades K-5 Exceptional Student Education Courses
Abbreviated Title: ADV ACAD: K-5 GIFTED
Course Length: Year
Course Level: K-5
Course Status: DRAFT - State Board approval pending
Course Description: This course is designed to enable exceptional students to acquire and apply the skills and abilities needed to enhance academic achievement through experiences which provide enrichment, in-depth learning, and /or accelerated study of academic curriculum requirements. The content should include, but not be limited to, the following: academic content for language arts, mathematics, science, social studies, or career education; use of creativity, problem solving, and higher- order thinking skills; communication; leadership and interpersonal skills, self-evaluation and self-awareness; planning and goal setting, research skills. A challenging and rigorous, interdisciplinary curriculum will be delivered through instructional strategies that promote creative, critical and complex thinking. Personal strengths and interests will be developed through differentiated instruction, independent research, and extracurricular activities. Inquiry and investigation will be used as students address relevant, real world problems.
College and Career Readiness Anchor Standards for Reading
Key Ideas and Details
1. Read closely to determine what the text says and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.
College and Career Readiness Anchor Standards for Writing
Text Types and Purposes
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
College and Career Readiness Anchor Standards for Speaking and Listening
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Standards for Mathematical Practice
5. Use appropriate tools strategically
6. Attend to precision
Florida Social Studies Standards
Strand: Civics and Government
Standard 1: Foundations of Government, Law, and the American Political System
NGSSS: Science
Big Idea 1: The Practice of Science

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Academics - General
Course Number: 7855050
Course Title: Developmental Skills: 6-8

- A. Major Concepts/Content.** The purpose of the course is to assist students with disabilities to function at their highest level and develop the skills and competencies needed to function as fully as possible within the home, school, and community setting.

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

- skills for transmitting and receiving information
- motor and sensory skills
- communication systems
- personal care
- daily activities
- leisure and recreation activities

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. The particular course requirements that the student should master each year must be specified on an individual basis.

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

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requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

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 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 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

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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. 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. Respond to specific stimuli, consistent with own capabilities.

CL.B.1.Pa.1 participate in recognition and use of information when engaged in daily activities—with assistance.

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/picture
___ smell ___ taste ___ sound
___ light ___ other: _____

1.2. 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 ___ vocalize response
___ make gesture or sign ___ other: _____

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- 1.3. 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 other: _____
Specify type of stimuli:
 voice touch object/picture
 smell taste sound
 light other: _____

- 1.4. Respond consistently to own name by using one of more observable behaviors. (CL.B.1.Pa.1)
Specify: turn head move toward voice
 move eyes change facial expression
 change vocalization vocalize response
 make gesture other: _____

- 1.5. 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: _____

- 1.6. 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. Use a system of communication to interact with others in various situations, consistent with own capabilities.

CL.B.2.Pa.1 participate in expressing information in daily routines—with assistance.

CO.A.1.Pa.1 participate in effective communication with others—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

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Communication Systems

- 2.1. Use appropriate language to express desires and feelings in various situations. (CL.B.2.In.2., CL.B.2.Su.2)
Specify: _____ preferred activities _____ joy, pleasure
 _____ personal needs _____ anger, upset, frustration
 _____ personal interaction _____ unhappiness, distaste
 _____ desired object
Specify setting: _____ home _____ school _____ community
- 2.2. Convey desires and feelings to familiar persons (e.g., ask for drink of water when thirsty). (CL.B.2.Pa.1)
Specify: _____ touch referent object _____ point to actual object
 _____ vocalize or gesture _____ verbalize or sign
 _____ use assistive/augmentative device _____ body movement
 _____ other: _____
- 2.3. Request item from service person or community worker (e.g., fast food server, clerk in store). (IF.B.1.Pa.1)
Specify: _____ touch referent object _____ point to actual object
 _____ vocalize or gesture _____ verbalize or sign
 _____ use assistive/augmentative device _____ body movement
 _____ other: _____
- 2.4. Request help or assistance. (CL.B.2.Pa.1)
Specify: _____ touch referent object _____ point to actual object
 _____ vocalize or gesture _____ verbalize or sign
 _____ use assistive/augmentative device _____ body movement
 _____ other: _____
- 2.5. Request termination of activities. (CL.B.2.Pa.1)
Specify: _____ touch referent object _____ point to actual object
 _____ vocalize or gesture _____ verbalize or sign
 _____ use assistive/augmentative device _____ body movement
 _____ other: _____
- 2.6. 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)
- 2.7. Accept assistance with and participate in using an appropriate system of communication to interact with others. (CO.A.1.Pa.1)
Specify method: _____ vocalize _____ gesture _____ verbalize or sign
 _____ use assistive/augmentative device _____ other: _____

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- 2.8. 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
 _____ other: _____
- 2.9. Initiate communication using personal augmentative/assistive communication system in various situations. (CO.A.1.Su.1, CO.A.1.Pa.1)
Specify location: _____ home _____ school _____ community
- 2.10. Respond to communication using personal augmentative/assistive communication system in various situations. (CO.A.1.Su.1, CO.A.1.Pa.1)
Specify location: _____ home _____ school _____ community
- 2.11. Use repair strategies when a communication breakdown occurs with an augmentative/assistive system (e.g., points to sign again, restates if output isn't clear, points to picture more slowly). (CO.A.1.In.1, CO.A.1.Su.1, CO.A.1.Pa.1)
Specify location: _____ home _____ school _____ community
- 2.12. Accept assistance with and participate in the sequence of tasks or activities involved in the use of an augmentative/assistive communication mode. (CO.A.1.Pa.1)
- 2.13. Participate in the care and maintenance of the selected augmentative/assistive communication mode (e.g., helps to cover keyboard, looks at connections). (CO.A.1.Pa.1)

3. Demonstrate knowledge and skills needed to meet personal hygiene needs, 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

- 3.1. 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: _____
Specify setting: _____ school _____ home _____ community

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- 3.2. 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 and mouthwash
_____ soap, shampoo _____ menstrual care products
_____ deodorant _____ other: _____
Specify setting: _____ home _____ school _____ community
- 3.3. Initiate desired personal care or hygiene activity when needed. (IF.A.1.In.2, IF.A.1.Su.2)
Specify activity: _____
- 3.4. Request desired personal care or hygiene. (IF.B.1.Pa.1)
Specify method: _____ touch referent object _____ point to actual object
_____ verbalize or sign _____ vocalize or gesture
_____ use assistive/augmentative device _____ other: _____
- 3.5. 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
- 3.6. Accept assistance with and participate in the sequence of tasks or activities of daily personal care and hygiene routines at school. (IF.A.1.Pa.2)
Specify routine: _____ upon arrival _____ during activities _____ before departure
- 3.7. 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
- 3.8. 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
- 3.9. Accept assistance with and participate in cleaning up after personal care or hygiene activities. (IF.A.1.Pa.2)
Specify setting: _____ home _____ school _____ community
- 3.10. 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)

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4. Demonstrate knowledge and skills needed to dress and groom oneself 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

Dressing

4.1. Put on and take off own clothing or accessories. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ socks/shoes ___ shirt/blouse ___ pants/skirt
 ___ outerwear ___ apron ___ belts, accessories
 ___ hat or cap ___ gloves ___ protective items
 ___ other: _____

Specify setting: ___ home ___ school ___ community

4.2. 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: _____

4.3. Select desired clothing from choices appropriate to age, style, activity, weather, and occasion. (IF.A.1.In.2, IF.A.1.Su.2)

4.4. Initiate or request desired dressing activity. (IF.A.1.Pa.2)

Specify method: ___ touch referent object ___ point to actual object
 ___ verbalize or sign ___ vocalize or gesture
 ___ use assistive/augmentative device ___ other: _____

4.5. Accept assistance with and participate in the sequence of tasks or activities of dressing routines at home. (IF.A.1.Pa.2)

Specify routine: ___ morning ___ after school ___ before bed

4.6. Accept assistance with and participate in the sequence of tasks or activities of dressing routines at school. (IF.A.1.Pa.2)

Specify routine: ___ upon arrival ___ activity change ___ before departure

4.7. Accept assistance with and participate in the sequence of tasks or activities of dressing routines in the community. (IF.A.1.Pa.2)

Specify routine: ___ regular activities ___ special events ___ in transit

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- 4.8. 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
- 4.9. Accept assistance with and participate in cleaning up after dressing activities. (IF.A.1.Pa.2)
Specify setting: _____ home _____ school _____ community
- 4.10. 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)

Grooming

- 4.11. 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: _____
- 4.12. Initiate or request desired grooming activity. (IF.A.1.Pa.2)
Specify method: _____ touch referent object _____ point to actual object
_____ verbalize or sign _____ vocalize or gesture
_____ use assistive/augmentative device _____ other: _____
- 4.13. Accept assistance with and participate in the sequence of tasks or activities of grooming routines at home. (IF.A.1.Pa.2)
Specify routine: _____ morning _____ after school _____ before bed
- 4.14. Accept assistance with and participate in the sequence of tasks or activities of grooming routines at school. (IF.A.1.Pa.2)
Specify routine: _____ upon arrival _____ during activities _____ before departure
- 4.15. 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
- 4.16. 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
- 4.17. Accept assistance with and participate in cleaning up after grooming activities. (IF.A.1.Pa.2)
Specify setting: _____ home _____ school _____ community
- 4.18. 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)

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5. Demonstrate knowledge and skills needed to eat and drink independently, 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

5.1. Follow typical patterns of table manners and routine activities 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

5.2. 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: _____

5.3. Pass, pour, and serve food effectively when requested. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ pass
 ___ pour
 ___ serve

5.4. Open prepared packaged foods for eating. (IF.A.1.In.2, IF.A.1.Su.2)

5.5. Select desired food or drink from choices appropriate to meal, diet, and activity. (IF.A.1.In.2, IF.A.1.Su.2)

5.6. Select and order desired food or drink from choices appropriate to meal, diet, and activity 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

5.7. Request desired food, drink, container, or utensil. (IF.A.1.Pa.2)

Specify method: ___ touch referent object ___ point to actual object
 ___ verbalize or sign ___ vocalize or gesture
 ___ use assistive/augmentative device ___ other: _____

