

Florida Department of Education

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

Subject Area:	Supported Levels: 9-12
Course Number:	7961010
Course Title:	Academic Skills for Functional Living
Previous Course Title:	Basic Academic Skills
Credit:	Multiple

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

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

- communication skills
- mathematical skills
- problem solving

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

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

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

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

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

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

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

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

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

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

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

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requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate comprehension of verbal information.

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

Indicate guidance and support necessary for mastery at supported level:

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

Objects, Areas, and Tasks

1.1. Identify objects, areas, and tasks for productive activities in the home (e.g., cleaning the house, cooking a meal, washing clothes, maintaining the yard, fixing a broken shelf).

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

Specify: ___ cleaning—vacuum, glass cleaner, bleach, ammonia, toilet brush
 ___ cooking—kitchen, stove, measuring cups, pots, pans
 ___ laundry—washer, dryer, detergent, bleach, stain remover
 ___ yard work—lawn, rake, lawnmower, shovel, hose
 ___ home repair—garage, workshop, hammer, wrench, drill, plunger
 ___ other: _____

1.2. Identify objects, areas, and tasks for common workplace activities (e.g., answering the phone, copying information, faxing information, taking an order, setting up a work station).

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

Specify: ___ office—fax machine, copy machine, calculator, envelopes, stamps, desk
 ___ food service—trays, drink machine, sugar caddies, refrigerator
 ___ for employees—time card, locker, mailbox, uniform, lounge
 ___ maintenance—broom, wastebasket, cleaning supplies
 ___ other: _____

1.3. Identify objects, areas, and tasks for common school activities (e.g., completing class assignments, recording homework assignments, making reports, taking notes, working in the family and consumer sciences lab, participating in physical education class). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ classroom—desks, chalkboard, reference books, computers
 ___ cafeteria—trays, drink containers, waste baskets
 ___ media center, guidance, office, gymnasium, all-purpose room, bus
 ___ lab or workshop—equipment, tools, scales, sink, supplies
 ___ for students—folder, locker, textbook, workbook
 ___ other: _____

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- 1.4. Identify objects, areas, and tasks for productive activities in the community (e.g., city hall, library, mailbox, shopping mall, menu). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ banking _____ shopping _____ using the post office
 _____ eating out _____ using the library _____ other: _____
- 1.5. Identify objects, areas, and tasks for leisure activities (e.g., equipment, supplies, fields, arenas, parks). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ indoor games _____ crafts/hobbies _____ outdoor activities
 _____ sports _____ entertainment _____ other: _____

Pictures

- 1.6. Identify household objects as described and pictured in reference materials, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ furniture _____ appliances _____ interior design
 _____ supplies _____ entertainment _____ other: _____
- 1.7. Identify objects in the community as described and pictured in reference materials, magazines and newspapers to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ buildings _____ signs _____ landmarks
 _____ other: _____
- 1.8. Identify school-related objects as described and pictured in textbooks, reference materials, magazines, and newspapers used in assignments, homework, or field trips (e.g., pictures of historical events, monuments, maps, plants, animals, equipment). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.9. *Match and discriminate pictures and shapes. (Reading A 2: III)*
- 1.10. *Identify information from a picture. (Reading A 4: IV)*

Frequently Used Words

- 1.11. Identify the meaning of frequently used words to accomplish functional tasks. (e.g., survival words, greetings, names). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ common words
 _____ opposite concepts
 _____ temporal concepts
 _____ categories
 _____ directional concepts
 _____ other: _____
- 1.12. Identify the meaning of compound words and contractions. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.13. Identify the meaning of words with common prefixes, suffixes, and endings to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)

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- 1.14. *Demonstrate an understanding of common words and expressions (e.g., stop, drink your milk, bye bye).* (Language B 6: I, II)
- 1.15. *Comprehend simple opposite concepts (e.g., hot/cold, wet/dry, hard/soft, long/short).* (Language B 8: II, III)
- 1.16. *Demonstrate an understanding of the beginning concepts of time (e.g., today, now, later, yesterday).* (Language B 9: III)
- 1.17. *Demonstrate an understanding of simple category words (e.g., clothing, food, animals).* (Language B 11: IV)
- 1.18. *Demonstrate an understanding of directional concepts (e.g., above/below, backward/forward, top/bottom, in front/in back, left/right, around/through).* (Language B 12: IV)
- 1.19. Identify the meaning of vocabulary when completing academic tasks (e.g., addition, homework, punctuation). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.20. Identify the meaning of vocabulary related to personal care activities (e.g., getting ready for work or school, managing finances, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ personal grooming and hygiene—brush, floss, shower, deodorant
_____ finances—coins, dollars, savings
_____ caring for clothes—wash, dry clean
_____ purchasing items—discount, sale, tax, charge
_____ other: _____
- 1.21. Identify the meaning of vocabulary related to productive activities in the community (e.g., balancing a checkbook, completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ banking—withdrawal, deposit, account number, balance
_____ library—library card, check out, due date, late charge
_____ post office—letter, stamp, express mail, package
_____ businesses—stores, services, clerk, customer, cashier
_____ volunteer service—organization, responsibilities, schedule
_____ other: _____
- 1.22. Identify the meaning of vocabulary related to leisure activities (e.g., playing sports, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ indoor games _____ outdoor activities _____ sports
_____ entertainment _____ hobbies _____ events
_____ other: _____

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Following Directions

- 1.23. Follow directions to complete productive activities in the home (e.g., following a recipe, preparing food, assembling a bicycle, painting a wall, operating a washing machine). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
 _____ presentation mode—oral, pictorial, demonstration
- 1.24. Follow directions to complete productive activities in the community (e.g., getting a book at the library; voting; assisting in a volunteer service organization or activity, such as coastal cleanup; participating in a fund-raiser). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
 _____ presentation mode—oral, pictorial, demonstration
- 1.25. Follow directions when completing school tasks (e.g., class assignment, study guide, project, test). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
 _____ presentation mode—oral, pictorial, demonstration
- 1.26. Follow directions to complete leisure activities (e.g., craft and hobbies—candle making, collages, pottery, photography, sewing; sport activities—basketball, tennis, soccer, water skiing, hiking; games—card, board, video). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
 _____ presentation mode—oral, pictorial, demonstration
- 1.27. *Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)*
- 1.28. *Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)*
- 1.29. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 1.30. *Follow verbal directions with more than two steps. (Language B 14: V)*

Listening

- 1.31. Identify behaviors that indicate one is listening (e.g., makes eye contact, turns body towards speaker, makes appropriate follow-up comments.) (CO.A.1.In.1, CO.A.1.Su.1)
- 1.32. Use strategies to improve listening (e.g., repeat what you hear, say what you hear in your own words). (CO.A.1.In.1, CO.A.1.Su.1)

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2. Demonstrate expressive language skills.

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

Indicate guidance and support necessary for mastery at supported level:

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

Voice and Articulation

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

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

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

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

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

Greetings and Conversation

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

2.6. Use appropriate greetings when meeting other persons (e.g., formal—"Hello..." informal—"Hi!" "How are you?" "Nice to see you."). (CO.A.1.In.1, CO.A.1.Su.1)

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

2.8. Respond to greetings appropriately (e.g., "Hello." "Thank you for inviting me." "It's nice to see you, too." "I'm doing well, and you?"). (CO.A.1.In.1, CO.A.1.Su.1)

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

2.10. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, about personal problems, about school activities; friends—about what is happening in your life, about activities, about schoolwork; familiar persons—about shared interests, about common experiences; unfamiliar persons—weather, sports, jobs or school). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ___ with family ___ with friends
 ___ with familiar persons ___ with unfamiliar persons

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- 2.11. *Use language to initiate conversation. (Language C 30: VI)*
- 2.12. *Use language to participate appropriately in conversation. (Language C 29:V)*
- 2.13. *Use language to relate recent personal experiences. (Language C 26: IV)*

Functional Use of Language

- 2.14. Use appropriate language to express desires effectively in various situations (e.g., “May I have more potatoes?” “I want to finish this job.” “I don’t care for spinach.” “I would rather not go to that movie.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify purpose: _____ requests _____ refusals _____ other: _____
Specify location: _____ home _____ school _____ community _____ workplace
- 2.15. Use appropriate language to express ideas and feelings clearly in various situations (e.g., “I believe this is a valuable thing to do.” “This is what really happened.” “I like you a lot.” “I’m upset with what you did.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify type: _____ opinion _____ fact _____ affection _____ anger
_____ sadness _____ other: _____
Specify location: _____ home _____ school _____ community _____ workplace
- 2.16. Use appropriate language to express need for assistance in various situations (e.g., asks for help, raises hand, calls person’s name, presses a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.17. Use appropriate language to express the need for assistance in emergencies (e.g., alerts others, describes emergency). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.18. *Use language to indicate displeasure or dislike. (Language C 16: I)*
- 2.19. *Express self-identity by telling first name. (Language C 17: II)*
- 2.20. *Use language to give simple commands. (Language C 18: II)*
- 2.21. *Express wants and needs. (Language C 20: II)*
- 2.22. *Express self-identity by telling full name. (Language C 21: III)*
- 2.23. *Use language to indicate danger or give warnings to others. (Language C 22: III)*
- 2.24. Give directions to another person to accomplish a functional task. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ school task—how to look up a word, how to dress for physical education
_____ personal task—how to use the microwave, how to find a location
_____ leisure task—how to pack for vacation, how to take care of a pet
_____ work task—how to clean up at the end of the day

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- 2.25. *State steps to complete a task. (Language C 31: VI)*
- 2.26. Request clarification from teachers, supervisors, family, and peers when needed in various situations (e.g., when you do not understand a class assignment, when you need help on a work project, when you want to know how to do chores). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.27. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 2.28. *Express personal beliefs or opinions. (Language C 28: V)*
- 2.29. Use appropriate vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.2, CL.B.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 2.30. Use appropriate grammar and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.2, CL.B.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 2.31. *Describe pictures or objects. (Language C 24: III)*
- 2.32. *Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)*

3. Demonstrate functional reading skills necessary for daily living tasks of personal life and the workplace.

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

Indicate guidance and support necessary for mastery at supported level:

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

Signs and Symbols

- 3.1. Identify the meaning of symbols and icons on appliances, equipment, or controls (e.g., off, on, temperature control) to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ cooking _____ laundry _____ cleaning
 _____ plumbing _____ yard care _____ heating and cooling
 _____ other: _____

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- 3.2. Identify the meaning of symbols and icons used on signs for buildings and public facilities to accomplish functional tasks (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ exit and entrance signs _____ restroom signs
 _____ elevator signs _____ other: _____
- 3.3. Identify the meaning of words and symbols on signs in stores, restaurants, and other businesses in the community to accomplish functional tasks (e.g., shopping for groceries, eating at restaurants or fast food chains, going to the movies). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ order here _____ cashier
 _____ no food or drink allowed _____ no smoking
 _____ name of business _____ hours of operation
 _____ other: _____
- 3.4. *Recognize information communicated by common symbols and signs. (Reading A 1: III)*
- 3.5. *Identify and demonstrate understanding of community signs and symbols. (Reading B 6: IV, V)*

Letters

- 3.6. Identify letters when completing functional tasks (e.g., locating a name by the first letter, identifying a volume of an encyclopedia, locating a word in the dictionary, locating a book using the Dewey decimal system, throw away the boxes marked with a "P"). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ upper case _____ lower case
 _____ manuscript _____ cursive
- 3.7. *Match and discriminate upper and lower case letters. (Reading A 5: IV)*

Words

- 3.8. Identify personal information in written form to accomplish functional tasks (e.g., completing forms, signing documents). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ name _____ address _____ phone number
 _____ date of birth _____ ethnic group _____ Social Security number
 _____ other: _____
- 3.9. *Identify own first name in manuscript. (Reading A 3: III)*
- 3.10. Identify the meaning of frequently used written words to accomplish functional tasks (e.g., Dolch, survival list). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.11. *Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)*

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- 3.12. *Read number words, zero to ten. (Mathematics B 11: V)*
- 3.13. *Read number words from eleven to one hundred. (Mathematics B 14: VI)*
- 3.14. Identify the meaning of written words related to school activities (e.g., lunch menu, class schedule, after-school activities, clinic hours). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.15. Identify the meaning of written directions used in the school environment. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ class assignments _____ tests _____ homework assignments
_____ other: _____
- 3.16. Identify the meaning of written words when completing academic tasks (e.g., add, subtract, homework, task). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.17. Identify the meaning of written words related to personal care activities (e.g., getting ready for work or school, managing own finances, maintaining cleanliness of home or clothing, purchasing items—food, clothes). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ personal grooming and hygiene—products, equipment
_____ caring for clothes—labels, products
_____ purchasing items—costs, signs
_____ other: _____
- 3.18. Identify the meaning of written words related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books from the library, using the post office). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ library—library card, signs, sections, activities
_____ post office—addresses, postage fees
_____ businesses—signs, services, hours of operation
_____ volunteering—name of organization, activities, locations
_____ other: _____
- 3.19. Identify the meaning of written words related to leisure activities (e.g., reading directions for a game, selecting a movie from the newspaper listings, playing a board game, reading an article in a sports magazine). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ indoor games _____ outdoor activities _____ sports
_____ entertainment _____ hobbies _____ games
_____ other: _____

Phrases, Sentences, and Text

- 3.20. Restate the meaning of a written word, phrase, or sentence to clarify meaning to accomplish functional tasks (e.g., repeating directions, asking for clarification, requesting additional information). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ information _____ questions
_____ directions _____ commands
_____ requests _____ other: _____

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- 3.21. Use cues to locate specific information in a book, magazine, or picture to accomplish functional tasks (e.g., school tasks—find picture in a book; personal care—find recipe for dessert; leisure—find information on a specific location, person, or event). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ highlighted words _____ numbers _____ dates
 _____ charts _____ pictures _____ maps
 _____ answers to questions _____ other: _____
- 3.22. Obtain needed written information from an appropriate source to accomplish functional tasks (e.g., getting information about a community activity, finding a phone number). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ newspaper _____ magazine _____ reference book
 _____ brochure _____ directory _____ manual
 _____ instruction _____ guide _____ Internet resources
 _____ other: _____
- 3.23. Identify events using a schedule (e.g., television, movies, religious services, performances). (CL.B.1.In.2, CL.B.1.Su.2)

Following Written Directions

- 3.24. Follow written directions to complete productive activities in the home and community (e.g., following a recipe, preparing food, assembling a bicycle, painting a wall, operating a washing machine). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
- 3.25. Follow written directions to complete school tasks (e.g., class assignment, study guide, report, laboratory activity, test). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
- 3.26. Follow written directions in booklets, magazines, pamphlets, computer software to complete leisure activities (e.g., candle making, collages, pottery, photography, sewing). (CL.B.1.In.2, CL.B.1.Su.2)
- 3.27. Follow written directions and information given on vending machines to obtain desired item (e.g., how to select products, cost of products, how to deposit bills or coins, where change return is located). (CL.B.1.In.2, CL.B.1.Su.2)
- 3.28. *Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)*
- 3.29. *Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)*
- 3.30. *Follow written directions with one-step. (Reading C 11: V)*
- 3.31. *Follow written directions with two-steps. (Reading C 13: VI)*

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4. Demonstrate functional writing skills necessary for daily living tasks of personal life and the workplace.