5.8. 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

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- 7.3. Participate in locating object in a familiar place (e.g., spoon beside plate, light switch by bed). (CL.B.1.Pa.1)
Specify method: _____ point _____ look at _____ reach/grasp
 _____ other: _____
- 7.4. Accept assistance with and participate in recognizing and using adaptive/assistive devices during daily activities (e.g., switch to turn television on, large button to activate game). (IF.A.1.Pa.1)

Using Objects

- 7.5. Demonstrate awareness of cause/effect relationship with assistance 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
- 7.6. Demonstrate awareness of object permanence with assistance during functional activities (e.g., looks at place where favorite object usually is placed, to indicate want or need). (CL.B.4.Pa.1)
Specify setting: _____ home _____ school _____ community
- 7.7. Demonstrate awareness of one-to-one correspondence with assistance during functional tasks (e.g., one sock on each foot). (CL.B.3.Pa.1)
Specify setting: _____ home _____ school _____ community
- 7.8. Use objects to produce desired effect with assistance during daily living activities. (IF.A.1.Pa.1)
Specify task: _____ eating _____ dressing _____ hygiene
 _____ other: _____
Specify setting: _____ home _____ school _____ community
- 7.9. Use objects to produce desired effect with assistance during productive activities (e.g., uses pressure pad to open door). (IF.A.1.Pa.1)
Specify activity: _____ cleaning room _____ caring for clothing
 _____ other: _____
Specify setting: _____ home _____ school _____ community
- 7.10. Use objects to produce desired effect with assistance during health/safety activities (e.g., uses signaling device to request assistance). (IF.A.1.Pa.1)
Specify activity: _____
Specify setting: _____ home _____ school _____ community
- 7.11. Use objects to produce desired effect with assistance during recreation and leisure activities (e.g., rolls ball when bowling). (IF.A.1.Pa.1)
Specify activity: _____
Specify setting: _____ home _____ school _____ community

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Problem Solving

- 7.12. Participate in identifying problems involving functional tasks (e.g., indicates water glass is empty). (CL.B.4.Pa.1)
Specify method: _____ vocalize _____ gesture _____ touch
 _____ use assistive/augmentative device _____ other: _____
Specify setting: _____ home _____ school _____ community
- 7.13. 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.2.Pa.1)
Specify method: _____ vocalize _____ gesture _____ touch
 _____ use assistive/augmentative device _____ other: _____
Specify setting: _____ home _____ school _____ community
- 7.14. Maintain search for desired person or object until found (e.g., searches for and finds signaling button, searches for and locates familiar person in a group). (CL.B.4.Pa.1)
Specify type of search: _____ visual _____ manual _____ other: _____
Specify setting: _____ home _____ school _____ community
- 7.15. Go around barriers to change locations or obtain objects (e.g., avoids chairs and desks to get to work area). (IF.A.2.In.2, IF.A.2.In.2)
Specify setting: _____ home _____ school _____ community

Spatial Relationships

- 7.16. Participate in indicating awareness of distance (e.g., recognizes when destination has been reached). (CL.B.3.Pa.1)
Specify method: _____ vocalize _____ gesture _____ touch
 _____ use assistive/augmentative device _____ other: _____
Specify setting: _____ home _____ school _____ community
- 7.17. Participate in indicating awareness of location (e.g., recognizes own room). (CL.B.3.Pa.1)
Specify method: _____ vocalize _____ gesture _____ touch
 _____ use assistive/augmentative device _____ other: _____
Specify setting: _____ home _____ school _____ community
- 7.18. 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
- 7.19. 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

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8. Demonstrate skills for interacting with others during leisure time 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

8.1. Interact acceptably with peers during leisure activities (e.g., greets others, responds to name and questions, stays quiet when others are talking). (IF.A.1.In.1, IF.A.1.Su.1)

Specify setting: ___ home ___ school ___ community

8.2. Indicate desired leisure/recreational activities. (CL.B.2.Pa.1)

Specify method: ___ touch referent object ___ verbalize or sign
 ___ use assistive/augmentative device ___ point to actual object
 ___ vocalize or gesture ___ other: _____

Specify setting: ___ home ___ school ___ community

8.3. Communicate interest in participating in leisure/recreation activities (e.g., smiles when asked about going to a movie). (IF.A.1.Pa.2)

Specify method: ___ touch referent object ___ verbalize or sign
 ___ use assistive/augmentative device ___ point to actual object
 ___ vocalize or gesture ___ other: _____

Specify setting: ___ home ___ school ___ community

8.4. Initiate desired leisure activity. (IF.A.1.In.2, IF.A.1.Su.2)

8.5. Advocate for own involvement in leisure activities (e.g., smile when ballgame mentioned, point to referent object for music). (IF.A.1.Pa.1)

Specify method: ___ touch referent object ___ verbalize or sign
 ___ use assistive/augmentative device ___ point to actual object
 ___ vocalize or gesture ___ other: _____

8.6. 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: _____

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- 8.7. Accept assistance with and participate in leisure activities at school or in the community. (IF.A.1.Pa.2)
Specify routine: _____ active _____ inactive _____ entertainment
 _____ hobbies _____ other: _____
Specify setting: _____ school _____ community
- 8.8. 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, card games, video games
 _____ hobbies—collections, crafts
 _____ entertainment—using a VCR, listening to music
Specify setting: _____ home _____ school _____ community
- 8.9. 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
Specify setting: _____ home _____ school _____ community
- 8.10. Participate in a range of appropriate leisure activities with a frequency observed in typical peers (e.g., attends school sports events, participates in group activities at community center). (IF.A.1.Pa.2)
Specify setting: _____ home _____ school _____ community
- 8.11. Attend sports events in the community (e.g., high school football game, Special Olympics, bowling tournament). (IF.A.1.In.2, IF.A.1.Su.2, IF.A.1.Pa.2)
Specify location: _____
Specify type: _____
- 8.12. Attend cultural events in the community (e.g., concerts in the park, school art show). (IF.A.1.In.2, IF.A.1.Su.2, IF.A.1.Pa.2)
Specify location: _____
Specify type: _____
- 8.13. 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)

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9. Demonstrate skills needed for participating in activities in the community.

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

9.1. 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)

9.2. Use needed community services appropriately and effectively. (IF.A.2.In.1, IF.A.2.Su.1)

Specify routine: ___ shopping ___ personal care ___ health care
 ___ leisure and recreation ___ other: _____

9.3. Use disability-specific community services 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: _____

9.4. Demonstrate awareness of community activities (e.g., goes to a movie or restaurant, shops, 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 ___ vocalize or gesture
 ___ use assistive/augmentative device ___ other: _____

9.5. 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: _____

9.6. 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: _____

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- 9.7. Request desired community shopping and service routines with assistance. (IF.B.1.Pa.2)
Specify method: _____ touch referent object _____ point to actual object
 _____ verbalize or sign _____ vocalize or gesture
 _____ use assistive/augmentative device _____ other: _____

- 9.8. 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)

10. Use acceptable patterns of behavior when interacting with familiar peers and adults.

- 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.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

- 10.1. Conduct self in a way that is appropriate for the relationship with an individual during a daily activity (e.g., responds to event employees, interacts informally with peer). (IF.B.2.In.1, IF.B.2.Su.1)
Specify persons: _____ family _____ caregivers _____ peers
 _____ event employees _____ other: _____
- 10.2. Meet social and functional expectations for behavior when participating in daily activities (e.g., walks in line to next event, talks to nearby person). (IF.B.2.In.2, IF.B.2.Su.2)
- 10.3. Accept assistance with and participate in meeting social and functional expectations for behavior when involved in daily activities (e.g., cheers when the home team scores, keeps hands to self when held by caregiver). (IF.B.2.Pa.1)
- 10.4. Participate in selection of appropriate clothing and grooming for daily activities (e.g., point to shirt with team colors for football game, assist with shower before going in pool). (IF.B.2.Pa.1)
- 10.5. Accept assistance with and participate in managing own behavior in unstructured settings for daily activities. (IF.B.2.Pa.1)

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- 10.6. Accept assistance with and participate in responding to unexpected events or potentially harmful situations appropriately during daily activities (e.g., looks at object when asked to do so). (IF.B.2.Pa.2)
- 10.7. Respond to unexpected events or potentially harmful situations appropriately with assistance during daily activities (e.g., look at object when asked to do so). (IF.B.2.In.3, IF.B.2.Su.3)
- 10.8. Participate and wait for turn in a group situation with assistance. (SE.A.1.Pa.1)
- 10.9. Accept assistance with and participate in interacting with a typical range of persons for daily activities. (SE.A.2.Pa.1)
Specify persons: _____ family _____ caregivers _____ peers
 _____ event employees _____ other: _____
- 10.10. Interact with a typical range of persons for daily activities. (SE.A.2.In.2, SE.A.2.Su.2)
Specify persons: _____ family _____ caregivers _____ peers
 _____ event employees _____ other: _____
- 10.11. Initiate interactions with familiar persons during daily activities (e.g., to gain attention, to ask for help). (SE.A.2.In.2, SE.A.2.Su.2, SE.A.2.Pa.2)
Specify method: _____ touch referent object _____ point to actual object
 _____ verbalize or sign _____ vocalize or gesture
 _____ use assistive/augmentative device _____ other: _____
- 10.12. Cooperate when being assisted in daily activities (e.g., press switch to activate music). (SE.A.2.Pa.1)

Course: 7855042 Advanced Academics:6-8 & Career Planning for Gifted Students

Direct link to this page:<http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse338.aspx>

BASIC INFORMATION

Course Title:	Advanced Academics: 6-8 & Career Planning for Gifted Students
Course Number:	7855042
Course Abbreviated Title:	ADV ACAD:6-8&CP GIFT
Course Path:	Section: Exceptional Student Education » Grade Group: Middle/Junior High » Subject: Academics-General »
Course length:	Year
Status:	State Board Approved
General Notes:	<p>Career and Education Planning - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.</p> <p>Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):</p> <p>Understanding the Workplace</p> <p>1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment. 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training. 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment. 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.</p> <p>Self- Awareness</p> <p>5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters. 6.0 Identify five values that they consider important in making a career choice. 7.0 Identify skills needed for career choices and match to personal abilities. 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process. 9.0 Identify strengths and areas in which assistance is needed at school. 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.</p> <p>Exploring Careers</p> <p>11.0 Demonstrate the ability to locate, understand, and use career information. 12.0 Use the Internet to access career and education planning information. 13.0 Identify skills that are transferable from one occupation to another. 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements. 15.0 Explain the relationship between educational achievement and career success.</p> <p>Goal Setting and Decision-Making</p> <p>16.0 Identify and demonstrate use of steps to make career decisions. 17.0 Identify and demonstrate processes for making short and long term goals.</p> <p>Workplace Skills</p> <p>18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace. 19.0 Demonstrate skills to interact positively with others. 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.</p> <p>Career and Education Planning</p> <p>21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans. 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals. 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education. 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.</p>

25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.

26.0 Describe how extracurricular programs can be incorporated in career and education planning.

27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.

28.0 Describe high school credits and explain how GPAs are calculated.

Job Search

29.0 Demonstrate skills to complete a job application.

30.0 Demonstrate skills essential for a job interview.



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Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Academics - General
Course Number: 7855040
Course Title: Advanced Academics: 6-8

- A. Major Concepts/Content.** The purpose of this course is to enable exceptional students to acquire and apply the skills and abilities needed to enhance personal and academic achievement through experiences that provide enrichment, in-depth learning, and/or accelerated study of academic curriculum requirements.

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

- academic content for language arts, mathematics, science, social studies, or career education
- use of creativity, problem solving, and higher-order thinking skills
- communication
- leadership and interpersonal skills
- self-evaluation and self-awareness
- planning and goal setting
- research 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.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

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 course. Other objectives should be added as required by an individual student.

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, tools, and equipment; terminology; and methodologies essential to learning in the academic content of this course.

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C. Course Requirements.

After successfully completing this course, the student will:

- 1. Exhibit creativity, problem solving, and higher-order thinking skills in completing projects and tasks.**
-

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—making judgments
 _____ identifying patterns and trends
 _____ identifying relationships—causes and correlations
 _____ systems thinking
 _____ modeling
 _____ other: _____
- 1.5. Identify situations when higher-order thinking processes are effective and beneficial and situations when higher-order thinking processes are not helpful.
- 1.6. Use higher-order thinking processes effectively in initiating, carrying out, and completing tasks and projects.

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Problem Solving

- 1.7. Demonstrate understanding of characteristics of problem-solving strategies.
Specify: _____ brainstorming—identifying all solutions that come to mind
_____ identifying steps—when a complicated process is involved
_____ estimating—when numbers are involved
_____ analyzing probability—when making predictions
_____ matching consequences to actions—for cause and effect
_____ troubleshooting—finding problems within a process
_____ creative thinking—when multiple solutions are acceptable
_____ modeling—basing actions on those of a good example
_____ other: _____
- 1.8. Apply a general model for solving problems when completing tasks and projects (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results).
- 1.9. Use a discrepancy analysis of actual versus ideal conditions to describe the nature of a problem when completing tasks and projects.
- 1.10. Analyze a problem, identifying its component elements, when completing tasks and projects (e.g., causes; effects; social culture; expectations; availability of time, space, and resources).
- 1.11. Differentiate between problems individuals can solve by themselves and those that require assistance from others.
Specify: _____ determine the scope of the problem
_____ determine the severity of the problem
_____ evaluate how to accomplish a solution
_____ determine if the 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 familiar problems 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 the 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 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, graphic representations, styles, organizations, 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 _____ categorical
 _____ hierarchical _____ cause-effect
 _____ importance (most to least, least to most)
 _____ 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 abilities 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 to provide 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 evaluate own cognitive and affective growth in targeted academic subject areas.
- 3.4. Analyze discrepancies among results of various types of assessments and the results of self-assessment to evaluate own cognitive and affective growth in targeted academic subject areas.
- 3.5. Carry out plan to improve own cognitive and affective abilities in targeted academic subject areas.
- 3.6. Analyze results of subsequent self-evaluations and other types of assessments to evaluate growth of own cognitive and affective abilities in targeted academic subject areas.
- 3.7. Use appropriate technology to plan, monitor, and evaluate own plan for growth of cognitive and affective abilities.

4. Use effective leadership skills in specific situations (e.g., class project, community service).

- 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 a broad and deep knowledgebase, 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 a 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 lines, 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 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).
- 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, the accomplishments of group as a whole, and the accomplishments of individual members.

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5. Demonstrate understanding of appropriate interpersonal skills for use in school, the home, and the community.

Understanding Relationships

- 5.1. Demonstrate understanding of the various roles and purposes of interpersonal relationships (e.g., getting information or assistance, sharing personal feelings, providing support in times of need, sharing leisure time activities).
- 5.2. Demonstrate understanding of differences among relationships within the family, school, and community.
- 5.3. Demonstrate understanding of the effects of peer pressure on interpersonal relationships (e.g., persuading a person to do something he or she does not want to do, making a decision without thinking of the consequences when participating in a high-risk activity).

Interpersonal Skills

- 5.4. Demonstrate understanding of characteristics of communication which promote good relationships with others (e.g., choosing vocabulary, syntax, and style to suit audience; listening actively; using appropriate body language and nonverbal communications).
- 5.5. Demonstrate characteristics of communication which promote good relationships with others in various situations.
Specify: _____ home _____ school _____ community
- 5.6. Demonstrate understanding of 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).
- 5.7. Use appropriate strategies for establishing, maintaining, and ending a relationship (e.g., keeping in contact, checking to see if things are okay, helping other person to complete a project, changing the nature of a relationship, ending a relationship, matching own needs with those of other person).
Specify: _____ home _____ school _____ community
- 5.8. Display acceptance of a person with characteristics different from one's own (e.g., accepting him or her into a group, inviting person to join a group, being friendly and courteous, taking other's views into consideration, keeping an open mind about other, not criticizing the other person).
Specify: _____ home _____ school _____ community
- 5.9. 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 available to talk to, showing joy for happy person, helping a person in distress).
Specify: _____ home _____ school _____ community

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- 5.10. 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).

Working in Groups

- 5.11. Identify benefits of working in groups (e.g., diversity of talents, diversity of viewpoints, increased productivity).
- 5.12. Use appropriate interpersonal communication skills when working in groups (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).
- 5.13. 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).
- 5.14. Use appropriate methods of giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions and ideas, using a group reflection, providing opinions).
- 5.15. 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).
- 5.16. Monitor effectiveness of own and group behaviors and efforts towards accomplishing common tasks, and adjust to changing circumstances.

6. Use self-evaluation to set personal, academic, and career goals by developing realistic and systematic plans for achievement, and make progress toward achieving these goals.

-
- 6.1. Use self-appraisal to identify own strengths that relate to personal, academic, and possible career goals (e.g., keep journal, complete questionnaires).

Specify: _____ self-concept and values clarification
_____ personality characteristics and personal style
_____ motivational patterns and personal preferences
_____ occupational interests
_____ personal and educational background
_____ volunteer history and experience
_____ key accomplishments and successes
_____ satisfying and dissatisfying experiences
_____ other: _____

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- 6.2. Identify alternative choices available to reach personal, academic, or possible career goals (e.g., careers in technology, the arts, science, business).
- 6.3. Identify the risks and benefits associated with each alternative.
- 6.4. Set goals that relate to personal, academic, and possible career goals that reflect one's strengths, interests, and desires.
- 6.5. Identify educational and experiential requirements for preferred career(s).
- 6.6. Use a systematic planning process to identify tasks and timelines for accomplishing personal, academic, and possible career goals.
Specify: _____ identify goal or outcome
 _____ identify needed information, resources, or training
 _____ determine major tasks and time requirements
 _____ schedule major tasks
 _____ other: _____
- 6.7. Monitor completion of tasks according to timelines in the plan to determine any needed changes.
- 6.8. Revise the plan as personal, academic, and possible career-related strengths, interests, and/or goals change.
- 6.9. Use appropriate technology to plan, monitor, and evaluate own personal, academic, or possible career plan.

7. Demonstrate research skills used in investigating selected topics or issues.

- 7.1. Demonstrate understanding of characteristics and uses of different types of research (e.g., experimental research, longitudinal research, program evaluation, qualitative research).
- 7.2. Demonstrate understanding of common purposes of research (e.g., in-depth investigation of issues, 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).
- 7.3. Describe attributes or characteristics of a problem, issue, or topic that make it appropriate for research (e.g., complexity of issue, pressing need, availability of information, potential solutions).

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- 7.4. 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: _____
- 7.5. 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: _____
- 7.6. Demonstrate knowledge and skills needed to access information from published and unpublished sources when investigating selected topics or issues for research.
Specify: _____ using primary and secondary resources, periodicals, media
 _____ conducting searches, using the card catalogue
 _____ notetaking and organizing information
 _____ conducting interviews and making observations
 _____ citing and documenting sources of information
 _____ other: _____
- 7.7. 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: _____
- 7.8. 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).
- 7.9. Select and use an appropriate organizational framework to structure issues or subtopics and identify a research design.
- 7.10. Complete a review of literature using strategies to obtain relevant information from available sources (e.g., notetaking, paraphrasing, outlining, using direct quotations).
- 7.11. 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 measurement of variables, models and simulations).

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- 7.12. Record and compile data accurately in accordance with research design.
- 7.13. Select and use appropriate methods and tools for data analysis (e.g., spreadsheets, calculators).
- 7.14. Analyze information gathered to identify patterns, relationships, or other relevant findings.
- 7.15. Evaluate results and draw conclusions based on findings of literature review and results obtained from data analysis.
- 7.16. 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).
- 7.17. Use appropriate technology to prepare a report of the results of the research (e.g., word processor, desktop publishing software, presentation software, camcorder, tape recorder).
- 7.18. Use the writing process including prewriting, drafting, peer review, revising, editing, and publishing to prepare a report of the results of the research.
- 7.19. 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
 _____ other: _____

**Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Academics - General

Course Number: 7855032

Course Title: Academic Skills and Career Planning: 6-8

Previous Course Title:

Credit: Multiple

A. Major Concepts/Content.

The purpose of this course is to provide instruction in academic concepts and skills to enable students with disabilities to function at their highest levels and participate effectively in school, at home, and in the community. Emphasis will be placed on the practical application of academic skills as they relate to functional tasks of personal life.

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

- receptive and expressive communication skills
- reading and writing skills
- mathematical skills
- social and personal skills
- problem solving
- applications to daily activities

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. The particular course requirements that the student should master each year must be specified on an individual basis.

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 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.

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 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 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 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.

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 comprehension of verbal information.

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.