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

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

Indicate guidance and support necessary for mastery at supported level:

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

General Writing Skills

4.1. Use appropriate modes in writing for personal needs to complete functional tasks (e.g., writing a letter, leaving a message, writing in a journal, writing a to-do list, completing homework). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: ___ handwriting ___ typewriter or word processor
 ___ other: _____

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

4.3. *Reproduce numerals from 0 to 10. (Mathematics B 10: IV)*

4.4. *Write money values not to exceed \$10. (Mathematics E 38: V)*

4.5. Use legible handwriting to complete functional tasks (e.g., writing messages or notes, completing forms, signing documents, writing checks). (CL.B.2.In.1, CL.B.2.Su.1)

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

4.6. Produce written communications accurately (e.g., brief message, list of information for a form). (CL.B.2.In.1, CL.B.2.Su.1)

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

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

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

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Personal Information

- 4.9. Reproduce required personal information from an identification card to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.Su.1)
Specify: _____ name _____ address _____ phone number
 _____ date of birth _____ ethnic group _____ other: _____
- 4.10. *Reproduce own first and last name. (Writing A 1: IV)*
- 4.11. *Capitalize the first letter of own first and last name. (Writing C 6: IV)*
- 4.12. Write required personal information to accomplish functional tasks (e.g., signing documents, addressing a letter, giving information to others). (CL.B.2.In.1)
Specify: _____ name _____ address _____ phone number
 _____ date of birth _____ ethnic group _____ other: _____
- 4.13. *Write from memory or identification card own name, address, telephone number, age, and date of birth. (Writing A 3: V)*

Forms

- 4.14. Determine information needed in order to have the proper documents ready to complete specified forms (e.g., Social Security card, State of Florida identification card). (CL.B.2.In.1, CL.B.2.Su.1)
- 4.15. Transfer information accurately from sources such as a personal identification card or Social Security card onto appropriate section of forms (e.g., disability, benefits, insurance information). (CL.B.2.In.2, CL.B.2.Su.2)
- 4.16. Write needed information accurately on forms to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ application forms
 _____ order blanks
 _____ personal history
 _____ other: _____
- 4.17. *Complete forms which require personal data (e.g., W-4, medical history, insurance). (Writing D 13 VII)*
- 4.18. *Complete simple order blanks. (Writing D 14: VII)*

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5. Demonstrate functional number concepts and computation skills necessary for daily living tasks of personal life and the workplace.

CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt

___ verbal prompt

___ visual prompt

___ assistive technology

___ supervision

___ other: _____

General Skills

5.1. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)

5.2. *Distinguish between all, some, and none. (Mathematics A 1: III)*

5.3. *Demonstrate the use of one-to-one correspondence. (Mathematics B 7: III)*

5.4. Identify two-dimensional shapes to accomplish functional tasks (e.g., drawing a circle, identifying a yield sign, buying a mat for a picture frame, finding a tablecloth for a table). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: ___ square ___ rectangle ___ triangle ___ circle

5.5. Identify three-dimensional shapes to accomplish functional tasks (e.g., stacking milk crates for storage, packaging a poster in a tube for shipping, making a cone for frosting). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: ___ cube ___ sphere ___ cylinder ___ cone

Whole Numbers

5.6. Identify whole numbers to accomplish functional tasks (e.g., finding pages in a book, finding a street address, reading speed limit signs, reading temperature gauges, identifying the cost of a car, identifying bus numbers, giving account numbers). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: ___ to 10 ___ to 100 ___ to 1000
___ to 10,000 ___ to 100,000

5.7. *Match numerals to corresponding sets of objects, 0 to 10. (Mathematics B 9: IV)*

5.8. *Identify numerals which correspond to sets of objects 11 to 100. (Mathematics B 12: V)*

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- 5.9. Count objects to accomplish functional tasks (e.g., home—counting silverware for setting the table, getting out towels for guests; leisure—counting the number of seconds to go in a basketball game; workplace—counting screws to assemble an object, checking how many rooms to clean). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: to 10 to 100 to 1000
- 5.10. *Count from 1 to 5. (Mathematics B 8: III)*
- 5.11. Use skip counting to accomplish functional tasks (e.g., counting large numbers of objects, counting money, counting items for an inventory, counting off individuals to form teams, searching for a street number—all buildings on one side of the street have odd numbers). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: by 2's by 5's by 10's by 100's
- 5.12. *Count by 2's, 5's, and 10's to 100. (Mathematics B 13: V)*
- 5.13. Identify the whole number that comes before, after, or between a given number(s) to accomplish functional tasks (e.g., locating the date after a holiday on a calendar, filing charts according to numerical order). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: to 10 to 100 to 1000 to 10,000
- 5.14. Compare numbers to accomplish functional tasks (e.g., placing numbered pages in the correct order, comparing prices, comparing ages, comparing scores in a game to determine the winning team). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: to 10 to 100 to 1000 to 10,000
- 5.15. *Identify one and one more. (Mathematics A 2: III)*
- 5.16. Identify objects in a series by ordinal position to accomplish tasks (e.g., identifying the third game in a playoff, identifying the last pay period of the year). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: first, middle, last to 5th to 10th
 to 100th other: _____
- 5.17. *Identify the first and last member in a group of objects. (Mathematics A 3: III)*
- 5.18. *Demonstrate understanding of the concept of middle. (Mathematics A 4: IV)*
- 5.19. Identify the meaning of fractional parts of an object, area, or set of items to accomplish functional tasks (e.g., measuring 1/3 cup of milk, sawing a piece of wood in half). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: halves thirds fourths
 other: _____
- 5.20. *Identify halves and fourths of an area. (Mathematics J 74: V)*

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Addition

- 5.21. Identify situations in daily living when addition is used (e.g., totaling distances traveled over several days, determining the number of members on both teams, determining how much inventory was sold). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.22. Add numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ single digit _____ multiple digits
Specify method: _____ use a table or chart _____ use counters or tallies
 _____ use a calculator _____ other: _____
- 5.23. *Add two sets of objects, sums through 12. (Mathematics C 15: IV)*
- 5.24. *Add a 2-digit number to a 2-digit number without regrouping, sums through 99. (Mathematics C 16: V)*
- 5.25. *Add two numbers each having no more than two decimal places. (Mathematics J 77: VII)*
- 5.26. *Add a 1 or 2-digit number to a 2-digit number with no more than one regrouping. (Mathematics C 19: VI)*
- 5.27. *Add one 2 or 3-digit number to a 3-digit number with regrouping. (Mathematics C 21: VII)*

Subtraction

- 5.28. Identify situations in daily living when subtraction is used (e.g., determining how many newspapers are left to be delivered, comparing the difference in sizes of classes, determining how many hours are left to work, determining how many miles are left to be driven). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.29. Subtract numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ single digit _____ multiple digits
Specify method: _____ use a table or chart _____ use counters or tallies
 _____ use a calculator _____ other: _____
- 5.30. *Subtract one set of objects from another set no larger than 12. (Mathematics D 23: IV)*
- 5.31. *Subtract a 2-digit number from a 2-digit number without regrouping. (Mathematics D 24: V)*
- 5.32. *Subtract a 3-digit number from a 3-digit number with regrouping. (Mathematics D 29: VII)*
- 5.33. *Subtract a 2 or 3-digit number from a 3-digit number with no more than one regrouping. (Mathematics D 27: VI)*

Multiplication

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5.34. Identify situations in daily living when multiplication is used (e.g., determining the total cost of tickets for a group, how many people eight buses can hold). (CL.B.3.In.1, CL.B.3.Su.1)

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

Specify: _____ single digit _____ multiple digits
Specify method: _____ use a table or chart _____ use counters or tallies
 _____ use a calculator _____ other: _____

5.36. *Identify products of multiplication facts through 81. (Mathematics H 67: VI)*

5.37. *Multiply a 2-digit number by a 1-digit number. (Mathematics H 68: VI)*

Division

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

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

Specify: _____ single digit _____ multiple digits
Specify method: _____ use a table or chart _____ use counters or tallies
 _____ use a calculator _____ other: _____

5.40. *Identify basic division facts products through 81. (Mathematics I 71: VI)*

Problem Solving

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

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

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

Specify: _____ single digit _____ multiple digits
Specify method: _____ use a table or chart _____ use counters or tallies
 _____ use a calculator _____ other: _____

5.43. *Apply addition skills involving two 1-digit numbers to solve one-step addition problems. (Mathematics C 17: III)*

5.44. *Apply addition skills involving two 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics C 20: VI)*

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

(CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ single digit _____ multiple digits
Specify method: _____ use a table or chart _____ use counters or tallies
 _____ use a calculator _____ other: _____

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

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

5.48. Solve problems involving multiplication or division of whole numbers to accomplish tasks (e.g., determining how many tickets are needed for a family of four to attend eight games, determining how many people can travel on 20 buses, determining the cost per ounce of a box of cereal). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ single digit _____ multiple digits
Specify method: _____ use a table or chart _____ use counters or tallies
 _____ use a calculator _____ other: _____

5.49. *Use a calculator to perform complex addition computations. (Mathematics C 18: VI)*

5.50. *Use a calculator to perform complex subtraction computations. (Mathematics C 26: VI)*

5.51. *Apply multiplication skills to solve one-step applied problems. (Mathematics H 70: VII)*

5.52. *Use division to solve one-step applied problems. (Mathematics I 72: VII)*

6. Use basic measurement concepts involving length, weight, and volume to solve problems related to daily living and the workplace.

CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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Linear Measurement

- 6.1. Identify the meaning of units of linear measurement to accomplish functional tasks (e.g., measuring a person's height, calculating the length of a room, determining distance on a trip). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ inches _____ feet _____ yards
 _____ miles _____ other: _____
- 6.2. Measure the length, width, or height of an object or area accurately, using appropriate tools or equipment to accomplish functional tasks (e.g., using a ruler to measure a short line, using a tape measure to measure a room). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ruler _____ tape measure
 _____ yard stick _____ other: _____
- 6.3. *Determine which of three or more objects is smallest, largest, shortest, tallest. (Mathematics A 5: IV)*
- 6.4. *Identify ruler, yardstick, and tape measure. (Mathematics F 47: IV)*
- 6.5. *Measure an object to the nearest inch. (Mathematics F 50: V)*
- 6.6. *Identify the length, width, or height of an object. (Mathematics F 54: VII)*
- 6.7. Identify equivalents for commonly used linear measurements to accomplish functional tasks (e.g., determining how many feet on a football field, determining if a 4-foot board will make a 52-inch shelf). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ 12 inches = 1 foot _____ 3 feet = 1 yard
 _____ 36 inches = 1 yard _____ other: _____

Weight

- 6.8. Identify the meaning of units of weight to accomplish functional tasks (e.g., weighing an infant, ordering gravel for a driveway, buying produce). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ounce _____ pound _____ ton _____ other: _____
- 6.9. Measure weight accurately using the appropriate tool to accomplish functional tasks (e.g., weighing yourself, weighing tomatoes at the grocery store, determining how much postage to put on a large envelope). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ bathroom scales _____ postal scales _____ produce scales
 _____ other: _____
- 6.10. *Determine weight by measuring to the nearest pound. (Mathematics F 52: VI)*
- 6.11. Identify equivalents for units of weight to accomplish functional tasks (e.g., determining cost of mailing a box, determining if truck is strong enough to carry load of gravel). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ 16 ounces = 1 pound _____ 2000 pounds = 1 ton
 _____ other: _____

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Volume/Capacity

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

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

6.13. Measure volume or capacity accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., measuring a cup of bleach for the laundry, pouring gas into a tank for a lawnmower, measuring quarts of water for tea, measuring a teaspoon of medicine). (CL.B.3.In.2, CL.B.3.Su.2)

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

6.14. *Demonstrate an understanding of capacity concepts (e.g., least, most, empty, full).*
(*Mathematics A 6: IV*)

6.15. *Identify a cup, quart, and gallon as tools to measure capacity.* (*Mathematics F 49: V*)

6.16. Identify volume or capacity measurement equivalents to accomplish functional tasks (e.g., determining how many cups of water are needed for two quarts of lemonade, determining how many pint jars are needed to store a gallon of honey). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ 3 teaspoons = 1 tablespoon _____ 4 cups = 1 quart
 _____ 4 quarts = 1 gallon _____ other: _____

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

7. Use basic measurement concepts involving time, temperature, and money to solve problems related to daily living and the workplace (e.g., schedules, consumer activity).

CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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Time

- 7.1. Identify the meaning of commonly used concepts and measurement units of time to accomplish functional tasks (e.g., making plans for the future, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ seconds, minutes, hours _____ days, weeks, months, years
 _____ seasons of the year _____ now, later, future, past
 _____ other: _____
- 7.2. *Associate activities with morning, afternoon, and night (i.e., eating breakfast, going to bed).* (Mathematics G 56: III)
- 7.3. *Identify the days of the week.* (Mathematics G 58: IV)
- 7.4. *Tell which day of the week comes before and after a given day.* (Mathematics G 60: V)
- 7.5. *Indicate the date by month, day, and year in numerical form (e.g., 5/13/88).*
(Mathematics G 64: VI)
- 7.6. Identify equivalent units of time to accomplish functional tasks (e.g., determining how much time to allow for an activity, recording time worked on a time sheet). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ 60 seconds = 1 minutes _____ 60 minutes = 1 hour
 _____ 24 hours = 1 day _____ 7 days = 1 week
 _____ other: _____
- 7.7. *Identify time equivalencies (e.g., 12 months = 1 year, 60 minutes = 1 hour, 24 hours = 1 day, 30 minutes = 1 half hour, and 1 week = 7 days).*
(Mathematics G 63: VI)
- 7.8. Identify time on a clock to accomplish functional tasks (e.g., timing a runner, setting the alarm, counting time to reach a destination). (CL.B.3.In.1, CL.B.3.Su.1)
Specify type of clock: _____ analog _____ digital
Specify interval: _____ hour/half hour _____ minutes
- 7.9. *Tell time to the hour.* (Mathematics G 57: IV)
- 7.10. *Tell time to the hour and half hour.* (Mathematics G 59: V)
- 7.11. *Indicate time in hours and minutes using proper notation (e.g., 1:28).*
(Mathematics G 65: VI)
- 7.12. Identify the date on a calendar to accomplish functional tasks (e.g., planning a party, scheduling an appointment). (CL.B.3.In.1, CL.B.3.Su.1)
- 7.13. *Given a date, identify the day of the week on a calendar.* (Mathematics G 61: V)
- 7.14. *Distinguish between a.m. and p.m. to describe time of day.* (Mathematics G 62: VI)

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Temperature

- 7.15. Identify temperatures to accomplish functional tasks (e.g., reading a thermometer to record a high fever, determining if the freezer is cold enough to make ice, setting a thermostat in a room). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ freezing point of water _____ normal body temperature
 _____ comfortable room temperature _____ other: _____
- 7.16. *Identify tools to measure temperature (e.g., thermometer, thermostat).* (Mathematics F 48: IV)
- 7.17. Measure temperature accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., using a meat thermometer to determine if a roast is fully cooked, reading the thermostat to find the temperature in a room). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ thermometer—weather, oral, cooking
 _____ thermostat—furnace, car, tool motor
 _____ other: _____
- 7.18. *Determine the temperature using a Fahrenheit thermometer.* (Mathematics F 53: VI)

Money

- 7.19. Identify the names and values of coins and bills to accomplish functional tasks (e.g., counting money, paying for an item, putting correct change into a vending machine, paying cab fare). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$10.00
 _____ to \$20.00 _____ to \$100.00 _____ other: _____
- 7.20. *Identify coins as money.* (Mathematics E 31: III)
- 7.21. *Identify the coins: penny, nickel, dime, and quarter.* (Mathematics E 32: IV)
- 7.22. *Identify the cent (¢) sign and the dollar (\$) sign.* (Mathematics E 33: IV)
- 7.23. *Identify the cent value of a penny, a nickel, a dime, a quarter, and the dollar value of bills through \$10.* (Mathematics E 35: V)
- 7.24. *Identify money values not to exceed \$100.00 (e.g., \$62.43).* (Mathematics E 42: VI)
- 7.25. Count coins and bills to accomplish functional tasks (e.g., making penny rolls to take to a bank, using quarters to pay for a \$2.00 item, paying the bill at a restaurant). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$10.00
 _____ to \$20.00 _____ to \$100.00 _____ other: _____
- 7.26. Identify common coin combinations to accomplish functional tasks (e.g., paying a toll on a highway, paying bus fare, using pay phones, buying a newspaper from a stand, purchasing gum from a machine, placing money in a parking meter). (CL.B.3.In.1, CL.B.3.Su.1)

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- 7.27. Determine equivalent amounts of money using coins and paper currency to accomplish functional tasks (e.g., giving change for a dollar, collecting money from a customer). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$10.00
 _____ to \$20.00 _____ to \$100.00 _____ other: _____
- 7.28. *Determine equivalent amounts using pennies, nickels, dimes, and quarters (not to exceed \$1). (Mathematics E 37: V)*
- 7.29. *Determine equivalent amounts not to exceed \$10 using coins and paper currency. (Mathematics E 41: VI)*
- 7.30. *Identify which costs more through \$5, given the cost of two items. (Mathematics E 36: V)*
- 7.31. *Determine the change to be received from a \$5 bill after a purchase (with a calculator, if needed). (Mathematics E 40: VI)*
- 7.32. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*

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

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

Indicate guidance and support necessary for mastery at supported level:

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

- 8.1. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, choose a technique, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 8.2. Identify various ways to respond to and solve problems (e.g., late for class frequently—wake up earlier, leave house earlier, walk faster; car breaks down—take the bus, walk, take car to mechanic). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.3. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)
- 8.4. Identify that a problem exists in school, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.5. Identify alternative courses of action for solving a particular problem at school (e.g., missed the bus—catch next bus, get a ride, ride bike). (CL.B.4.In.1, CL.B.4.Su.1)

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- 8.6. Complete tasks needed to solve problems at school (e.g., limited time to do homework assignments—talk to teacher about extended time on some assignments). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.7. Seek assistance when needed to solve problems at school (e.g., emotional problems—seek help from school counselor, teacher, psychologist; problems with a subject area at school—seek help from tutor, teacher, family member). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.8. Identify that a problem exists in personal life, a discrepancy between what is and what should or could be (e.g., gaining weight, not completing chores, not being allowed to see friends). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.9. Identify alternative courses of action for solving a particular problem in personal life (e.g., gained 10 pounds—start exercise program, talk to a physician, eat healthier foods). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.10. Complete identified tasks to solve problems in personal life (e.g., flat tire—identify jack, lug wrench, and spare tire; jack car up; loosen and take off lug nuts; remove flat; put on spare; put lug nuts back on; jack car down; put parts in trunk). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.11. Seek assistance when needed to solve problems in personal life (e.g., consult with family member, talk with a teacher or counselor, ask a relative). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.12. Determine impact of decisions and activities related to solving the problem (e.g., determine if the solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

Florida Department of Education

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

Subject Area:	Supported Levels: 9-12
Course Number:	7961050
Course Title:	Community and Social Skills for Functional Living
Previous Course Title:	Basic Community and Social Living
Credit:	Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in skills for community participation and social interaction to enable students with disabilities to function at their highest levels and participate effectively at home, in the community, and in the workplace.

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

- social skills
- social and behavioral expectations
- interpersonal relationships
- use of community resources
- safety
- travel and mobility

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

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

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

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

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

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

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

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

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

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

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

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

After successfully completing this course, the student will:

1. Interact with others appropriately in familiar group situations.

SE.A.1.Su.1 cooperate in group situations—with guidance and support.

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

Indicate guidance and support necessary for mastery at supported level:

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

Practicing Citizenship

1.1. Identify productive activities in the community involved in citizenship (e.g., recognizing types of opportunities and responsibilities, organizations, locations, events, activities, tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ becoming familiar with community leaders and organizations
 ___ participating in local service organizations
 ___ participating in service activities of religious organizations
 ___ other: _____

1.2. Identify when specific activities in the community are needed for citizenship (e.g., keeping up with issues, volunteering on holidays or in times of disaster). (IF.A.1.In.1, IF.A.1.Su.1)

1.3. Use specific knowledge and skills when completing activities in the community involving citizenship (e.g., participating in community events, working with others on a service project, obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ becoming familiar with community leaders and organizations
 ___ participating in local service organizations
 ___ participating in service activities of religious organizations
 ___ other: _____

1.4. *Identify rules of citizenship within the community. (Social and Personal H 64: V)*

1.5. *Identify reasons for voting. (Social and Personal H 65: VI)*

1.6. *Demonstrate procedures for voting. (Social and Personal H 66: VI)*

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- 1.7. Use strategies related to citizenship to plan activities in the community effectively and efficiently and on a regular basis (e.g., checking the newspaper or community bulletin board on local news for opportunities to volunteer). (IF.A.1.In.1, IF.A.1.Su.1)

Working in Groups

- 1.8. Demonstrate behaviors that contribute positively to group effort (e.g., being prompt, staying on task, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.9. Identify appropriate actions to use when joining a group (e.g., asking permission, waiting for a convenient time, not interrupting, showing appreciation). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.10. Identify responsibilities individuals have to their family and friends (e.g., keeping a trusting relationship, being dependable, not talking behind one another’s back, helping through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.11. Demonstrate behaviors that meet social expectations when working in a group (e.g., raising hand to speak, following the order of a lineup, practicing fairness, understanding the rules, abiding by the rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 1.12. *Cooperate with peers. (Social and Personal G 51: III)*
- 1.13. *Show respect for property of others. (Social and Personal G 52: III)*

2. Use appropriate behaviors when participating in organizations (e.g., workplace, clubs, churches, public or private organizations).

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

Indicate guidance and support necessary for mastery at supported level:

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

Participating in Organizations

- 2.1. Identify organizations in which individuals may participate (e.g., schools, clubs, religious groups, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)
- 2.2. Identify common characteristics of formal organizations (e.g., structures, governed by rules, behavior codes). (SE.A.1.In.3, SE.A.1.Su.2)

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- 2.3. Identify behaviors of individuals that may conflict with expectations of organizations (e.g., not complying with rules or unwritten expectations, trying to do things your own way). (SE.A.1.In.3, SE.A.1.Su.2)
- 2.4. Follow steps to join an organized club or activity of choice (e.g., determining interests, conducting research, obtaining information, visiting club meetings, meeting club members, talking to members, joining club). (SE.A.1.In.3, SE.A.1.Su.2)
- 2.5. Respond appropriately to requests to comply with rules and expectations of the club or organization (e.g., paying dues, attending meetings, voting for officers, getting along with other members, participating in activities). (SE.A.1.In.3, SE.A.1.Su.2)

3. Respond effectively to unexpected events and potentially harmful situations in community and social activities.

IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

- 3.1. Identify examples of self-controlling behaviors in responses to unexpected events or potentially harmful situations (e.g., staying where you are if in a safe place, seeking advice or assistance, helping keep others calm). (IF.B.2.In.1, IF.B.2.Su.1)
- 3.2. Behave in ways that represent self-control in response to unexpected events and potentially harmful situations. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: ___ home—personal care activities, chores, leisure activities
 ___ school—in class, between classes, extracurricular activities
 ___ community—events, organizations, services,
 ___ community—leisure activities, stores, restaurants, traveling
- 3.3. Identify unsafe factors or potentially dangerous situations in a home (e.g., overloaded electrical outlets, firearms in the home, faulty wiring, dangerous chemicals stored in an open place, an intruder at the door). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.4. Identify daily procedures to protect the home from intruders (e.g., keeping doors and windows locked, keeping garage door shut, keeping curtains closed). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.5. Identify when phone calls need to be terminated (e.g., when obscene, when threatening, when caller is soliciting). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.6. Identify unsafe factors or potentially dangerous situations in a school (e.g., overcrowded halls, slippery floors, broken desks, wet stairwells, students fighting, students running in the halls). (IF.B.2.In.3, IF.B.2.Su.3)

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- 3.7. Identify unsafe factors or potentially dangerous situations in a community (e.g., heavy traffic, unlit streets, accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in alleys or unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.8. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 3.9. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.10. Identify ways to avoid confrontation with violent or aggressive individuals (e.g., walking away, not provoking, not becoming violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.11. Behave in ways that avoid confrontation with violent or aggressive individuals (e.g., walking away, not provoking, not becoming violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 3.12. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., report if touching makes you uncomfortable, if someone forces you to do something you don't want to do, if someone tells you their actions are acceptable when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)

4. Demonstrate interpersonal communication skills necessary for community and social activities.

- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

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

Using Interpersonal Communication Skills

- 4.1. Identify steps for introducing self to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.2. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)

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- 4.3. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another; verbal comments—commenting on their appearance, telling someone he or she did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.4. Identify communications and behaviors that compliment others (e.g., saying “Good job.” “Well done.” “I am impressed with your work.” “I admire your ability.”; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.5. Recognize and display sensitivity to others' feelings (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.6. *Identify personal feelings. (Social Personal G 54: IV)*
- 4.7. Use actions of others as social cues for appropriate behavior (e.g., waiting to start eating until all have been seated, letting others go first when waiting in line, not sitting down until all have been served, cheering at a baseball game). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.8. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.9. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she does not want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)
- 4.10. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social Personal G 56: V)*
- 4.11. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*

Responding to Humor

- 4.12. Identify examples of behaviors that are appropriate responses to humor (e.g., laugh, smile, put hands over mouth). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.13. Use appropriate responses to humor in various situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home—meals, leisure activities, chores
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organization activities, services
 _____ community—leisure activities, shopping, eating out, traveling
 _____ workplace
- 4.14. Identify examples of appropriate responses to teasing (e.g., do not get upset, walk away, do not make counter accusations). (IF.B.2.In.1, IF.B.2.Su.1)

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Responding to Criticism

- 4.15. Identify examples of behaviors that are appropriate responses to criticism (e.g., acknowledge own mistakes, accept mistakes, seek advice or assistance, improve or change own behavior or performance, ask for clarification). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.16. Respond appropriately to criticism in various situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home—meals, leisure activities, chores
_____ school—in class, between classes, extracurricular activities
_____ community—events, organization activities, services
_____ community—leisure activities, shopping, eating out, traveling
_____ workplace
- 4.17. *Identify appropriate responses to praise and constructive criticism.*
(*Social Personal G 57: V*)