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: _____

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)

Frequently Used Words

1.9. 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: _____

1.10. Identify the meaning of compound words and contractions to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)

1.11. 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)

1.12. Identify the meaning of vocabulary related to school assignments (e.g., homework, test, current events). (CL.B.1.In.1, CL.B.1.Su.1)

1.13. 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, budget
_____ caring for clothes—wash, dry clean
_____ purchasing items—discount, sale, tax, charge
_____ other: _____

1.14. 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: _____

1.15. 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

1.16. 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

1.17. Follow directions to complete productive activities in the community (e.g., getting a book at the library; assisting a volunteer service organization or in an activity—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

1.18. Follow directions when completing school tasks (e.g., class assignment, project, study guide, worksheet, test). (CL.B.1.In.2, CL.B.1.Su.2)

Specify:

_____ number of steps—1, 2, multiple
_____ presentation mode—oral, pictorial, demonstration

1.19. 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

Listening

1.20. Identify behaviors that indicate one is listening (e.g., makes eye contact, turns body toward speaker, makes appropriate follow-up comments). (CO.A.1.In.1, CO.A.1.Su.1)

1.21. Use strategies to improve listening (e.g., repeats what is heard, says what is heard in own words). (CO.A.1.In.1, CO.A.1.Su.1)

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.

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

Indicate guidance and support necessary for mastery at supported level:

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

Voice and Articulation

2.1. Use correct articulation to pronounce words correctly. (CO.A.1.In.1, CO.A.1.Su.1)

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

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

Greetings and Conversation

2.3. 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)

2.4. 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)

2.5. 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

Functional Use of Language

2.6. 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: _____ requests _____ refusals _____ other: _____
Specify: _____ home _____ school _____ community

2.7. 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: _____ opinion _____ fact _____ sadness _____ affection _____ anger
_____ other: _____
Specify: _____ home _____ school _____ community

2.8. 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

2.9. 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

2.10. 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

2.11. 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

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.2, CL.B.2.Su.2)

Specify: _____ home _____ school _____ community

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.2, CL.B.2.Su.2)

Specify: _____ home _____ school _____ community

3. Demonstrate reading skills necessary for functional tasks of personal life.

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: _____

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: _____

Letters

3.4. 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: _____ upper case _____ lower case _____ manuscript _____ cursive

Words

3.5. Identify personal information in written form to accomplish functional tasks (e.g., completing forms, signing documents). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ name _____ address _____ phone number _____ date of birth
_____ ethnic group _____ Social Security number _____ other: _____

3.6. 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)

3.7. Identify the meaning of written vocabulary 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)

3.8. 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: _____

3.9. 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)

3.10. 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: _____

3.11. 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—names of organization, activities, locations
_____ other: _____

3.12. 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 _____ events _____ other: _____

Phrases, Sentences, and Text

3.13. 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: _____

3.14. 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 fitness routine; 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: _____

3.15. 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 _____ Internet resources _____ instructions
_____ guide _____ other: _____

3.16. Identify events using a schedule (e.g., television, movies, religious services, performances). (CL.B.1.In.2, CL.B.1.Su.2)

Written Directions

3.17. 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

3.18. 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

3.19. Follow written directions in booklets, magazines, or pamphlets to complete leisure activities (e.g., candle making, collages, pottery, photography, sewing). (CL.B.1.In.2, CL.B.1.Su.2)

3.20. Follow written directions given on vending machines to obtain desired item (e.g., how to select products, cost of products, how to deposit bills/coins, where change return is located). (CL.B.1.In.2, CL.B.1.Su.2)

4. Demonstrate writing skills necessary for functional tasks of personal life.

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 writing modes related to 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: _____

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4.2. Produce legible handwritten material 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: _____

4.3. Produce written communications accurately (e.g., brief message, list of information for a form). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ messages _____ notes _____ lists
_____ other: _____

Personal Information

4.4. 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: _____

4.5. Write required personal information to accomplish functional tasks (e.g., signing documents, addressing a letter, giving information to others). (CL.B.2.In.2)

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

Forms

4.6. Determine information needed in order to have the proper documents ready to complete specified form (e.g., Social Security card, State of Florida identification card). (CL.B.2.In.1, CL.B.2.Su.1)

4.7. 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)

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

Specify: _____ application forms _____ order blanks _____ personal history
_____ other: _____

5. Demonstrate knowledge of number concepts and computation skills necessary for functional tasks of personal life.

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. 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

5.3. 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

5.4. 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 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

5.5. 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

5.6. 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

5.7. 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

5.8. 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

5.9. 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 100
_____ other: _____

5.10. Identify the meaning of fractional parts of an object, area, or set of items to accomplish functional tasks (e.g., measuring $\frac{1}{3}$ cup of milk, cutting a piece of wood in half). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ halves _____ thirds _____ fourths _____ other: _____

Addition

5.11. 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)

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

Specify: _____ single digit addition _____ multiple digit addition
Specify method: _____ uses a table or chart _____ uses counters or tallies
_____ uses a calculator _____ other: _____

Subtraction

5.13. 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)

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

Specify: _____ single digit subtraction _____ multiple digit subtraction
Specify method: _____ uses a table or chart _____ uses counters or tallies
_____ uses a calculator _____ other: _____

Multiplication

5.15. 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)

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

Specify: _____ single digit multiplication _____ multiple digit multiplication

Specify method: _____ uses a table or chart _____ uses counters or tallies
_____ uses a calculator _____ other: _____

Division

5.17. Identify situations in daily living when division is used (e.g., calculating grade percentages, dividing students into groups, dividing money owed for a large purchase over a period of months). (CL.B.3.In.1, CL.B.3.Su.1)

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

Specify: _____ single digit division _____ multiple digit division
Specify method: _____ uses a table or chart _____ uses counters or tallies
_____ uses a calculator _____ other: _____

Problem Solving

5.19. Use alternate methods to express mathematical problems to accomplish functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ draw pictures or diagrams _____ uses concrete objects
_____ state in own words _____ uses models
_____ other: _____

5.20. Solve problems involving addition of whole numbers to accomplish functional tasks (e.g., counting paper money, adding amount of money spent from checkbook in one month, adding number of hours worked in a pay period, adding weight gained in two months). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ single digit addition _____ multiple digit addition
Specify method: _____ uses a table or chart _____ uses counters or tallies
_____ uses a calculator _____ other: _____

5.21. 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 subtraction _____ multiple digit subtraction
Specify method: _____ uses a table or chart _____ uses counters or tallies
_____ uses a calculator _____ other: _____

5.22. 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 operation _____ multiple digit operation
Specify method: _____ uses a table or chart _____ uses counters or tallies
_____ uses a calculator _____ other: _____

6. Use basic measurement concepts involving length, weight, volume, time, temperature, and money to solve problems related to personal life.

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: _____

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 the 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 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. 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: _____

Weight

6.4. 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: _____

6.5. 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: _____

6.6. Identify equivalents for units of weight to accomplish 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: _____

Volume/Capacity

6.7. Identify the meaning of units of volume or capacity to accomplish functional tasks (e.g., preparing a recipe, adding oil to a car, purchasing a quantity of soft drinks). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ cup _____ pint _____ quart _____ gallon _____ liter _____ teaspoon
_____ tablespoon _____ other: _____

6.8. 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 teaspoon of medicine). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ cup _____ pint _____ quart _____ gallon _____ liter _____ teaspoon
_____ tablespoon _____ other: _____

6.9. 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 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: _____

Time

6.10. Identify the meaning of commonly used concepts and 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: _____

6.11. 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 minute _____ 60 minutes = 1 hour
_____ 24 hours = 1 day _____ 7 days = 1 week
_____ other: _____

6.12. 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

6.13. 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)

Temperature

6.14. Identify 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 point of water _____ normal body temperature
_____ comfortable room temperature _____ other: _____

6.15. Measure temperature accurately using the appropriate tool 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: _____

Money

6.16. 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: _____

6.17. 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 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: _____

6.18. 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.2, CL.B.3.Su.2)

6.19. 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. Demonstrate basic skills for maintaining personal health, 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

7.1. 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: _____

7.2. 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)

7.3. 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: _____

7.4. 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

7.5. 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 electric razor, applying shaving lotion
_____ other: _____

7.6. 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)

7.7. 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: _____

7.8. 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, relative, or doctor about appropriate choice of cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)

Hygiene

7.9. 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: _____

7.10. 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’s office every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)

7.11. Use specific knowledge and skills when completing hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, knowing how to make water the correct temperature for bathing or hand washing, knowing when hygiene is needed). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ washing and bathing _____ dental care _____ using the toilet
_____ menstrual care _____ other: _____

7.12. Use strategies to complete hygiene activities effectively and efficiently and on a regular basis (e.g., 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)

Eating and Nutrition

7.13. 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 clean up
_____ other: _____

7.14. 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

7.15. Identify common health care activities involving nutrition (e.g., recognizing types of food, locations, events, 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: _____

7.16. Identify when health care activities are needed for nutrition (e.g., when decreasing food intake for dieting, 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)

7.17. 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
_____ following a diet that provides complete nutrition
_____ other: _____

7.18. 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 best and worst 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)

Diseases

7.19. Identify common health care issues and practices involving diseases (e.g., recognizing symptoms or warning signs, seeking medical care). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ identifying common diseases and symptoms
_____ identifying sexually transmitted diseases, including 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: _____

7.20. 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)

7.21. 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, including 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: _____

7.22. 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). (IF.A.1.In.2, IF.A.1.Su.2)

First Aid

7.23. Identify common health care activities involving first aid (e.g., recognizing wounds, applying treatments). (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: _____

7.24. Identify when first aid is needed (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)

7.25. 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: _____

7.26. Use strategies to complete first aid activities effectively and efficiently (e.g., keep first aid supplies and book/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

7.27. Identify common health care activities involved in maintaining wellness (e.g., recognizing types of health care; locating professionals, clinics, and events; developing a wellness plan). (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
 - _____ participating in social activities

stress management
 other: _____

7.28. Identify when wellness activities are needed (e.g., for annual checkups from the doctor, for dental hygiene every six months, for exercise three times a week). (IF.A.1.In.2, IF.A.1.Su.2)

7.29. Use specific knowledge and skills when completing wellness activities (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
 participating in social activities
 stress management
 other: _____

7.30. 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 or 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

7.31. Identify persons, objects, tasks, and areas associated with common health care issues involved in prevention and treatment 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 abuse
 identifying the role of peer pressure
 other: _____

7.32. Identify when health care activities are needed for prevention or treatment of 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

7.33. 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

7.34. 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 and 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

Motor Control

7.35. Identify personal needs that involve 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: _____

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7.36. Identify when activities are needed to assist with 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)

7.37. 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). (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: _____

7.38. 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

7.39. 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, 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: _____

7.40. Use specific knowledge and skills when completing personal care activities involving disability awareness (e.g., correctly using equipment, or 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, 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: _____

7.41. 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 health 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

7.42. 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: _____

7.43. 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)

7.44. 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: _____

7.45. 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 knowledge and skills needed for completing productive activities in the home or community (e.g., care of personal items, care of home, working in community service organizations).

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: _____

Preparing, Serving, and Storing Food

8.1. Identify common productive activities in the home involved in food preparation, serving, and storage (e.g., recognizing types of food, tools, equipment, locations, activities, or 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: _____

8.2. 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 a meal—placing food in garbage disposal, placing leftovers in refrigerator). (IF.A.1.In.1, IF.A.1.Su.1)

8.3. 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: _____

8.4. 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)

Selecting and Caring for Clothing

8.5. 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: _____

8.6. 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 can 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)

8.7. 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: _____

8.8. 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 or weather 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

8.9. 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: _____

8.10. 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)

8.11. 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
_____ other: _____

8.12. 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., 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 off stove after each use). (IF.A.1.In.1, IF.A.1.Su.1)

Cleaning and Maintaining Interior Areas of Household

8.13. 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 doors and windows
- maintaining a comfortable temperature in house
- getting assistance if needed for tasks
- other: _____

8.14. 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)

8.15. Use specific knowledge and skills when completing activities in the home involving household cleaning, safety, and maintenance of interior areas (e.g., separating cans and paper items for recycling, washing floors or 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, 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 doors and windows
 - maintaining a comfortable temperature in house
 - getting assistance if needed for tasks
 - other: _____

8.16. 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

8.17. 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 and pine needles
_____ scheduling tasks that are done daily, weekly, monthly
_____ keeping sidewalk or driveway clean
_____ maintaining exterior, including outdoor light fixtures
_____ other: _____

8.18. 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)

8.19. 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 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 and pine needles
_____ scheduling tasks that are done daily, weekly, monthly
_____ keeping sidewalk or driveway clean
_____ maintaining exterior, including outdoor light fixtures
_____ other: _____

8.20. 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 such as painting or 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)

Managing Money and Personal Finances

8.21. 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: _____

8.22. 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)

8.23. 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: _____

8.24. 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). (IF.A.1.In.1, IF.A.1.Su.1)

Practicing Citizenship

8.25. 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: _____

8.26. 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)

8.27. 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: _____

8.28. 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 or local news for opportunities for volunteering). (IF.A.1.In.1, IF.A.1.Su.1)

Participating in Community Gatherings

8.29. Identify activities involved with informal gatherings of community members and neighbors (e.g., neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)

8.30. Identify when specific activities involve informal gatherings of community members and neighbors (e.g., when neighbors are ill, when participating in a team activity, playing on a city sports team). (IF.A.1.In.1, IF.A.1.Su.1)

8.31. 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)

8.32. 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 records of 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)

9. Demonstrate basic skills for accessing and using resources in the community (e.g., traveling, using the telephone and mail service, shopping, using the library).

IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

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; special transit services; special assistance on trains, airlines, and taxis). (IF.A.2.In.2, IF.A.2.Su.2)

9.2. Identify the dangers and responsibilities of, 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

9.3. 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 areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

9.4. Identify and find specific locations at home 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)

9.5. 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 films, comedy films, cashier). (IF.A.2.In.2, IF.A.2.Su.2)

9.6. 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)

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. 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)

9.9. Enter and exit buildings through appropriate doorways (e.g., attend to “Enter” and “Exit” designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)

Traveling within the Community

9.10. Move about in the immediate neighborhood from one location to another (e.g., walking, bicycle, car). (IF.A.2.In.2, IF.A.2.Su.2)

9.11. 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)

9.12. 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 when walking, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

9.13. Practice safety procedures when riding in a car (e.g., wear a seat belt, lock door). (IF.A.2.In.2, IF.A.2.Su.2)

9.14. 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: _____

Using Community Resources for Personal Needs

9.15. 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: _____

9.16. 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: _____

9.17. 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 bill). (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: _____

9.18. 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 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: _____

9.19. 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: _____

9.20. 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

9.21. 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: _____

Mail and Telephone Services

9.22. 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: _____

9.23. 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: _____

9.24. 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: _____

9.25. 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. 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: _____

10. Demonstrate awareness of leisure and recreational activities.

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: _____

General Information

10.1. 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). (IF.A.1.In.1, IF.A.1.Su.1)

10.2. Identify requirements of leisure and recreational activities (e.g., obtain equipment, know how to play the game, need space to play, know the rules of the game). (IF.A.1.In.1, IF.A.1.Su.1)

Playing Games

10.3. Identify common leisure activities that involve 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, Frisbee, horseshoes, tennis
_____ other: _____

10.4. Identify appropriate times and occasions for playing games with others (e.g., physical education class, recess, sporting events, field days, weekends). (IF.A.1.In.1, IF.A.1.Su.1)

10.5. Use specific knowledge and skills when completing leisure activities involving playing games with others (e.g., taking turns, following the rules, totaling 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: _____

10.6. Use strategies to play 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 and 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)

Attending Cultural and Sports Events

10.7. 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: _____

10.8. Identify appropriate times and occasions for attending cultural and sports events (e.g., on holidays, when a performer is on tour, during the right season, when transportation is available). (IF.A.1.In.1, IF.A.1.Su.1)

10.9. Use specific knowledge and skills when attending sports or cultural 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, dances
_____ theatre and plays
_____ sports events
_____ celebrations—holidays, parades, festivals, exhibits
_____ other: _____

10.10. 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 to events). (IF.A.1.In.1, IF.A.1.Su.1)

Engaging in Hobbies

10.11. 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: _____

10.12. Identify appropriate times 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)

10.13. Use specific knowledge and skills when engaging in hobbies (e.g., making a craft item; knowing where to obtain books to read; knowing how to operate a TV, VCR, or a radio/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: _____

10.14. 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)

Caring for Pets

10.15. Identify common pet care activities. (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: _____

10.16. Identify the appropriate time for activities involving pet care (e.g., taking your pet to the veterinarian when your pet is sick, feeding your pet twice a day, take your pet for a walk every day, play with your pet during any free time). (IF.A.1.In.1, IF.A.1.Su.1)

10.17. 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). (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: _____

10.18. 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 to assure correct amount of food). (IF.A.1.In.1, IF.A.1.Su.1)

Gardening

10.19. Identify 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
_____ caring for the plants—fertilizing, watering, weeding, harvesting
_____ other: _____

10.20. Identify the appropriate time 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)

10.21. 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: _____

10.22. 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, ask a friend). (IF.A.1.In.1, IF.A.1.Su.1)

Participating in Outdoor Activities

10.23. 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: _____

10.24. Identify appropriate times 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)

10.25. Use specific knowledge and skills when completing outdoor leisure activities (e.g., hiking and climbing—safety skills, walking and climbing; camping—how to pitch a tent, how to cook outdoors; fishing—baiting a hook, using appropriate lures, practicing boat safety skills). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ active sports—camping, hiking
_____ water sports—swimming, diving, sailing
_____ other: _____

10.26. 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. Use acceptable social skills in a variety of 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.Su.1 cooperate in group situations—with guidance and support.

SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.

SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

General Social Skills

11.1. Discriminate between those behaviors that are socially unacceptable in public yet are acceptable in private (e.g., adjusting undergarments, shouting to relieve stress). (IF.B.2.In.1, IF.B.2.Su.1)

11.2. Identify appropriate behaviors for specific situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home _____ school _____ community

Functioning Independently

11.3. Identify examples of self-initiation behaviors (e.g., start or begin tasks on own, attend to tasks appropriately, ask for additional tasks upon completion of assigned task). (IF.B.2.In.1, IF.B.2.Su.1)

11.4. Demonstrate initiative in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ home—personal care, chores, meals
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling

11.5. Identify examples of self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement (e.g., organize, monitor, and carry out tasks and duties; prioritize tasks in order of importance; complete tasks on time; follow through with instructions; work with sufficient speed; work efficiently with minimum wasted effort or time). (IF.B.2.In.1, IF.B.2.Su.1)

11.6. Demonstrate self-management in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ home—personal care, chores, meals
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling

11.7. Identify examples of self-controlling behaviors (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)

11.8. Demonstrate self-control in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ home—personal care, chores, meals
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling

11.9. Identify examples of self-advocating behaviors (e.g., indicate preferred and unpreferred activities, be decisive, speak up for one's self, voice own opinion). (IF.B.2.In.1, IF.B.2.Su.1)

11.10. Demonstrate self-advocacy in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ home—personal care, chores, meals
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling

11.11. Identify examples of self-esteem behaviors (e.g., display self-respect, make positive comments, reflect a positive attitude in demeanor, set high goals for self). (IF.B.2.In.1, IF.B.2.Su.1)

11.12. Demonstrate self-esteem in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ home—personal care, chores, meals
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling

Showing Consideration for Others

11.13. Identify examples of behaviors that are considerate of others (e.g., offer assistance, say please and thank you, make tactful comments, share equipment, ask permission). (IF.B.2.In.2, IF.B.2.Su.2)

11.14. Demonstrate consideration of others in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ home—personal care, chores, meals
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling

11.15. Identify examples of behaviors that are cooperative (e.g., share ideas and effort, work well with others, wait for turn, listen to others' opinions). (IF.B.2.In.1, IF.B.2.Su.1)

11.16. Demonstrate cooperative behavior in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ home—personal care, chores, meals
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling

11.17. 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)

11.18. Demonstrate assertiveness in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ home—personal care, chores, meals
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling

11.19. Identify examples of behaviors that are appropriate responses to humor (e.g., laugh, smile, put hand over mouth). (IF.B.2.In.1, IF.B.2.Su.1)

11.20. Use appropriate responses to humor in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ home—personal care, chores, meals
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling

11.21. 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)

11.22. 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)