5. Demonstrate awareness of responsible behavior and appropriate attire relating to community and social activities.

- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Participating in Community Gatherings

- 5.1. Identify activities involved with informal gatherings of community members and neighbors (e.g., neighborhood picnics, recreational sports team events, chili cook-offs, walk-a-thons, parades). (IF.A.1.In.1, IF.A.1.Su.1)
- 5.2. Identify when specific activities involve informal gatherings of community members and neighbors (e.g., when neighbors are ill, when participating in a team activity, when playing on a city sports team). (IF.A.1.In.1, IF.A.1.Su.1)
- 5.3. Use specific knowledge and skills when completing activities involving community members and neighbors (e.g., working with others, showing concern for others, selecting the food for a picnic, inviting others to attend, preparing food). (IF.A.1.In.1, IF.A.1.Su.1)
- 5.4. Use strategies to plan activities involving informal gatherings of community members and neighbors effectively and efficiently and on a regular basis (e.g., look at past group activities to see if they are things you like to do, ask neighbors about the gatherings, ask a trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

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Following Safety Procedures

- 5.5. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway or bathroom, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber’s commands). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.6. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 5.7. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.8. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 5.9. Identify potential hazards of open fires, matches, electrical appliances, and overloaded outlets (e.g., clothes may catch fire, surrounding materials may catch fire, open fire may get out of control, sparks can cause fire accidentally). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.10. Identify safety procedures for fire drills and emergencies (e.g., remain calm, determine quickest exit route, walk, do not crowd doorways, look for smoke under doors, do not touch door knob, walk far away from building, do not use elevator). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.11. Behave in ways that comply with fire drills and emergency procedures (e.g., follow instructions, do not run, do not panic, go to a safe place, do not crowd doorways). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.12. Identify the hazards associated with adverse weather conditions (e.g., rain storms—thunder, lightning, strong winds, poor visibility; tornadoes and hurricanes—strong winds, windows blowing out). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.13. Identify safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go into basement, go to inner hallway or bathroom). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.14. Behave in ways that comply with safety procedures used during adverse weather conditions (e.g., rain storms—stay indoors, stay off telephone, do not stand near trees, stay away from windows; tornadoes and hurricanes—stay away from windows, go into basement, go to inner hallway or bathroom). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.15. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

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6. Demonstrate awareness of community resources relevant to personal needs (e.g., health care, personal services, stores, banks, entertainment, churches).

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

Indicate guidance and support necessary for mastery at supported level:

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

Using Community Resources for Personal Needs

6.1. Use basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ hair care ___ laundromat ___ dry cleaner
 ___ other: _____

6.2. *Identify services provided by local community agencies. (Social and Personal E 43: V)*

6.3. Use basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ library ___ parks and recreation facilities ___ public safety
 ___ other: _____

6.4. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ department stores ___ convenience stores ___ drug stores
 ___ grocery stores ___ hardware stores ___ specialty stores
 ___ flea markets ___ second hand stores ___ garage sales
 ___ other: _____

6.5. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ restaurants ___ cafeterias ___ fast food chains
 ___ refreshment stands ___ vending machines
 ___ other: _____

6.6. *Use coin-operated machines. (Social and Personal H 63: V)*

6.7. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)

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Specify: _____ movies _____ arenas _____ skating rinks
 _____ video arcades _____ museums—science, art, historical
 _____ other: _____

6.8. Use basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ banks _____ credit unions _____ savings and loans
 _____ other: _____

6.9. Use basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, making an appointment, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: _____ clinics _____ hospitals
 _____ doctors' offices _____ health department
 _____ mental health and guidance clinics
 _____ other: _____

7. Demonstrate skills for completing transactions in the community (e.g., using telephone, requesting assistance, attending events).

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

Indicate guidance and support necessary for mastery at supported level:

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

Mail and Telephone Services

7.1. Identify community service agencies, businesses, or other resources that assist individuals with mail, telephone, and e-mail to accomplish functional tasks.

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

Specify: _____ mail—US Post Office
 _____ telephone—local provider, long distance carrier, cellular phone company, e-mail provider
 _____ other: _____

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7.2. Use basic knowledge and skills when using mail services to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify: _____ writing a card or letter and addressing an envelope
_____ determining and obtaining correct postage
_____ locating and using mail boxes and pickup and delivery services
_____ registering a change of address
_____ other: _____

7.3. Demonstrate the specific knowledge and skills required to use a telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify: _____ knowing function and use of telephone parts
_____ knowing function of various signals and tones
_____ dialing local numbers correctly
_____ getting assistance with telephone services
_____ using emergency numbers such as 911
_____ using basic information numbers such as 411
_____ using pay telephones
_____ other: _____

7.4. Demonstrate specific knowledge and skills required to communicate by telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify: _____ what to say when answering the phone, "Hello. Is ... there?"
_____ what to say when making a call, "Hello. This is..."
_____ what to say when ending a call, "Bye. Talk to you later."
_____ how to leave a message
_____ how to take a message
_____ how to carry on a conversation on the phone
_____ other: _____

7.5. *Identify and use emergency number (0 – 911) on a telephone in an appropriate manner. (Social and Personal H 61: IV)*

7.6. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*

Seeking Assistance

7.7. Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

7.8. Ask for assistance in various situations and emergencies (e.g., dialing 911, calling fire or police department directly, seeking assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

7.9. *Seek help and accept assistance. (Social and Personal C 21: III)*

7.10. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*

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7.11. Identify steps to take in reporting a fire or other emergency (e.g., remaining calm, dialing 911, identifying name, identifying location, following directions of operator). (IF.B.2.In.3, IF.B.2.Su.3)

8. Demonstrate consumer skills relevant to using community resources (e.g., making payments, determining costs).

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

Indicate guidance and support necessary for mastery at supported level:

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

Managing Money and Personal Finances

8.1. Identify productive activities involved in managing money and personal finances (e.g., recognizing types of money, bills, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ preparing a budget
 ___ managing and protecting personal cash
 ___ using comparative shopping to make wise purchases
 ___ other: _____

8.2. Identify when specific activities are needed for managing money and personal finances (e.g., making purchases, comparing items for the best buy, preparing budgets for trips and leisure activities, saving money for emergencies, determining sales tax on a purchase). (IF.A.1.In.1, IF.A.1.Su.1)

8.3. Use specific knowledge and skills when completing activities involving managing money and personal finances (e.g., donating money to charities, filing taxes, counting money or check amount to deposit, opening a savings/checking account, reviewing and paying monthly bills and statements, paying bills by the due date, using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ preparing a budget
 ___ managing and protecting personal cash
 ___ using comparative shopping to make wise purchases
 ___ other: _____

8.4. Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)

8.5. Identify the purposes of a checking and savings account. (Mathematics E 39: V)

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- 8.6. Use strategies related to managing money and personal finances to complete activities effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt; use direct deposit for payroll and/or benefits checks; mark dates of recurring bills on calendar; pay bills at regularly scheduled times—1st and 15th of month). (IF.A.1.In.1, IF.A.1.Su.1)

9. Travel safely within and beyond the community.

IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

General Travel Information

- 9.1. Identify various means of transportation for people with disabilities (e.g., walking, obtaining special transit services, requesting special assistance on trains, airlines, taxis). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.2. Identify the dangers, responsibilities, and behavior appropriate to independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keeping hands to self, not talking loudly, being polite, asking driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.3. Identify and find specific locations in stores when completing functional tasks (e.g., grocery store—produce, deli, bakery, frozen foods, canned foods, paper products, cashier, restrooms; department store—dressing rooms, men’s clothing, women’s clothing, shoes, linens, cashier, restroom; video store—new releases, science fiction, horror films, comedy films, snacks, cashier). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.4. Identify and find specific locations in restaurants when completing functional tasks (e.g., non-smoking and smoking sections, hostess stand, cashier, restrooms, customer dining area, telephones). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.5. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.6. Locate a specific room, apartment, or office within a building in the community (e.g., use directional signs, numbers, or letters on doors; use directories). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.7. Enter and exit buildings through appropriate doorways (e.g., attend to “In,” “Out,” “Enter,” and “Exit” designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)

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Traveling within the Community

- 9.8. Move about in the immediate neighborhood from one location to another (e.g., walking, biking, taking a car). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.9. Use available modes of transportation to reach distant locations in the community (e.g., bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.10. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.11. Practice safety procedures when riding in a car (e.g., wear a seat belt, lock the door). (IF.A.2.In.2, IF.A.2.Su.2)
- 9.12. Use basic knowledge and skills required to benefit from resources in the community that provide transportation services (e.g., knowing how to contact the service, making a reservation, paying for the fare). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ public buses _____ private taxis and limos
_____ special services for disabled _____ other: _____
- 9.13. *Identify safety precautions related to traffic and pedestrian travel.*
(*Social and Personal D 36: V*)

Florida Department of Education

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

Subject Area:	Supported Levels: 9-12
Course Number:	7961040
Course Title:	Leisure and Recreation Skills for Functional Living
Previous Course Title:	Basic Leisure and Recreation Skills
Credit:	Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in leisure and recreation skills to enable students with disabilities to function at their highest levels and participate effectively at home and in the community.

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

- selection of appropriate activities
- social and behavioral expectations
- maintenance of equipment and materials
- interpersonal relationships
- community resources

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

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

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

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

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

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

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

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

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

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

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement

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may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate awareness of appropriate leisure and recreation activities based on age and interests.

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

Indicate guidance and support necessary for mastery at supported level:

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

- 1.1. Identify the benefits of leisure and recreational activities (e.g., meet new people, relieves stress, keeps mind off worries, learn new things, keeps you active, occupies unstructured time, provides enjoyment). (IF.A.1.In.1, IF.A.1.Su.1)
- 1.2. *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*
- 1.3. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*
- 1.4. Identify requirements of leisure and recreational activities (e.g., obtain equipment, know how to play the game, need space, know the rules of the game, obtain tickets for events, arrange transportation, attend events). (IF.A.1.In.1, IF.A.1.Su.1)

2. Demonstrate awareness of community resources related to leisure and recreation activities.

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

Indicate guidance and support necessary for mastery at supported level:

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

- 2.1. Identify leisure activities involving attending cultural and sports events. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ musical performances—concerts, dance performances
 ___ theatre and plays
 ___ sports events
 ___ celebrations—holidays, parades, festivals, exhibits
 ___ other: _____

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

2.3. Use specific knowledge and skills when attending cultural and sports events in the community (e.g., locating the event on a schedule, obtaining tickets for a game or performance, following the rules of behavior for the attendees). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: musical performances—concerts, dance performances
 theatre and plays
 sports events
 celebrations—holidays, parades, festivals, exhibits
 other: _____

2.4. Use specific knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: library parks and recreation facilities public safety
 other: _____

2.5. Use specific knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: restaurants cafeterias
 refreshment stands vending machines
 other: _____

2.6. Use specific knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: movies arenas skating rinks
 video arcades museums—science, art, historical
 other: _____

3. Demonstrate interpersonal communication skills necessary for leisure and recreation activities.

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

Indicate guidance and support necessary for mastery at supported level:

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

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Interpersonal Communication

- 3.1. Identify steps for introducing self to others when participating in leisure activities (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.2. Identify characteristics of a good listener when interacting with others during recreation activities (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.3. Identify verbal and nonverbal communications which relay messages to others when participating in leisure activities (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another; verbal comments—commenting on their appearance, telling someone they did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.4. Identify communications and behaviors that compliment others when participating in recreation activities (e.g., saying “Good job.” “Well done.” “I am impressed with your work.” “I admire your ability.”; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.5. Recognize and display sensitivity to others' feelings when participating in leisure activities (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.6. *Identify personal feelings. (Social and Personal G 54: IV)*
- 3.7. Use actions of others as social cues for appropriate behavior in leisure activities (e.g., waiting to start eating until all have been served, letting others go first when playing a game, not sitting down until all others have sat down, cheering at a baseball game). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.8. Identify behaviors that represent appropriate physical contact from others when participating in recreation activities (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.9. Identify behaviors that represent inappropriate physical contact from others when participating in leisure activities (e.g., touching someone when they don't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.10. *Identify behaviors which indicate acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*

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4. Demonstrate awareness of responsible behavior and appropriate attire relating to leisure and recreation activities.

- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

- 4.1. Discriminate between behaviors that are socially unacceptable in public yet are acceptable in private when participating in leisure activities (e.g., adjusting undergarments). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.2. Identify appropriate behaviors for specific leisure or recreation situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: ___ home ___ school ___ community ___ workplace
- 4.3. Identify appropriate clothing or uniform for selected leisure or recreation activities (e.g., swimsuit, sweat suit, baseball uniform, hiking boots). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.4. Identify necessary safety equipment and protective gear for selected leisure or recreation activities (e.g., helmet, knee guards, shin pads, goggles). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.5. Wear appropriate clothing and safety equipment when participating in selected leisure and recreation activities. (IF.B.2.In.2, IF.B.2.Su.2)
- 4.6. *Distinguish between appropriate dress for school, work, and leisure activities.* (Social and Personal A 7: V)

Functioning Independently

- 4.7. Identify examples of self-initiation behaviors when participating in leisure activities (e.g., start or begin game on own, ask for additional supplies). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.8. Demonstrate initiative in various leisure or recreation situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: ___ home—games, videos, hobbies
 ___ school—extracurricular activities
 ___ community—events, organized activities, exhibitions
 ___ community—leisure activities, restaurants, traveling

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- 4.9. Identify examples of self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement when participating in recreation activities (e.g., organize, monitor, and carry out activities; follow through with instructions; complete activities; work with sufficient speed). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.10. Demonstrate self-management in various leisure or recreation situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—games, videos, hobbies
 _____ school—extracurricular activities
 _____ community—events, organizations
 _____ community—leisure activities, restaurants, traveling
- 4.11. *Stay on task until its completion. (Social and Personal C 20: III)*
- 4.12. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 4.13. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 4.14. *Show respect for the property of others. (Social and Personal G 52: III)*
- 4.15. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 4.16. Identify examples of self-controlling behaviors when participating in leisure activities (e.g., recognize events that trigger unacceptable behaviors, count to ten, keep negative comments to self, manage unstructured time by looking at magazines). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.17. Demonstrate self-control in various leisure or recreation situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home—games, videos, hobbies
 _____ school—extracurricular activities
 _____ community—events, organizations
 _____ community—leisure activities, stores, restaurants, traveling
- 4.18. Identify examples of self-advocating behaviors when participating in recreation activities (e.g., indicate preferred and unpreferred activities, speak up for one’s self, voice own opinion). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.19. Demonstrate self-advocacy in various leisure or recreation situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home—games, videos, hobbies
 _____ school—extracurricular activities
 _____ community—events, organizations
 _____ community—leisure activities, stores, restaurants, traveling
- 4.20. Identify examples of self-esteem behaviors related to leisure activities (e.g., display self-respect, make positive comments, set high goals for self). (IF.B.2.In.1, IF.B.2.Su.1)
- 4.21. Demonstrate self-esteem in various leisure or recreation situations. (IF.B.2.In.1, IF.B.2.Su.1)

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- Specify: _____ home—games, videos, hobbies
_____ school—extracurricular activities
_____ community—events, organizations
_____ community—leisure activities, stores, restaurants, traveling

- 4.22. *Identify appropriate responses to praise and constructive criticism.*
(*Social and Personal G 57: V*)
- 4.23. *Identify behaviors which reflect a positive attitude toward self.*
(*Social and Personal G 58: VI*)
- 4.24. *Identify personal strengths and weaknesses.* (*Social and Personal G 59: VI*)

Playing on Teams

- 4.25. Demonstrate behaviors that contribute positively to team effort (e.g., being prompt, practicing, complimenting contributions of others, taking turns, sharing equipment, being willing to make changes if needed, helping others if needed). (SE.A.1.In.1, SE.A.1.Su.1)
- 4.26. Identify appropriate actions to use when joining a team (e.g., ask permission, demonstrate your skills, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)
- 4.27. Demonstrate behavior that meets social expectations when playing on a team (e.g., raising hand to speak, following the order of a lineup, practicing fairness, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 4.28. *Cooperate with peers.* (*Social and Personal G 51: III*)

Participating in Organizations

- 4.29. Identify organizations for leisure or recreation in which individuals may participate (e.g., clubs, fitness centers, parks, recreation centers). (SE.A.1.In.3, SE.A.1.Su.2)
- 4.30. Identify behaviors of individuals that may conflict with expectations of the club or organizations (e.g., not complying with rules or unwritten expectations, trying to do things your own way). (SE.A.1.In.3, SE.A.1.Su.2)
- 4.31. Follow steps to join an organized club or activity of choice (e.g., determine interests, conduct research, obtain information, visit club meetings, meet club members, talk to club members, join club). (SE.A.1.In.3, SE.A.1.Su.2)
- 4.32. Respond appropriately to requests to comply with rules and expectations of the club or organization (e.g., pay dues, attend meetings, vote for officers, get along with other members, participate in activities). (SE.A.1.In.3, SE.A.1.Su.2)

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5. Travel safely within and beyond the community to engage in leisure and recreation activities.

IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

- 5.1. Move about in the immediate neighborhood from one location to another to engage in leisure activities (e.g., walk, bike, take a car). (IF.A.2.In.2, IF.A.2.Su.2)
- 5.2. Use available modes of transportation to reach distant locations in or beyond the community to engage in recreation activities (e.g., bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 5.3. Practice safety procedures when walking or biking for leisure activities (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 5.4. Practice safety procedures when riding in a car (e.g., wear seat belt, lock door). (IF.A.2.In.2, IF.A.2.Su.2)
- 5.5. Use basic knowledge and skills required to benefit from resources in the community that provide transportation services for leisure activities (e.g., knowing how to contact the service, making a reservation, paying for the fare). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: ___ public buses ___ private taxis and limos
 ___ special services for disabled ___ other: _____

6. Respond effectively to unexpected events and potentially harmful situations in leisure and recreation activities.

IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

- 6.1. Identify examples of self-controlling behaviors in responses to unexpected events or potentially harmful situations encountered in leisure activities (e.g., stay where you are if place is safe, seek advice or assistance, help keep others calm). (IF.B.2.In.1, IF.B.2.Su.1)

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- 6.2. Behave in ways that represent self-control in response to unexpected events and potentially harmful situations encountered in recreation activities. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home—games, picnics, hobbies
 _____ school—extracurricular activities
 _____ community—events, organizations
 _____ community—leisure activities, stores, restaurants, traveling
- 6.3. Identify unsafe factors or potentially dangerous situations in a leisure activity in the community (e.g., heavy traffic, unlit streets, accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in alleys or unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)
- 6.4. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 6.5. Identify aggressive and violent behavior in others as a threat to personal safety when engaged in leisure activities (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)
- 6.6. Identify ways to avoid confrontation with violent or aggressive individuals when involved in recreation activities (e.g., walk away, ask for help, do not provoke). (IF.B.2.In.3, IF.B.2.Su.3)
- 6.7. Behave in ways that avoid confrontation with violent or aggressive individuals when involved in recreation activities (e.g., walk away, ask for help, do not provoke). (IF.B.2.In.3, IF.B.2.Su.3)
- 6.8. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*

7. Use appropriate recreational activities to maintain good health and physical fitness.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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Exercise Programs

7.1. Identify health care activities involved in exercise programs (e.g., recognizing types of programs, professionals, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: _____ selecting appropriate activities for fitness
_____ performing specific exercises
_____ maintaining participation in exercise programs
_____ being aware of potential problems resulting from exercise programs
_____ requesting assistance with disability needs when necessary
_____ other: _____

7.2. Identify when exercise programs are needed (e.g., to lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

7.3. Use specific knowledge and skills when completing activities in an exercise program (e.g., using motor skills to complete exercises appropriate to ability level; using coordination exercises for aerobics; practicing yoga or karate; using skills to monitor own progress). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: _____ selecting appropriate activities for fitness
_____ performing specific exercises
_____ maintaining participation in exercise programs
_____ being aware of potential problems resulting from exercise programs
_____ requesting assistance with disability needs when necessary
_____ other: _____

7.4. Use strategies to complete activities in an exercise program effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

8. Demonstrate skills and knowledge for selected leisure and recreation activities involving sports and games.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____
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8.1. Identify leisure activities that involve playing games and sports with others. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: _____ indoor card and board games—bingo, checkers, rummy
_____ outdoor team or pairs sports—softball, frisbee, horseshoes, tennis
_____ other: _____

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- 8.2. Identify appropriate times and occasions for leisure activities that involve playing games and sports with others (e.g., recess, sporting events, field days, weekends). (IF.A.1.In.1, IF.A.1.Su.1)
- 8.3. Use specific knowledge and skills when playing games and sports with others (e.g., taking turns, following the rules, counting the points, keeping track of the scores, identifying scoring opportunities). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ indoor card and board games—bingo, checkers, rummy
_____ outdoor team or pairs sports—softball, frisbee, horseshoes, tennis
_____ other: _____
- 8.4. Use strategies related to playing games and sports with others to complete leisure activities in the home and in the community effectively and efficiently and on a regular basis (e.g., keep rules of various games together in one place; identify certain games or activities with certain times of the year—during Christmas holidays the family enjoys putting together a jigsaw puzzle). (IF.A.1.In.1, IF.A.1.Su.1)

9. Demonstrate skills and knowledge for selected leisure and recreation activities involving hobbies and crafts.

Indicate guidance and support necessary for mastery at supported level:

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

- 9.1. Identify hobbies used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ arts and crafts
_____ collections
_____ watching movies, reading, playing video games, listening to music
_____ other: _____
- 9.2. Identify appropriate times and occasions for leisure activities involving hobbies (e.g., when objects that you collect are available, when you are by yourself). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.3. Use specific knowledge and skills when engaging in hobbies (e.g., creating the product involved in a craft; knowing where to obtain books to read; knowing how to operate a TV, VCR, or CD player; organizing a collection by category or date). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ arts and crafts
_____ collections
_____ watching movies, reading, playing video games, listening to music
_____ other: _____

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10. Demonstrate skills and knowledge for selected leisure and recreation activities involving nature and outdoors.

Indicate guidance and support necessary for mastery at supported level:

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

Caring for Pets

10.1. Use specific knowledge and skills when completing leisure activities involving pet care (e.g., measuring the right amount of food, training the pet to come when called).

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

Specify: ___ selecting the pet
 ___ caring for the pet—taking for walks, feeding, training, grooming
 ___ other: _____

10.2. Use strategies to complete pet care activities effectively and efficiently and on a regular basis (e.g., mark regularly scheduled activities on calendar—annual shots, dog shows; keep records related to pet in a special place; keep backup supplies—food, toys; mark a dispenser for correct amount of food). (IF.A.1.In.1, IF.A.1.Su.1)

Gardening

10.3. Identify leisure activities involving gardening and plants. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ selecting the plant or type of garden
 ___ caring for the plants—fertilizing, watering, weeding, harvesting
 ___ other: _____

10.4. Identify appropriate times and occasions for leisure activities involving gardening (e.g., when the weather is good; when the plants need water, fertilizer, or maintenance; when it is time to pick vegetables, herbs, or flowers). (IF.A.1.In.1, IF.A.1.Su.1)

10.5. Use specific knowledge and skills when completing leisure activities involving gardening (e.g., giving each type of plant the right amount of water, preparing the soil, gathering vegetables when ready, knowing the amount of time needed to grow). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ selecting the plant or type of garden
 ___ caring for the plants—fertilizing, watering, weeding, harvesting
 ___ other: _____

10.6. Use strategies to complete gardening activities effectively and efficiently and on a regular basis (e.g., relate certain activities to certain times of year—plant annuals after Easter; note what neighbors are doing; buy pre-measured fertilizers or plant foods—fertilizer spikes; ask a friend). (IF.A.1.In.1, IF.A.1.Su.1)

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Participating in Outdoor Activities

10.7. Identify common outdoor leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

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

10.8. Identify appropriate times and occasions for leisure activities in the outdoors (e.g., when the correct equipment is available, during a season favorable to being outdoors). (IF.A.1.In.1, IF.A.1.Su.1)

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

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

10.10. Use strategies to complete outdoor leisure activities effectively and efficiently and on a regular basis (e.g., keep equipment and clothing for activity stored in one place, talk to others involved in same activity). (IF.A.1.In.1, IF.A.1.Su.1)

11. Demonstrate skills and knowledge for selected leisure and recreation activities involving arts and entertainment.

Indicate guidance and support necessary for mastery at supported level:

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

11.1. Identify common leisure activities involving attending cultural and sports events. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ musical performances—concerts, dance performances
_____ theatre and plays
_____ sports events
_____ celebrations—holidays, parades, festivals, exhibits
_____ other: _____

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

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11.3. Use specific knowledge and skills when attending cultural and sports events in the community (e.g., locating the event on a schedule, obtaining tickets for a game or performance, following the rules of behavior for the attendees). (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: _____ musical performances—concerts, dance performances
_____ theatre and plays
_____ sports events
_____ celebrations—holidays, parades, festivals, exhibits
_____ other: _____

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

12. Demonstrate skills needed to maintain leisure and recreation equipment and material safely.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

12.1. Identify activities involved in maintaining equipment and material for selected leisure and recreation activities (e.g., sports—cleaning, sorting, and storing equipment in a safe place; gardening—cleaning and storing equipment in a safe, dry place; board games—collecting all pieces in box and storing in convenient place). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: _____ exercise—cleaning and storing weights, mats; returning weight lifting equipment to original position
_____ outdoor sports—cleaning, sorting, storing equipment in safe place
_____ indoor games—collecting all pieces in box, storing in convenient place
_____ hobbies and crafts—collecting all equipment in box, storing in convenient place
_____ pet care—cleaning brush, comb, litter box, or house
_____ gardening— cleaning, storing equipment in safe, dry place
_____ other: _____

12.2. Identify when specific activities are needed to maintain leisure and recreation equipment and material (e.g., cleaning softball after playing on muddy field, drying metal gardening tools after every use, cleaning litter box every day). (IF.A.1.In.2, IF.A.1.Su.2)

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12.3. Use specific knowledge and skills when completing activities involved in maintaining equipment and material for selected leisure and recreation activities (e.g., knowing where you have stored hobbies and crafts, reading and following instructions for specific equipment). (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: _____ exercise—cleaning and storing weights, mats; returning weight lifting equipment to original position
_____ outdoor sports—cleaning, sorting, storing equipment in safe place
_____ indoor games—collecting all pieces in box, storing in convenient place
_____ hobbies and crafts—collecting all equipment in box, storing in convenient place
_____ pet care—cleaning brush, comb, litter box, or house
_____ gardening— cleaning, storing equipment in safe, dry place
_____ other: _____

12.4. Use strategies to maintain leisure and recreation equipment and material safely in the home and the community effectively and efficiently and on a regular basis (e.g., store all board games on shelf in family room, clean softball gloves with leather cleaner). (IF.A.1.In.2, IF.A.1.Su.2)

Florida Department of Education

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

Subject Area:	Supported Levels: 9-12
Course Number:	7961030
Course Title:	Personal and Home Skills for Functional Living
Previous Course Title:	Basic Personal and Home Living Skills
Credit:	Multiple

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

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

- personal care, including hygiene and grooming
- living arrangements
- household maintenance
- health and safety
- interpersonal relationships
- nutrition
- community resources