11.23. Respond appropriately to criticism in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ home—personal care, chores, meals
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling

Complying with Laws and Rules

11.24. Identify the purpose of various types of laws and rules (e.g., Federal, state, and local laws and regulations; codes of conduct; classroom rules; policies). (IF.B.2.In.1, IF.B.2.Su.1)

11.25. Demonstrate compliance with laws and rules in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ home—personal care, chores, meals
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling

Responding to Unexpected Events or Potentially Harmful Situations

11.26. 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)

11.27. Behave in ways that represent self-control in response to unexpected events and potentially harmful situations. (IF.B.2.In.3, IF.B.2.Su.3)

Specify: _____ home—personal care, chores, meals
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling

Course Number: 7855032 - Academic Skills: 6-8 and Career Planning and Career Planning

11.28. 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)

11.29. 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)

11.30. 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)

11.31. 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)

11.32. Identify unsafe factors or potentially dangerous situations in a community (e.g., heavy traffic, unlit streets, undesirable neighborhood, 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)

11.33. 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)

11.34. 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)

11.35. 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)

11.36. 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 all right when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)

11.37. Identify appropriate coping skills in relation to death, dying, and suicide (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)

Seeking Assistance

11.38. 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)

11.39. 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)

11.40. 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)

Following Safety Procedures

11.41. 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)

11.42. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run while carrying sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)

11.43. Identify potential hazards of open fires, matches, electrical appliances, and overloaded outlets (e.g., clothes may catch on fire, surrounding materials may catch on fire, existing fire may get out of control, sparks can cause fire accidentally). (IF.B.2.In.3, IF.B.2.Su.3)

11.44. 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)

11.45. 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)

11.46. 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)

11.47. 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; snow storms— do not drive, stay warm, check heat supply; tornadoes and hurricanes—stay away from windows, go into basement, go to inner hallway). (IF.B.2.In.3, IF.B.2.Su.3)

11.48. 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)

Working in Groups

11.49. 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)

11.50. 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)

11.51. Identify responsibilities individuals have to their family and friends (e.g., keeping a trusting relationship, being dependable, not talking behind another's back, helping through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)

11.52. Demonstrate behavior that meets social expectations when working in a group (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)

Participating in Organizations

11.53. 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)

11.54. Identify common characteristics of formal organizations (e.g., structures, governed by rules, behavior codes). (SE.A.1.In.3, SE.A.1.Su.2)

11.55. 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)

11.56. 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)

11.57. 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)

Interpersonal Communication

11.58. 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)

11.59. 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)

11.60. 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)

11.61. 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)

11.62. 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)

11.63. 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 others have been served, cheering at a baseball game). (SE.A.2.In.1, SE.A.2.Su.1)

11.64. 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)

11.65. 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)

12. Use systematic approaches to solve problems encountered in school, home, and the community.

CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.

CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

12.1. 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

12.2. 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)

12.3. 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)

12.4. 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)

12.5. Identify alternative courses of action for solving a particular problem at school (e.g., didn't turn in homework—turn in late, talk to teacher, do extra credit work). (CL.B.4.In.1, CL.B.4.Su.1)

12.6. 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)

12.7. 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, or family member). (CL.B.4.In.2, CL.B.4.Su.2)

12.8. 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)

12.9. 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)

12.10. Complete identified tasks to solve problems in personal life (e.g., clean up bedroom, help with yardwork, limit personal phone calls). (CL.B.4.In.2, CL.B.4.Su.2)

12.11. 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)

12.12. 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)

13. Plan and carry out activities that reflect personal choices in the school, home, or community.

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: _____

13.1. Identify personal situations that call for a plan (e.g., rearranging your bedroom, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

13.2. 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: _____

13.3. Identify consequences of decisions before acting (e.g., starting to smoke— can cause cancer, lung disease, or heart disease and affects the health of others; giving gift to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)

13.4. Set personal goals weighing individual strengths and weaknesses. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: _____ short-term goals _____ long-term goals
_____ other: _____

13.5. Make a plan to achieve 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)

13.6. Commit to do the tasks when carrying out plans related to personal goals (e.g., start the project at decided time, follow plans accordingly, follow plans until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)

13.7. 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)

13.8. 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)

Career and Education Planning - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

Understanding the Workplace

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

Self- Awareness

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

Exploring Careers

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

Workplace Skills

18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.

19.0 Demonstrate skills to interact positively with others.

20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

Career and Education Planning

21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.

22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.

24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.

25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.

26.0 Describe how extracurricular programs can be incorporated in career and education planning.

27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.

28.0 Describe high school credits and explain how GPAs are calculated.

Job Search

29.0 Demonstrate skills to complete a job application.

30.0 Demonstrate skills essential for a job interview.

Florida Department of Education

**COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area:	Academics - General
Course Number:	7855030
Course Title:	Academic Skills: 6-8
Previous Course Title:	Pre Academics: 6-8
Credit:	Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in academic concepts and skills to enable students with disabilities to function at their highest levels and participate effectively in school, at home, and in the community. Emphasis will be placed on the practical application of academic skills as they relate to functional tasks of personal life.

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

- receptive and expressive communication skills
- reading and writing skills
- mathematical skills
- social and personal skills
- problem solving
- applications to daily activities

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. The particular course requirements that the student should master each year must be specified on an individual basis.

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

Course Number: 7855030 - Academic Skills: 6-8

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.

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 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 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 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. 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 comprehension of verbal information.

- 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.
- 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: _____

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- 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: _____
- 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)

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Following Directions

- 1.16. 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
- 1.17. Follow directions to complete productive activities in the community (e.g., getting a book at the library; assisting a volunteer service organization or in an activity—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
- 1.18. Follow directions when completing school tasks (e.g., class assignment, project, study guide, worksheet, test). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ____ number of steps—1, 2, multiple
 ____ presentation mode—oral, pictorial, demonstration
- 1.19. 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

Listening

- 1.20. Identify behaviors that indicate one is listening (e.g., makes eye contact, turns body toward speaker, makes appropriate follow-up comments). (CO.A.1.In.1, CO.A.1.Su.1)
- 1.21. Use strategies to improve listening (e.g., repeats what is heard, says what is heard in own words). (CO.A.1.In.1, CO.A.1.Su.1)

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

Greetings and Conversation

- 2.3. 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)
- 2.4. 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)
- 2.5. 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

Functional Use of Language

- 2.6. 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: requests refusals other: _____
Specify: home school community
- 2.7. 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: opinion fact sadness
 affection anger other: _____
Specify: home school community
- 2.8. 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

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- 2.9. 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
- 2.10. 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
- 2.11. 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
- 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.2, CL.B.2.Su.2)
Specify: _____ home _____ school _____ community
- 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.2, CL.B.2.Su.2)
Specify: _____ home _____ school _____ community

3. Demonstrate reading skills necessary for functional tasks of personal life.

- 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: _____

Letters

- 3.4. 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: _____ upper case _____ lower case
 _____ manuscript _____ cursive

Words

- 3.5. Identify personal information in written form to accomplish functional tasks (e.g., completing forms, signing documents). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ name _____ address _____ phone number
 _____ date of birth _____ ethnic group _____ Social Security number
 _____ other: _____
- 3.6. 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)
- 3.7. Identify the meaning of written vocabulary 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)
- 3.8. 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: _____
- 3.9. 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)

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3.10. 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: _____

3.11. 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—names of organization, activities, locations
_____ other: _____

3.12. 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 _____ events
_____ other: _____

Phrases, Sentences, and Text

3.13. 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: _____

3.14. 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 fitness routine; 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: _____

3.15. 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
_____ Internet resources _____ instructions _____ guide
_____ other: _____

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- 3.16. Identify events using a schedule (e.g., television, movies, religious services, performances). (CL.B.1.In.2, CL.B.1.Su.2)

Written Directions

- 3.17. 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
- 3.18. 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
- 3.19. Follow written directions in booklets, magazines, or pamphlets to complete leisure activities (e.g., candle making, collages, pottery, photography, sewing). (CL.B.1.In.2, CL.B.1.Su.2)
- 3.20. Follow written directions given on vending machines to obtain desired item (e.g., how to select products, cost of products, how to deposit bills/coins, where change return is located). (CL.B.1.In.2, CL.B.1.Su.2)

4. Demonstrate writing skills necessary for functional tasks of personal life.

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 writing modes related to 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: _____

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- 4.2. Produce legible handwritten material 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: _____
- 4.3. Produce written communications accurately (e.g., brief message, list of information for a form). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ messages _____ notes
 _____ lists _____ other: _____

Personal Information

- 4.4. 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: _____
- 4.5. Write required personal information to accomplish functional tasks (e.g., signing documents, addressing a letter, giving information to others). (CL.B.2.In.2)
Specify: _____ name _____ address _____ phone number
 _____ date of birth _____ ethnic group _____ other: _____

Forms

- 4.6. Determine information needed in order to have the proper documents ready to complete specified form (e.g., Social Security card, State of Florida identification card). (CL.B.2.In.1, CL.B.2.Su.1)
- 4.7. 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)
- 4.8. Write needed information accurately on specified forms. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ application forms
 _____ order blanks
 _____ personal history
 _____ other: _____

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5. Demonstrate knowledge of number concepts and computation skills necessary for functional tasks of personal life.

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. 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

5.3. 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

5.4. 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 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

5.5. 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

5.6. 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

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Multiplication

5.15. 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)

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

Specify: _____ single digit multiplication _____ multiple digit multiplication
Specify method: _____ uses a table or chart _____ uses counters or tallies
 _____ uses a calculator _____ other: _____

Division

5.17. Identify situations in daily living when division is used (e.g., calculating grade percentages, dividing students into groups, dividing money owed for a large purchase over a period of months). (CL.B.3.In.1, CL.B.3.Su.1)

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

Specify: _____ single digit division _____ multiple digit division
Specify method: _____ uses a table or chart _____ uses counters or tallies
 _____ uses a calculator _____ other: _____

Problem Solving

5.19. Use alternate methods to express mathematical problems to accomplish functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ draw pictures or diagrams _____ uses concrete objects
 _____ state in own words _____ uses models
 _____ other: _____

5.20. Solve problems involving addition of whole numbers to accomplish functional tasks (e.g., counting paper money, adding amount of money spent from checkbook in one month, adding number of hours worked in a pay period, adding weight gained in two months). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ single digit addition _____ multiple digit addition
Specify method: _____ uses a table or chart _____ uses counters or tallies
 _____ uses a calculator _____ other: _____

5.21. 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 subtraction _____ multiple digit subtraction
Specify method: _____ uses a table or chart _____ uses counters or tallies
 _____ uses a calculator _____ other: _____

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5.22. 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 operation _____ multiple digit operation
Specify method: _____ uses a table or chart _____ uses counters or tallies
 _____ uses a calculator _____ other: _____

6. Use basic measurement concepts involving length, weight, volume, time, temperature, and money to solve problems related to personal life.

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: _____

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 the 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 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. 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: _____

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Weight

- 6.4. 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: _____
- 6.5. 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: _____
- 6.6. Identify equivalents for units of weight to accomplish 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: _____

Volume/Capacity

- 6.7. Identify the meaning of units of volume or capacity to accomplish functional tasks (e.g., preparing a recipe, adding oil to a car, purchasing a quantity of soft drinks). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ cup _____ pint _____ quart
 _____ gallon _____ liter _____ teaspoon
 _____ tablespoon _____ other: _____
- 6.8. 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 teaspoon of medicine). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ cup _____ pint _____ quart
 _____ gallon _____ liter _____ teaspoon
 _____ tablespoon _____ other: _____
- 6.9. 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 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: _____

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Time

- 6.10. Identify the meaning of commonly used concepts and 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: _____
- 6.11. 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 minute _____ 60 minutes = 1 hour
 _____ 24 hours = 1 day _____ 7 days = 1 week
 _____ other: _____
- 6.12. 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
- 6.13. 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)

Temperature

- 6.14. Identify 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 point of water _____ normal body temperature
 _____ comfortable room temperature _____ other: _____
- 6.15. Measure temperature accurately using the appropriate tool 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: _____

Money

- 6.16. 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: _____

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- 6.17. 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 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: _____
- 6.18. 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.2, CL.B.3.Su.2)
- 6.19. 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. Demonstrate basic skills for maintaining personal health, 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

- 7.1. 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: _____
- 7.2. 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)
- 7.3. 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: _____

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- 7.4. 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

- 7.5. 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 electric razor, applying shaving lotion
_____ other: _____
- 7.6. 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)
- 7.7. 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: _____
- 7.8. 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, relative, or doctor about appropriate choice of cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)

Hygiene

- 7.9. 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: _____

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- 7.10. 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’s office every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.11. Use specific knowledge and skills when completing hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, knowing how to make water the correct temperature for bathing or hand washing, knowing when hygiene is needed). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ washing and bathing _____ dental care
 _____ using the toilet _____ menstrual care
 _____ other: _____
- 7.12. Use strategies to complete hygiene activities effectively and efficiently and on a regular basis (e.g., 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)

Eating and Nutrition

- 7.13. 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 clean up
 _____ other: _____
- 7.14. 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
- 7.15. Identify common health care activities involving nutrition (e.g., recognizing types of food, locations, events, 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: _____
- 7.16. Identify when health care activities are needed for nutrition (e.g., when decreasing food intake for dieting, 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)
- 7.17. 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
 _____ following a diet that provides complete nutrition
 _____ other: _____

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7.18. 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 best and worst 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)

Diseases

7.19. Identify common health care issues and practices involving diseases (e.g., recognizing symptoms or warning signs, seeking medical care). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: _____ identifying common diseases and symptoms
_____ identifying sexually transmitted diseases, including 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: _____

7.20. 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)

7.21. 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, including 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: _____

7.22. 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). (IF.A.1.In.2, IF.A.1.Su.2)

First Aid

7.23. Identify common health care activities involving first aid (e.g., recognizing wounds, applying treatments). (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: _____

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- 7.24. Identify when first aid is needed (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)
- 7.25. 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: _____
- 7.26. Use strategies to complete first aid activities effectively and efficiently (e.g., keep first aid supplies and book/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

- 7.27. Identify common health care activities involved in maintaining wellness (e.g., recognizing types of health care; locating professionals, clinics, and events; developing a wellness plan). (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
_____ participating in social activities
_____ stress management
_____ other: _____
- 7.28. Identify when wellness activities are needed (e.g., for annual checkups from the doctor, for dental hygiene every six months, for exercise three times a week). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.29. Use specific knowledge and skills when completing wellness activities (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
_____ participating in social activities
_____ stress management
_____ other: _____

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7.30. 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 or 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

7.31. Identify persons, objects, tasks, and areas associated with common health care issues involved in prevention and treatment 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 abuse
_____ identifying the role of peer pressure
_____ other: _____

7.32. Identify when health care activities are needed for prevention or treatment of 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

7.33. 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

7.34. 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 and 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

Motor Control

7.35. Identify personal needs that involve 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: _____

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- 7.36. Identify when activities are needed to assist with 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)
- 7.37. 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). (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: _____
- 7.38. 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

- 7.39. 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, 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: _____
- 7.40. Use specific knowledge and skills when completing personal care activities involving disability awareness (e.g., correctly using equipment, or 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, 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: _____
- 7.41. 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 health 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)

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Exercise Programs

7.42. 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: _____

7.43. 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)

7.44. 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: _____

7.45. 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 knowledge and skills needed for completing productive activities in the home or community (e.g., care of personal items, care of home, working in community service organizations).

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: _____
-

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Preparing, Serving, and Storing Food

- 8.1. Identify common productive activities in the home involved in food preparation, serving, and storage (e.g., recognizing types of food, tools, equipment, locations, activities, or 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: _____

- 8.2. 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 a meal—placing food in garbage disposal, placing leftovers in refrigerator). (IF.A.1.In.1, IF.A.1.Su.1)

- 8.3. 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: _____

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- 8.4. 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)

Selecting and Caring for Clothing

- 8.5. 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: _____

- 8.6. 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 can 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)

- 8.7. 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: _____

- 8.8. 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 or weather 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)

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Selecting and Caring for Furniture, Appliances, and Other Personal Goods

- 8.9. 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: _____
- 8.10. 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)
- 8.11. 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
_____ other: _____
- 8.12. 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., 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 off stove after each use). (IF.A.1.In.1, IF.A.1.Su.1)

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Cleaning and Maintaining Interior Areas of Household

8.13. 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 doors and windows
_____ maintaining a comfortable temperature in house
_____ getting assistance if needed for tasks
_____ other: _____

8.14. 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)

8.15. Use specific knowledge and skills when completing activities in the home involving household cleaning, safety, and maintenance of interior areas (e.g., separating cans and paper items for recycling, washing floors or 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, 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 doors and windows
_____ maintaining a comfortable temperature in house
_____ getting assistance if needed for tasks
_____ other: _____

8.16. 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)

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Maintaining Exterior Areas

8.17. 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 and pine needles
_____ scheduling tasks that are done daily, weekly, monthly
_____ keeping sidewalk or driveway clean
_____ maintaining exterior, including outdoor light fixtures
_____ other: _____

8.18. 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)

8.19. 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 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 and pine needles
_____ scheduling tasks that are done daily, weekly, monthly
_____ keeping sidewalk or driveway clean
_____ maintaining exterior, including outdoor light fixtures
_____ other: _____

8.20. 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 such as painting or 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)

Managing Money and Personal Finances

8.21. 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: _____

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- 8.22. 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)
- 8.23. 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: _____
- 8.24. 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). (IF.A.1.In.1, IF.A.1.Su.1)

Practicing Citizenship

- 8.25. 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: _____
- 8.26. 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)
- 8.27. 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: _____
- 8.28. 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 or local news for opportunities for volunteering). (IF.A.1.In.1, IF.A.1.Su.1)

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Participating in Community Gatherings

- 8.29. Identify activities involved with informal gatherings of community members and neighbors (e.g., neighborhood picnics, recreational sports teams, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)
- 8.30. Identify when specific activities involve informal gatherings of community members and neighbors (e.g., when neighbors are ill, when participating in a team activity, playing on a city sports team). (IF.A.1.In.1, IF.A.1.Su.1)
- 8.31. 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)
- 8.32. 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 records of 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)

9. Demonstrate basic skills for accessing and using resources in the community (e.g., traveling, using the telephone and mail service, shopping, using the library).

- IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.
- 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:

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

General Travel Information

- 9.1. Identify various means of transportation for people 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)
- 9.2. Identify the dangers and responsibilities of, and behavior appropriate to, independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keeping hands to self, not talking loudly, being polite, asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

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Mobility Within the Home, Community Buildings, and Schools

- 9.3. 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 areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.4. Identify and find specific locations at home 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)
- 9.5. 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 films, comedy films, cashier). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.6. 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)
- 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. 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)
- 9.9. Enter and exit buildings through appropriate doorways (e.g., attend to “Enter” and “Exit” designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)

Traveling within the Community

- 9.10. Move about in the immediate neighborhood from one location to another (e.g., walking, bicycle, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.11. 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)
- 9.12. 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 when walking, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.13. Practice safety procedures when riding in a car (e.g., wear a seat belt, lock door). (IF.A.2.In.2, IF.A.2.Su.2)

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9.14. 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: _____

Using Community Resources for Personal Needs

9.15. 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: _____

9.16. 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: _____

9.17. 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 bill). (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: _____

9.18. 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 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: _____

9.19. 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: _____

9.20. 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

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9.21. 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: _____

Mail and Telephone Services

9.22. 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: _____

9.23. 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: _____

9.24. 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: _____

9.25. 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. 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: _____

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10. Demonstrate awareness of leisure and recreational activities.