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

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

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

This course is primarily designed for students functioning at supported levels, who are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been

Course Number: 7961030 - Personal and Home Skills for Functional Living

designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level

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

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

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

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

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

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

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

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

After successfully completing this course, the student will:

1. Use knowledge and skills for personal care, including hygiene and grooming.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Dressing

- 1.1. Identify common personal care activities involved in dressing (e.g., recognizing types of clothing, fasteners, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ___ selecting clothing for weather, occasion, or activity
 ___ putting on clothing, closing fasteners
 ___ taking off clothing, opening fasteners
 ___ other: _____
- 1.2. Identify when personal care activities involved in dressing are needed (e.g., when you wake up and dress for the day; when clothes need to be changed to fit the occasion—dressy event, exercise, casual dinner; when clothes are soiled). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.3. Use specific knowledge and skills when completing personal care activities involved in dressing (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: ___ selecting clothing for weather, occasion, or activity
 ___ putting on clothing, closing fasteners
 ___ taking off clothing, opening fasteners
 ___ other: _____
- 1.4. *Take off clothing which does not require fasteners. (Social and Personal A 1: II)*
- 1.5. *Take off clothing with fasteners. (Social and Personal A 3: III)*
- 1.6. *Put on clothing which does not require fasteners. (Social and Personal A 4: III)*
- 1.7. *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*

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- 1.8. *Distinguish between appropriate dress for school, work, and leisure activities.* (Social and Personal A 7: V)
- 1.9. Use strategies to complete dressing activities effectively and efficiently and on a regular basis (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes; ask someone to show you correct method—how to tie a tie; use alternative approaches—clip-on tie, Velcro shoe straps; hang matching clothes together; ask a roommate or same-age friend attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)

Grooming

- 1.10. Identify common personal care activities involved in grooming (e.g., recognizing types of equipment, supplies, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ hair—shampooing, drying, combing, styling, cutting
_____ nails—cutting, polishing, cleaning, filing
_____ cosmetics—applying, removing
_____ shaving—plugging in razor, applying shaving lotion
_____ other: _____
- 1.11. Identify when personal care activities involving grooming are needed (e.g., hair—wash when taking a shower, style before going out, brush when messy or tangled; nails—file when uneven, clean when dirty, polish when desired; cosmetics—apply when dressing up). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.12. Use specific knowledge and skills when completing grooming activities (e.g., parting hair evenly, using shampoo, not cutting nails too short, using deodorant every day). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ hair—shampooing, drying, combing, styling, cutting
_____ nails—cutting, polishing, cleaning, filing
_____ cosmetics—applying, removing
_____ shaving—plugging in electric razor, applying shaving lotion
_____ other: _____
- 1.13. Use strategies to complete grooming activities effectively and efficiently and on a regular basis (e.g., look at pictures in magazines to choose hair style; mark recurring events on calendar—hair cut every six weeks, permanent every six months; mark scheduled appointments on calendar; ask friend or relative about appropriate choice of cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)

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Hygiene

- 1.14. Identify common personal care activities involved in hygiene (e.g., recognizing types of equipment and fixtures, supplies, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ washing and bathing—washing hands and face, showering
_____ dental care—brushing, flossing, using mouthwash
_____ using the toilet—cleaning self, flushing
_____ menstrual care—using protective products, disposing
_____ other: _____
- 1.15. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*
- 1.16. Identify when personal care activities involving hygiene are needed (e.g., hand washing—when hands are dirty, before meals, after using the bathroom; bathing—once a day, after exercising; dental hygiene—brush teeth after meals, when you wake up and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)
- 1.17. Use specific knowledge and skills when completing hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, knowing how to make the water the correct temperature for bathing or hand washing, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ washing and bathing
_____ dental care
_____ using the toilet
_____ menstrual care
_____ other: _____
- 1.18. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*
- 1.19. Use strategies to complete hygiene activities effectively and efficiently and on a regular basis (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning, personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)

2. Use appropriate practices to maintain good health and physical fitness.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Diseases

Course Number: 7961030 - Personal and Home Skills for Functional Living

- 2.1. Identify common health care issues and practices involving diseases (e.g., recognizing symptoms, warning signs, medical care, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying common diseases and symptoms
_____ identifying sexually transmitted diseases and HIV/AIDS
_____ identifying how diseases are transmitted and incubation periods
_____ identifying preventative measures and ways to avoid contact
_____ identifying possible treatments for communicable diseases
_____ knowing when and how to seek assistance
_____ other: _____
- 2.2. Identify when health care is needed for treatment or control of diseases (e.g., when minor symptoms persist, when you don't feel well enough to continue an activity, when you are in pain from illness). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.3. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*
- 2.4. Use specific knowledge and skills when completing health care activities involving the treatment and control of diseases (e.g., getting enough fluids and rest, staying away from others and not spreading the disease, seeking help from family or medical persons, taking medicines only as directed). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying common diseases and symptoms
_____ identifying sexually transmitted diseases and HIV/AIDS
_____ identifying how diseases are transmitted and incubation periods
_____ identifying preventative measures and ways to avoid contact
_____ identifying possible treatments for communicable diseases
_____ knowing when and how to seek assistance
_____ other: _____
- 2.5. *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal D 38: III)*
- 2.6. *Identify appropriate storage and use of medications. (Social and Personal D 41: V)*
- 2.7. Use strategies to complete activities related to disease control effectively and efficiently and on a regular basis (e.g., ask a friend or relative, put daily medicines in compartmentalized container, develop a wellness plan). (IF.A.1.In.2, IF.A.1.Su.2)

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First Aid

- 2.8. Identify common health care activities involving first aid (e.g., recognizing wounds; identifying warning signs; using treatments, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ stopping bleeding and applying bandages
_____ taking care of burns, poisons, and wounds
_____ getting help when needed
_____ calling 911, poison control
_____ other: _____
- 2.9. Identify when first aid is needed for health care activities (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when someone is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.10. Use specific knowledge and skills when giving first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, contacting a responsible person for assistance). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ stopping bleeding and applying bandages
_____ taking care of burns, poisons, and wounds
_____ getting help when needed
_____ other: _____
- 2.11. *Demonstrate or indicate knowledge of basic first aid principles.*
(Social and Personal E 45: VI)
- 2.12. Use strategies to complete first aid activities effectively and efficiently (e.g., keep first aid supplies and guide stored together, take a first aid course; ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

Wellness

- 2.13. Identify common health care activities involved in maintaining wellness (e.g., recognizing types of health care, professionals, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ routine medical care—annual checkup
_____ personal daily medical needs—self-medication, seizure management
_____ regular exercise
_____ maintaining a nutritious diet using the Food Guide Pyramid
_____ stress management
_____ social activities
_____ other: _____
- 2.14. *Identify body parts and gender.* (Social and Personal E 39: III)
- 2.15. *Identify body functions and recognize personal responsibility for human sexuality.*
(Social and Personal E 44: V)

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- 2.16. Identify when health care activities are needed for wellness (e.g., see the general practitioner, gynecologist, and ophthalmologist annually or as needed; see the dentist every six months for a cleaning or as needed; attend to other kinds of problems). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.17. Use specific knowledge and skills when completing health care activities involving wellness (e.g., identifying specific health problems, describing problems to a doctor or medical assistant, participating in weight training). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ routine medical care—annual checkup
_____ personal daily medical needs—self-medication, seizure management
_____ regular exercise
_____ maintaining a nutritious diet using the Food Guide Pyramid
_____ stress management
_____ social activities
_____ other: _____
- 2.18. Use strategies to complete wellness activities effectively, efficiently and on a regular basis (e.g., develop a wellness routine and follow it, participate in wellness activities with a friend, keep nonprescription drugs stored together, check expiration dates on nonprescription drugs every six months, ask doctor and dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)

Preventing Tobacco, Alcohol, and Other Drug Abuse

- 2.19. Identify persons, objects, tasks, and areas associated with common health care issues involved in tobacco, alcohol, and other drug abuse. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ identifying the appropriate use of prescription and nonprescription drugs
_____ identifying physical dangers of tobacco, alcohol, and other drug abuse
_____ identifying mental and social dangers of substance abuse
_____ identifying legal control of tobacco, alcohol, and other drug use
_____ identifying the role of peer pressure
_____ other: _____
- 2.20. Identify when health care activities are needed for tobacco, alcohol, and other drug abuse (e.g., using alcohol and tobacco habitually, taking drugs when no medical problem exists). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 2.21. Use specific knowledge and skills related to preventing tobacco, alcohol, and other drug abuse (e.g., taking only specified amount of prescription and nonprescription drugs; identifying the dangers of tobacco, alcohol, and other drugs; abiding by legal restrictions; knowing the characteristics of addiction; knowing how to resist peer pressure; identifying the negative impact of advertising and media related to substance abuse). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 2.22. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*

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- 2.23. Use strategies related to prevention and treatment of tobacco, alcohol, and other drug abuse effectively and efficiently and on a regular basis (e.g., keep a list of recommendations or warnings with the prescriptions you take regularly—take with food or do not drink alcohol; join a support group for substance abusers, if needed; ask a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace

Motor Control

- 2.24. Identify common personal care needs involved in motor control (e.g., recognizing types of health care, professionals, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ strength, stamina, endurance, and muscular flexibility
_____ postural alignment for sitting, standing, lifting, and movement
_____ proximity to objects
_____ other: _____

- 2.25. Identify when personal care activities are needed for motor control (e.g., when weight training or physical therapy is needed to build muscles to complete daily tasks, when cardiovascular exercise is needed to increase stamina or endurance, when assistive devices are needed for correct posture). (IF.A.1.In.2, IF.A.1.Su.2)

- 2.26. Use specific knowledge and skills when completing personal care activities needed for motor control (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ strength, stamina, endurance, and muscular flexibility
_____ postural alignment for sitting, standing, lifting, and movement
_____ proximity to objects
_____ other: _____

- 2.27. Use strategies related to motor control to complete activities effectively and efficiently and on a regular basis (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)

Disability Awareness

- 2.28. Identify common personal care activities involved in disability awareness (e.g., recognizing types of assistance, professionals, locations, events, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ appropriate use of equipment and assistive or adaptive devices
_____ recognizing the need for repair or maintenance of any prosthesis
_____ management of daily medical needs
_____ requesting assistance with disability needs when necessary
_____ other: _____

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- 2.29. Use specific knowledge and skills when completing personal care activities involving disability awareness (e.g., correctly using equipment and assistive or adaptive devices; appropriately administering self-medication; appropriately finding assistance with disability needs). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ appropriate use of equipment and assistive or adaptive devices
_____ recognizing the need for repair or maintenance of any prosthesis
_____ management of daily medical needs
_____ requesting assistance with disability needs when necessary
_____ other: _____
- 2.30. Use strategies related to disability awareness to complete personal care activities effectively and efficiently and on a regular basis (e.g., store instructions for adaptive or assistive equipment in one place, keep all papers related to eligibility for various services in a safe place, join an advocacy group; get on a mailing list of disability advocacy groups, ask friends with similar disabilities how they take care of personal needs, keep a list of agencies to call for assistance or to answer questions, use a hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)

Exercise Programs

- 2.31. Identify common health care activities involved in exercise programs (e.g., recognizing types of programs, professionals, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ selecting appropriate activities for fitness
_____ performing specific exercises
_____ maintaining participation in exercise programs
_____ being aware of potential problems resulting from exercise programs
_____ requesting assistance with disability needs when necessary
_____ other: _____
- 2.32. Identify when exercise programs are needed (e.g., to lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)
- 2.33. Use specific knowledge and skills when completing activities in an exercise program (e.g., using motor skills to complete exercises appropriate to ability level—swimming, running; using coordination exercises for aerobics; practicing yoga or karate; using skills to monitor own progress). (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ selecting appropriate activities for fitness
_____ performing specific exercises
_____ maintaining participation in exercise programs
_____ being aware of potential problems resulting from exercise programs
_____ requesting assistance with disability needs when necessary
_____ other: _____
- 2.34. Use strategies to complete activities in an exercise program effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with a TV exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

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3. Demonstrate awareness of requirements for living arrangements for post-school adult living.

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

Indicate guidance and support necessary for mastery at supported level:

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

3.1. Identify persons, objects, tasks, and areas involved in selecting adult living environments. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: ___ identifying types of residential alternatives
___ selecting and planning where to live
___ selecting and obtaining utilities and services—telephone, electricity, cable,
waste removal
___ identifying information contained in a mortgage or lease
___ selecting and obtaining tenant or homeowner insurance
___ identifying obligations and responsibilities associated with living independently
___ identifying costs associated with obtaining and maintaining a house or apartment
___ other: _____

3.2. Identify when specific productive activities are needed for selecting adult living environments (e.g., when to move, when to rent a room, when to look for a roommate, when to make a budget for home expenses). (IF.A.1.In.1, IF.A.1.Su.1)

3.3. Use specific knowledge and skills when completing activities involving selecting adult living environments (e.g., verifying accuracy of mortgage statement or lease agreement; determining if cable, phone, and utilities are included in rental costs; identifying costs associated with buying a house—insurance needs, taxes, mortgage, deposits, repairs, utilities, maintenance; evaluating types of residential alternatives—owning or renting, group homes, living alone or with a roommate, living at home with parents; identify and abide by rules of lease agreement—no pets, no smoking, late fees for rent, dates of move, fees for damages, parking spaces). (IF.A.In.1, IF.A.1.Su.1)

3.4. Use strategies related to selecting adult living environments when completing related activities (e.g., keep track of listings in classified ads; make a list of desired features—number of bedrooms, parking, washer and dryer hookups; make a list of questions to ask potential landlord; check with others who have lived there before). (IF.A.1.In.1, IF.A.1.Su.1)

3.5. Identify resources and sources of assistance for planning for adult living arrangements. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: ___ individuals—family members, supervisors, teachers,
___ agencies—government agencies, religious organizations, schools
___ other: _____

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- 3.6. Set preferred goals for post-school adult living arrangements weighing strengths and weaknesses. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ short-term goals
 _____ long-term goals
 _____ other: _____
- 3.7. Make a plan to implement personal goals for post-school adult living arrangements (e.g., identify steps, write the steps on paper, have someone look over steps, if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)
- 3.8. Adapt plan and goals in response to changing situations and requirements of adult living arrangements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

4. **Initiate and carry out steps of household maintenance and domestic activities appropriately and safely (e.g., care of clothing, furniture, and personal goods; care of yard).**

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

Indicate guidance and support necessary for mastery at supported level:

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

Selecting and Caring for Clothing

- 4.1. Identify common productive activities in the home involved in selecting and caring for clothing (e.g., recognizing types of clothing, equipment, supplies, locations, activities, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting and planning what to wear based on occasion, weather, or activity
 _____ washing and drying clothes, hanging or folding clothes, ironing clothes
 _____ using a washing machine and clothes dryer
 _____ determining which clothes require dry cleaning
 _____ mending clothes
 _____ organizing and storing clothing in closets or drawers
 _____ recognizing when clothing should no longer be worn
 _____ other: _____
- 4.2. Identify when specific productive activities in the home are needed in selecting and caring for clothing (e.g., identifying when clothing needs to be cleaned—stained, soiled; determining which clothes to hang to dry and which clothes to be put in the dryer; removing and folding clothes from the dryer; identifying when clothes should no longer be worn—wrong size, stained). (IF.A.1.In.1, IF.A.1.Su.1)

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- 4.3. Use specific knowledge and skills when completing activities involving selecting and caring for clothing (e.g., setting an iron to the appropriate setting for various fabrics; performing simple mending—hemming, replacing buttons, patching tears; sorting clothes by color and type before washing; pre-setting temperature dial of a washing machine; donating clothes that are too small to local charities; throwing clothes away that are unwearable; organizing clothing—placing all shorts in one drawer). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting and planning what to wear based on occasion, weather, or activity
_____ washing and drying clothes, hanging or folding clothes, ironing clothes
_____ using a washing machine and clothes dryer
_____ determining which clothes require dry cleaning
_____ mending clothes
_____ organizing and storing clothing in closets or drawers
_____ recognizing when clothing should no longer be worn
_____ other: _____
- 4.4. *Perform laundry tasks. (Social and Personal F 49: V)*
- 4.5. Use strategies related to selecting and caring for clothing to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., do laundry every weekend, put dirty clothes into separate baskets according to color, lay out clothes to wear the night before, hang matching outfits together, hang clothes together by seasonal use, make a chart of what type cleansing agent and washer or dryer temperature to use for which types of clothing, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

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

- 4.6. Identify common productive activities in the home involved in selecting and caring for furniture, appliances, and other personal goods (e.g., recognizing types of furniture, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting needed furniture, appliances, and personal goods
_____ obtaining furniture, appliances, and personal goods by purchasing or borrowing
_____ observing warning precautions on appliances and furniture
_____ storing all manuals and warranties
_____ caring for furniture, appliances, and personal goods
_____ replacing furniture, appliances, and personal goods when needed
_____ other: _____
- 4.7. Identify when specific activities are needed for selecting and caring for furniture, appliances, and other personal goods (e.g., selecting furniture items for need, comfort, quality, economy, and usefulness; identifying sources for purchasing furnishings and appliances; comparing prices before purchasing or leasing furniture or appliances; observing warning precautions and care instructions before cleaning stains off furniture). (IF.A.1.In.1, IF.A.1.Su.1)

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- 4.8. Use specific knowledge and skills when completing activities involving selecting and caring for furniture, appliances, and other personal goods (e.g., comparing prices of furniture and appliances at different stores, storing all manuals and warranties in a safe location, using appropriate cleaning supplies on furniture, reading care and use instructions, knowing where you have stored personal possessions). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting needed furniture, appliances, and personal goods
_____ obtaining furniture, appliances, and personal goods by purchasing or borrowing
_____ observing warning precautions on appliances and furniture
_____ storing all manuals and warranties
_____ caring for furniture, appliances, and personal goods
_____ replacing furniture, appliances, and personal goods when needed
- 4.9. Use strategies related to selecting and caring for furniture, appliances, and other personal goods to complete activities in the home effectively and efficiently and on a regular basis (e.g., put all cleaning materials in a plastic bin; keep a list of items to purchase; check the need for cleaning after each use—clean dryer lint trap after drying clothes; wipe top of stove after each use). (IF.A.1.In.1, IF.A.1.Su.1)

Cleaning and Maintaining Interior Areas of Household

- 4.10. Identify common productive activities in the home involved in household cleaning, safety, and maintenance of interior areas (e.g., recognizing areas, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ identifying areas and objects that need to be cleaned or maintained
_____ selecting appropriate products, tools, and equipment for housekeeping
_____ using products, tools, and equipment for household cleaning
_____ scheduling tasks that are done daily, weekly, monthly
_____ recycling bottles, cans, and paper
_____ using products, tools, and equipment for home maintenance tasks
_____ securing the home by locking windows and doors
_____ maintaining a comfortable temperature in house
_____ getting assistance if needed for tasks
_____ other: _____
- 4.11. Identify when specific activities in the home are needed for household cleaning, safety, and maintenance of interior areas (e.g., changing light bulbs when they burn out; adjusting thermostat when the weather outside is cold; unclogging drains; painting a room; changing air filters; replacing items—broken ladders, soiled carpet; storing home cleaning supplies safely; cleaning bathroom; keeping windows and doors locked; using a fire extinguisher when there is a fire; reporting to authority if there is a power outage; selecting a broom, dust rag, or vacuum to clean; setting the speed of an electric fan when cooling is needed). (IF.A.1.In.1, IF.A.1.Su.1)

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- 4.12. Use specific knowledge and skills when completing productive activities in the home involving household cleaning, safety, and maintenance of interior areas (e.g., separating cans and paper items for recycling, washing, securing home by locking windows and doors, using a screwdriver for simple home maintenance, selecting correct supplies to clean bathroom, vacuuming floor, adjusting thermostat, changing light bulbs, unclogging drains, painting, knowing if home repairs should be made by professionals or self). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ identifying areas and objects that need to be cleaned or maintained
_____ selecting appropriate products, tools and equipment for housekeeping
_____ using products, tools, and equipment for household cleaning
_____ scheduling tasks that are done daily, weekly, monthly
_____ recycling bottles, cans, and paper
_____ using products, tools, and equipment for home maintenance tasks
_____ securing the home by locking windows and doors
_____ maintaining a comfortable temperature in house
_____ getting assistance if needed for tasks
_____ other: _____

- 4.13. *Return items after use to a proper place. (Social and Personal F 46: III)*
- 4.14. *Pick up trash and dispose properly. (Social and Personal F 47: III)*
- 4.15. *Identify proper household tools and cleaning supplies for a given task. (Social and Personal F 48: IV)*
- 4.16. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)*
- 4.17. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 4.18. Use strategies related to household cleaning, safety, and maintenance of interior areas to complete activities in the home effectively and efficiently and on a regular basis (e.g., mark major cleaning activities on the calendar, place a picture of object to be cleaned on cleaning agent, associate maintenance activities with each other or another event—check the battery in the smoke detector whenever a new month on the wall calendar is turned over; keep a reasonable number of maintenance supplies on hand). (IF.A.1.In.1, IF.A.1.Su.1)

Maintaining Exterior Areas

- 4.19. Identify common productive activities in the home involved in maintenance of exterior areas (e.g., recognizing types of areas, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ identifying exterior areas and objects that need to be cleaned
_____ using products, tools, and supplies to perform yard care skills
_____ mowing lawns, weeding, raking leaves
_____ scheduling tasks that are done daily, weekly, monthly
_____ keeping sidewalk or driveway clean
_____ maintaining exterior, including outdoor light fixtures
_____ other: _____

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- 4.20. Identify when specific activities in the home are needed for maintenance of exterior areas (e.g., mowing grass when it gets too long, repainting house when the paint chips, raking leaves, trimming bushes, sweeping driveway or sidewalk, replacing lights around front door, replacing mailbox if damaged or knocked down). (IF.A.1.In.1, IF.A.1.Su.1)
- 4.21. Use specific knowledge and skills when completing activities involving maintenance of exterior areas (e.g., raking leaves, painting house, mowing grass, edging sidewalk, trimming bushes, sweeping driveway or sidewalk, laying sod or planting flowers, cleaning front door mat, replacing mailbox). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ identifying exterior areas and objects that need to be cleaned
_____ using products, tools, and supplies to perform yard care skills
_____ mowing lawns, weeding, raking leaves
_____ scheduling tasks that are done daily, weekly, monthly
_____ keeping sidewalk or driveway clean
_____ maintaining exterior, including outdoor light fixtures
_____ other: _____
- 4.22. Use strategies related to maintenance of exterior areas to complete activities in the home effectively and efficiently and on a regular basis (e.g., mark regular events on calendar; ask someone about regularly scheduled maintenance completed by owners—painting, lawn care; associate activities with seasons or times of year—spring cleaning, summer grass cutting, fall leaf raking). (IF.A.1.In.1, IF.A.1.Su.1)

5. Demonstrate knowledge of effective ways to respond to unexpected events and potentially harmful situations.

IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

- 5.1. Identify examples of self-controlling behaviors in response to unexpected events or potentially harmful situations (e.g., stay where you are if place is safe, seek advice or assistance, help keep others calm). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.2. Show self-control in response to unexpected events and potentially harmful situations. (IF.B.2.In.3, IF.B.2.Su.3)
Specify: _____ home—family gatherings
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling

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- 5.3. Identify unsafe factors or potentially dangerous situations in a home (e.g., overloaded electrical outlets, firearms in the home, faulty wiring, dangerous chemicals stored in an open place, an intruder at the door). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.4. Identify daily procedures to protect the home from intruders (e.g., keeping doors and windows locked, keeping garage door shut, keeping curtains closed). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.5. Identify when phone calls need to be terminated (e.g., when obscene, when threatening, if caller is soliciting). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.6. Identify unsafe factors or potentially dangerous situations in a community (e.g., heavy traffic, unlit streets, accepting gifts from strangers, accepting rides from strangers, walking alone at night, walking in unfamiliar areas, walking in alleys or unlit areas). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.7. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 5.8. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.9. Identify ways to avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.10. Behave in ways that avoid confrontation with violent or aggressive individuals (e.g., walk away, do not provoke, do not become violent or aggressive). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.11. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., report if touching makes you uncomfortable, if someone forces you to do something you don't want to do, if someone tells you his or her actions are acceptable when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.12. Identify appropriate coping skills in relation to death, dying, and suicide prevention (e.g., allow time to mourn loss, do not deny loss, talk to someone you trust). (IF.B.2.In.3, IF.B.2.Su.3)

6. Demonstrate interpersonal communication skills necessary for home and community living.

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Interpersonal Communication

Course Number: 7961030 - Personal and Home Skills for Functional Living

- 6.1. Identify steps for introducing self to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.In.1)
- 6.2. Identify characteristics of a good listener when interacting with others (e.g., looks at you while you are speaking, responds to your questions, is attentive while you are speaking, shakes head and nods to respond). (SE.A.2.In.1, SE.A.2.In.1)
- 6.3. Identify verbal and nonverbal communications which relay messages to others (e.g., body language—winking, waving, blowing a kiss, patting another on the back, hugging another; verbal comments—commenting on their appearance, telling someone he or she did a good job, telling someone to leave you alone). (SE.A.2.In.1, SE.A.2.In.1)
- 6.4. Identify communications and behaviors that compliment others (e.g., saying “Good job.” “Well done.” “I am impressed with your work.” “I admire your ability.”; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.In.1)
- 6.5. Recognize and display sensitivity to others' feelings (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.In.1)
- 6.6. *Identify personal feelings. (Social and Personal G 54: IV)*
- 6.7. Use actions of others as social cues for appropriate behavior (e.g., waiting to start eating until all have been served, letting others go first when waiting in line, not sitting down until all others have been seated, cheering at a baseball game). (SE.A.2.In.1, SE.A.2.In.1)
- 6.8. Identify behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; displays of friendships—patting on back, shaking hands; displays of love—giving a hug, giving a kiss, patting back, holding hands). (SE.A.2.In.1, SE.A.2.In.1)
- 6.9. Identify behaviors that represent inappropriate physical contact from others (e.g., touching someone when he or she doesn't want to be touched, hugging someone that you do not know, hitting others, kicking others, pushing others down). (SE.A.2.In.1, SE.A.2.In.1)

Communication

- 6.10. Use appropriate greetings when meeting others in the home (e.g., “Hi, it’s nice to see you again.”). (CO.A.1.In.1, CO.A.Su.1)
- 6.11. Respond to greetings appropriately (e.g., “Thank you for coming.” “Fine, thank you.”) (CO.A.1.In.1, CO.A.Su.1)
- 6.12. Use appropriate topics when conversing with others. (CO.A.1.In.1, CO.A.Su.1)

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Responding to Humor

- 6.13. Identify examples of behaviors that are appropriate responses to humor (e.g., laugh, smile, put hands over mouth). (IF.B.2.In.1, IF.B.2.Su.1)
- 6.14. Use appropriate responses to humor in various situations. (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home—family gatherings, meals, chores
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
_____ workplace—productive activities, breaks, meals
- 6.15. Identify examples of appropriate responses to teasing (e.g., do not get upset, walk away, do not make counter accusations). (IF.B.2.In.1, IF.B.2.Su.1)

Responding to Criticism

- 6.16. Identify examples of behaviors that are appropriate responses to criticism (e.g., acknowledge own mistakes, accept mistakes, seek advice or assistance, improve or change own behavior or performance, ask for clarification). (IF.B.2.In.1, IF.B.2.Su.1)
- 6.17. Respond appropriately to criticism in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gatherings
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
_____ workplace
- 6.18. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 6.19. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*