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: _____

General Information

- 10.1. 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). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.2. Identify requirements of leisure and recreational activities (e.g., obtain equipment, know how to play the game, need space to play, know the rules of the game). (IF.A.1.In.1, IF.A.1.Su.1)

Playing Games

- 10.3. Identify common leisure activities that involve 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, Frisbee, horseshoes, tennis
 ___ other: _____
- 10.4. Identify appropriate times and occasions for playing games with others (e.g., physical education class, recess, sporting events, field days, weekends). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.5. Use specific knowledge and skills when completing leisure activities involving playing games with others (e.g., taking turns, following the rules, totaling 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: _____
- 10.6. Use strategies to play 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 and 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)

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Attending Cultural and Sports Events

10.7. 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: _____

10.8. Identify appropriate times and occasions for attending cultural and sports events (e.g., on holidays, when a performer is on tour, during the right season, when transportation is available). (IF.A.1.In.1, IF.A.1.Su.1)

10.9. Use specific knowledge and skills when attending sports or cultural 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, dances
_____ theatre and plays
_____ sports events
_____ celebrations—holidays, parades, festivals, exhibits
_____ other: _____

10.10. Use strategies to plan leisure activities involving cultural and sports events effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for the types of events of interest, watch billboards or scrolling marquee at civic or performing arts center, write dates of upcoming events on personal calendar, ask friends to alert you to events). (IF.A.1.In.1, IF.A.1.Su.1)

Engaging in Hobbies

10.11. 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: _____

10.12. Identify appropriate times 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)

10.13. Use specific knowledge and skills when engaging in hobbies (e.g., making a craft item; knowing where to obtain books to read; knowing how to operate a TV, VCR, or a radio/CD player; organizing a collection by category or date). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ arts and crafts
_____ collections
_____ watching movies, reading, playing video games, listening to music
_____ other: _____

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10.14. 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)

Caring for Pets

10.15. Identify common pet care activities. (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: _____

10.16. Identify the appropriate time for activities involving pet care (e.g., taking your pet to the veterinarian when your pet is sick, feeding your pet twice a day, take your pet for a walk every day, play with your pet during any free time). (IF.A.1.In.1, IF.A.1.Su.1)

10.17. 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). (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: _____

10.18. 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 to assure correct amount of food). (IF.A.1.In.1, IF.A.1.Su.1)

Gardening

10.19. Identify 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
_____ caring for the plants—fertilizing, watering, weeding, harvesting
_____ other: _____

10.20. Identify the appropriate time 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)

10.21. 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: _____

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10.22. 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, ask a friend). (IF.A.1.In.1, IF.A.1.Su.1)

Participating in Outdoor Activities

10.23. 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: _____

10.24. Identify appropriate times 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)

10.25. Use specific knowledge and skills when completing outdoor leisure activities (e.g., hiking and climbing—safety skills, walking and climbing; camping—how to pitch a tent, how to cook outdoors; fishing—baiting a hook, using appropriate lures, practicing boat safety skills). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ active sports—camping, hiking
_____ water sports—swimming, diving, sailing
_____ other: _____

10.26. 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. Use acceptable social skills in a variety of 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.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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General Social Skills

- 11.1. Discriminate between those behaviors that are socially unacceptable in public yet are acceptable in private (e.g., adjusting undergarments, shouting to relieve stress). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.2. Identify appropriate behaviors for specific situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home _____ school _____ community

Functioning Independently

- 11.3. Identify examples of self-initiation behaviors (e.g., start or begin tasks on own, attend to tasks appropriately, ask for additional tasks upon completion of assigned task). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.4. Demonstrate initiative in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—personal care, chores, meals
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ community—leisure activities, stores, restaurants, traveling
- 11.5. Identify examples of self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement (e.g., organize, monitor, and carry out tasks and duties; prioritize tasks in order of importance; complete tasks on time; follow through with instructions; work with sufficient speed; work efficiently with minimum wasted effort or time). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.6. Demonstrate self-management in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—personal care, chores, meals
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ community—leisure activities, stores, restaurants, traveling
- 11.7. Identify examples of self-controlling behaviors (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)
- 11.8. Demonstrate self-control in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—personal care, chores, meals
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ community—leisure activities, stores, restaurants, traveling
- 11.9. Identify examples of self-advocating behaviors (e.g., indicate preferred and unpreferred activities, be decisive, speak up for one's self, voice own opinion). (IF.B.2.In.1, IF.B.2.Su.1)

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11.10. Demonstrate self-advocacy in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

- Specify: _____ home—personal care, chores, meals
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling

11.11. Identify examples of self-esteem behaviors (e.g., display self-respect, make positive comments, reflect a positive attitude in demeanor, set high goals for self). (IF.B.2.In.1, IF.B.2.Su.1)

11.12. Demonstrate self-esteem in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

- Specify: _____ home—personal care, chores, meals
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling

Showing Consideration for Others

11.13. Identify examples of behaviors that are considerate of others (e.g., offer assistance, say please and thank you, make tactful comments, share equipment, ask permission). (IF.B.2.In.2, IF.B.2.Su.2)

11.14. Demonstrate consideration of others in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

- Specify: _____ home—personal care, chores, meals
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling

11.15. Identify examples of behaviors that are cooperative (e.g., share ideas and effort, work well with others, wait for turn, listen to others' opinions). (IF.B.2.In.1, IF.B.2.Su.1)

11.16. Demonstrate cooperative behavior in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

- Specify: _____ home—personal care, chores, meals
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling

11.17. 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)

11.18. Demonstrate assertiveness in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

- Specify: _____ home—personal care, chores, meals
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling

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- 11.19. Identify examples of behaviors that are appropriate responses to humor (e.g., laugh, smile, put hand over mouth). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.20. Use appropriate responses to humor in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—personal care, chores, meals
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ community—leisure activities, stores, restaurants, traveling
- 11.21. 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)
- 11.22. 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)
- 11.23. Respond appropriately to criticism in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—personal care, chores, meals
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ community—leisure activities, stores, restaurants, traveling

Complying with Laws and Rules

- 11.24. Identify the purpose of various types of laws and rules (e.g., Federal, state, and local laws and regulations; codes of conduct; classroom rules; policies). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.25. Demonstrate compliance with laws and rules in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—personal care, chores, meals
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ community—leisure activities, stores, restaurants, traveling

Responding to Unexpected Events or Potentially Harmful Situations

- 11.26. 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)
- 11.27. Behave in ways that represent self-control in response to unexpected events and potentially harmful situations. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home—personal care, chores, meals
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ community—leisure activities, stores, restaurants, traveling

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- 11.28. 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)
- 11.29. 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)
- 11.30. 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)
- 11.31. 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)
- 11.32. Identify unsafe factors or potentially dangerous situations in a community (e.g., heavy traffic, unlit streets, undesirable neighborhood, 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)
- 11.33. 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)
- 11.34. 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)
- 11.35. 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)
- 11.36. 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 all right when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)
- 11.37. Identify appropriate coping skills in relation to death, dying, and suicide (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)

Seeking Assistance

- 11.38. 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)
- 11.39. 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)
- 11.40. 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)

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Following Safety Procedures

- 11.41. 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)
- 11.42. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run while carrying sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
- 11.43. Identify potential hazards of open fires, matches, electrical appliances, and overloaded outlets (e.g., clothes may catch on fire, surrounding materials may catch on fire, existing fire may get out of control, sparks can cause fire accidentally). (IF.B.2.In.3, IF.B.2.Su.3)
- 11.44. 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)
- 11.45. 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)
- 11.46. 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)
- 11.47. 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; snow storms—do not drive, stay warm, check heat supply; tornadoes and hurricanes—stay away from windows, go into basement, go to inner hallway). (IF.B.2.In.3, IF.B.2.Su.3)
- 11.48. 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)

Working in Groups

- 11.49. 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)
- 11.50. 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)

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- 11.51. Identify responsibilities individuals have to their family and friends (e.g., keeping a trusting relationship, being dependable, not talking behind another's back, helping through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
- 11.52. Demonstrate behavior that meets social expectations when working in a group (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)

Participating in Organizations

- 11.53. 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)
- 11.54. Identify common characteristics of formal organizations (e.g., structures, governed by rules, behavior codes). (SE.A.1.In.3, SE.A.1.Su.2)
- 11.55. 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)
- 11.56. 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)
- 11.57. 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)

Interpersonal Communication

- 11.58. 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)
- 11.59. 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)
- 11.60. 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)
- 11.61. 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)

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- 11.62. 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)
- 11.63. 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 others have been served, cheering at a baseball game). (SE.A.2.In.1, SE.A.2.Su.1)
- 11.64. 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)
- 11.65. 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)

12. Use systematic approaches to solve problems encountered in school, home, and the community.

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

Indicate guidance and support necessary for mastery at supported level:

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

- 12.1. 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
- 12.2. 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)
- 12.3. 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)
- 12.4. 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)
- 12.5. Identify alternative courses of action for solving a particular problem at school (e.g., didn't turn in homework—turn in late, talk to teacher, do extra credit work). (CL.B.4.In.1, CL.B.4.Su.1)

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- 12.6. 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)
- 12.7. 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, or family member). (CL.B.4.In.2, CL.B.4.Su.2)
- 12.8. 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)
- 12.9. 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)
- 12.10. Complete identified tasks to solve problems in personal life (e.g., clean up bedroom, help with yardwork, limit personal phone calls). (CL.B.4.In.2, CL.B.4.Su.2)
- 12.11. 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)
- 12.12. 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)

13. Plan and carry out activities that reflect personal choices in the school, home, or community.

- 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: _____

- 13.1. Identify personal situations that call for a plan (e.g., rearranging your bedroom, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)

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- 13.2. 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: _____
- 13.3. Identify consequences of decisions before acting (e.g., starting to smoke— can cause cancer, lung disease, or heart disease and affects the health of others; giving gift to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)
- 13.4. Set personal goals weighing individual strengths and weaknesses. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ short-term goals
 _____ long-term goals
 _____ other: _____
- 13.5. Make a plan to achieve 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)
- 13.6. Commit to do the tasks when carrying out plans related to personal goals (e.g., start the project at decided time, follow plans accordingly, follow plans until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)
- 13.7. 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)
- 13.8. 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)

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8

Subject Area: Academics - General
Course Number: 7855010
Course Title: Academics: 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide a reporting mechanism for schools which offer instruction in programs for students with disabilities. This course may be used instead of the individual subject area courses. Course content is derived from the individual courses listed in Section C. Course Requirements. For example, schools may prefer to enroll students in this course if the program uses a self-contained model with all subjects taught by one teacher, combines students who need instruction in different subject areas, or uses interdisciplinary approaches to integrate subject matter.

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

- language arts
- reading
- mathematics
- science
- health
- social studies
- career education

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. The particular course requirements that the student should master each year must be specified on an individual basis.

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.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and 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 equipment.

C. Course Requirements.

After successfully completing this course, the student will master the requirements as selected from the following courses:

7810010 Language Arts: 6-8

7812010 Mathematics: 6-8

7820010 Science: 6-8

7820020 Health: 6-8

7821010 Social Studies: 6-8

7810020 Reading: 6-8

7821030 Career Education: 6-8