7. Demonstrate awareness of responsible behavior in interpersonal relationships and families.

- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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- 7.1. Identify examples of considerate behavior (e.g., offer assistance, say please and thank you, make tactful comments, share equipment, ask permission). (IF.B.2.In.1, IF.B.2.Su.1)
- 7.2. Demonstrate consideration of others in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gatherings
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
_____ workplace
- 7.3. Identify examples of behavior that is cooperative (e.g., share ideas and effort, work well with others, wait for turn, listen to others' opinions). (IF.B.2.In., IF.B.2.Su.1)
- 7.4. Demonstrate cooperative behavior in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gatherings
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
_____ workplace
- 7.5. *Cooperate with peers. (Social and Personal G 51: III)*
- 7.6. *Show respect for property of others. (Social and Personal G 52: III)*
- 7.7. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 7.8. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 7.9. Identify examples of behaviors that are assertive (e.g., look at person when talking, repeat requests if not fulfilled, let others know what is needed). (IF.B.2.In.1, IF.B.2.Su.1)
- 7.10. Demonstrate assertiveness in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gatherings
_____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
_____ workplace
- 7.11. Demonstrate behavior that contributes to the effort of a group or family. (SE.A.1.In.1, SE.A.1.Su.1)
- 7.12. Identify responsibilities one has to his or her family. (SE.A.1.In.1, SE.A.1.Su.1)

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7.13. Use responsible behavior when interacting with others in the home or family.
(SE.A.1.In.1, SE.A.1.Su.1)

8. Demonstrate awareness of nutritional values of food and their relationship to health (e.g., diets, eating habits) relevant to personal needs.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Eating

8.1. Identify persons, objects, tasks, and areas associated with common personal care activities involved in eating. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ selecting and using dishes, glasses, and utensils properly
 ___ using table manners, including cleaning up
 ___ other: _____

8.2. Use specific knowledge and skills when completing personal care activities involved in eating (e.g., selecting the appropriate utensil or dish, cutting food correctly, using a napkin, initiating eating when appropriate, knowing which foods are finger foods). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ home ___ school ___ community

8.3. *Feed self with spoon independently. (Social and Personal B 8: II)*

8.4. *Feed self independently with utensils. (Social and Personal B 9: III)*

8.5. *Discriminate food items from nonfood items. (Social and Personal B 10: III)*

8.6. *Use appropriate table manners (e.g., passing food, sharing condiments). (Social and Personal B 12: IV)*

8.7. *Follow correct lunch procedures. (Social and Personal B 13: IV)*

Nutrition

8.8. Identify common health care activities involving nutrition (e.g., recognizing types of food, locations, and tasks). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ selecting food that provides nutritional value according to the Food Guide Pyramid
 ___ following a diet that provides complete nutrition
 ___ other: _____

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8.9. Identify when health care activities are needed for nutrition (e.g., when decreasing food intake, when increasing food intake, when maintaining weight, when planning meals for a week, when making a grocery list). (IF.A.1.In.2, IF.A.1.Su.2)

8.10. Use specific knowledge and skills when completing health care activities involving nutrition (e.g., eating nutritious snacks or meals, limiting the amount of intake, knowing about serving sizes). (IF.A.1.In.2, IF.A.1.Su.2)

Specify: _____ selecting food that provides nutritional value according to the Food Guide Pyramid
_____ following a diet that provides complete nutrition
_____ other: _____

8.11. Use strategies to complete activities related to nutrition effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals; keep a list of nutrient rich and nutrient lacking foods to eat; pre-measure servings—make and freeze hamburger patties ahead of time; use measuring devices to serve food—1/2 cup of mashed potatoes; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

9. Demonstrate skills for food preparation and handling.

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

Indicate guidance and support necessary for mastery at supported level:

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

9.1. Identify common productive activities in the home involved in food preparation, serving, and storage (e.g., recognizing types of food, tools, equipment, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ selecting and planning what to eat—according to the Food Guide Pyramid
_____ serving already prepared food
_____ preparing simple cold foods—salads, sandwiches
_____ preparing simple hot foods—soups, hot beverages
_____ preparing more complicated foods—cookies, stews, roasts
_____ using small appliances in preparing food—blender, mixer, toaster
_____ using large appliances in preparing food—stove, oven, refrigerator
_____ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ setting table and serving food
_____ cleaning up table, dishes, and kitchen
_____ storing food—opened food packages, leftovers
_____ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ using adaptive devices in preparing food
_____ other: _____

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- 9.2. Identify when specific productive activities in the home are needed for food preparation and storage (e.g., preparing a balanced breakfast, lunch, and dinner; clearing food from a dining table; preparing coffee and snacks for a group of friends; disposing of food left after preparation or meal—placing food in garbage disposal, placing leftovers in refrigerator). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.3. Use specific knowledge and skills in activities involving food preparation, serving, and storage (e.g., selecting type of dish to be used in a microwave oven, locating the cold water faucet on a sink to obtain water for making iced tea, setting the oven temperature according to recipe directions, setting the timer on a stove or microwave, turning off burner when cooking is completed, placing food in garbage disposal, selecting the package size and number of packages needed to meet recipe requirements). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ selecting and planning what to eat—according to the Food Guide Pyramid
_____ serving already prepared food
_____ preparing simple cold foods—salads, sandwiches
_____ preparing simple hot foods—soups, hot beverages
_____ preparing more complicated foods—cookies, stews, roasts
_____ using small appliances in preparing food—blender, mixer, toaster
_____ using large appliances in preparing food—stove, oven, refrigerator
_____ following a recipe—measuring, cutting, mixing, cooking, cooling
_____ setting table and serving food
_____ cleaning up table, dishes, and kitchen
_____ storing food—opened food packages, leftovers
_____ determining food conditions—spoiled, raw, cooked, frozen, defrosted
_____ using adaptive devices in preparing food
_____ other: _____
- 9.4. Use strategies related to food preparation and storage to complete productive activities in the home effectively and efficiently and on a regular basis (e.g., color code measuring tools, use a recipe with pictures of steps to follow, create a menu for the week with pictures of each food or meal, write date on packages when stored in freezer, indicate with words or icons which containers should be used for wet or dry storage, ask a friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.5. *Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)*
- 9.6. *Serve self from food containers. (Social and Personal B 14: IV)*
- 9.7. *Follow a simple recipe. (Social and Personal B 15: V)*
- 9.8. *Select and operate kitchen appliances for food preparation. (Social and Personal B 16: V)*
- 9.9. *Identify proper storage areas for food. (Social and Personal B 17: V)*
- 9.10. *Plan and prepare a meal. (Social and Personal B 18: VI)*

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10. Demonstrate skills for completing transactions in the community (e.g., using telephone, requesting assistance, making payments, attending events).

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

Indicate guidance and support necessary for mastery at supported level:

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

Mail and Telephone Services

10.1. Identify community service agencies, businesses, or other resources that assist individuals with mail, telephone, and e-mail to accomplish functional tasks.

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

Specify: ___ mail—US Post Office
 ___ telephone—local provider, long distance carrier, cellular phone company, e-mail provider
 ___ other: _____

10.2. Use basic knowledge and skills when using mail services to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ writing a card or letter and addressing an envelope
 ___ determining and obtaining correct postage
 ___ locating and using mail boxes and pickup and delivery services
 ___ registering a change of address
 ___ other: _____

10.3. Demonstrate the specific knowledge and skills required to use a telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ function and use of telephone parts
 ___ function of various signals and tones
 ___ correct way to dial local numbers
 ___ how to get assistance with telephone services
 ___ using emergency numbers such as 911
 ___ using basic information numbers such as 411
 ___ using pay telephones
 ___ other: _____

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- 10.4. Use specific knowledge and skills required to communicate by telephone to accomplish functional tasks. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ what to say when answering the phone—"Hello. Is ... there?"
_____ what to say when making a call—"Hello. This is..."
_____ what to say when ending a call—"Bye. Talk to you later."
_____ how to leave a message
_____ how to take a message
_____ how to carry on a conversation on the phone
_____ other: _____
- 10.5. *Identify and use emergency number (0 – 911) on a telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 10.6. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*

Managing Money and Personal Finances

- 10.7. Identify common productive activities involved in managing money and personal finances (e.g., recognizing types of money, bills, equipment, supplies, locations, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ preparing a budget
_____ managing and protecting personal cash
_____ using comparative shopping to make wise purchases
_____ other: _____
- 10.8. Identify when specific activities are needed for managing money and personal finances (e.g., making purchases, comparing items for the best buy, preparing budgets for trips and leisure activities, saving money for emergencies, determining sales tax on a purchase). (IF.A.1.In.1, IF.A.1.Su.1)
- 10.9. Use specific knowledge and skills when completing activities involving managing money and personal finances (e.g., donating money to charities, filing taxes, counting money or check amount to deposit, opening a savings or checking account, reviewing and paying monthly bills and statements, paying bills by the due date, using information in advertisements, storing information regarding personal finances). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ preparing a budget
_____ managing and protecting personal cash
_____ using comparative shopping to make wise purchases
_____ other: _____
- 10.10. *Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)*
- 10.11. *Identify the purposes of a checking and savings account. (Mathematics E 39: V)*

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- 10.12. Use strategies related to managing money and personal finances to complete activities effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, pay bills at regularly scheduled times—1st and 15th of month). (IF.A.1.In.1, IF.A.1.Su.1)

Practicing Citizenship

- 10.13. Identify common productive activities in the community involved in citizenship (e.g., recognizing types of opportunities and responsibilities, organizations, locations, events, activities, and tasks). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ becoming familiar with community leaders and organizations
_____ participating in local service organizations
_____ participating in service activities of religious organizations
_____ other: _____

- 10.14. Identify when specific activities in the community are needed for citizenship (e.g., keeping up with issues, volunteering on holidays or in times of disaster). (IF.A.1.In.1, IF.A.1.Su.1)

- 10.15. Use specific knowledge and skills when completing activities in the community involving citizenship (e.g., participating in community events, helping at an election; working with others on a service project, obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ becoming familiar with community leaders and organizations
_____ participating in local service organizations
_____ participating in church service activities
_____ other: _____

- 10.16. *Identify rules of citizenship within the community. (Social and Personal H 64: V)*

- 10.17. *Identify reasons for voting. (Social and Personal H 65: VI)*

- 10.18. Use strategies related to citizenship to plan activities in the community effectively and efficiently and on a regular basis (e.g., check the newspaper or community bulletin board on local news for opportunities for volunteering). (IF.A.1.In.1, IF.A.1.Su.1)

Seeking Assistance

- 10.19. Identify persons and agencies to ask for assistance in emergency situations (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)

- 10.20. Ask for assistance in various situations and emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)

- 10.21. *Seek help and accept assistance. (Social and Personal C 21: III)*

- 10.22. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*

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10.23. Identify steps to take in reporting a fire or other emergency (e.g., remain calm, dial 911, identify name, identify location, follow directions of operator). (IF.B.2.In.3, IF.B.2.Su.3)

11. Demonstrate awareness of community resources relevant to personal needs (e.g., health care, personal services, stores, banks, entertainment, churches).

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

Indicate guidance and support necessary for mastery at supported level:

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

Using Community Resources for Personal Needs

11.1. Use basic knowledge and skills required to benefit from resources in the community that provide personal needs services (e.g., knowing how to locate the service, making an appointment, paying the cost). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ hair care ___ laundromat ___ dry cleaner
 ___ other: _____

11.2. *Identify services provided by local community agencies. (Social and Personal E 43: V)*

11.3. Use basic knowledge and skills required to benefit from resources in the community that provide public services (e.g., knowing how to locate the service, making an appointment, filling out an application). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ library ___ parks and recreation facilities
 ___ public safety ___ other: _____

11.4. Use basic knowledge and skills required to benefit from resources in the community that provide retail services (e.g., knowing how to locate the store, finding the desired items to purchase, using comparison shopping techniques, paying for the item). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ department stores ___ convenience stores ___ drug stores
 ___ grocery stores ___ hardware store ___ specialty stores
 ___ flea markets ___ second hand stores ___ garage sales
 ___ other: _____

11.5. Use basic knowledge and skills required to benefit from resources in the community that provide food services (e.g., knowing how to locate the restaurant, ordering from the menu, paying the bill). (IF.A.2.In.1, IF.A.2.Su.1)

Specify: ___ restaurants ___ cafeterias ___ fast food chains
 ___ refreshment stands ___ vending machines
 ___ other: _____

11.6. *Use coin-operated machines. (Social and Personal H 63: V)*

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- 11.7. Use basic knowledge and skills required to benefit from resources in the community that provide entertainment services (e.g., knowing how to locate the event, buying a ticket, finding the reserved seat). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ movies _____ arenas _____ skating rinks
 _____ video arcades _____ museums—science, art, historical
 _____ other: _____
- 11.8. Use basic knowledge and skills required to benefit from resources in the community that provide financial services (e.g., knowing how to locate the bank, depositing money, balancing the account, writing a check). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ banks _____ credit unions _____ savings and loan
- 11.9. Use basic knowledge and skills required to benefit from resources in the community that provide medical and health-related services (e.g., knowing how to locate the service, making an appointment). (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ clinics _____ hospitals
 _____ doctor's offices _____ health departments
 _____ mental health and guidance clinics
 _____ other: _____

12. Travel safely within and beyond the community.

IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

General Travel Information

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

Mobility Within the Home, Community Buildings, and Schools

- 12.3. Identify and find specific locations in the school environment when completing functional tasks (e.g., classrooms, administrative offices, gymnasiums, media centers, eating areas, restrooms, recreation areas, waste disposal area, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)

Florida Department of Education

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

Subject Area:	Supported Levels: 9-12
Course Number:	7961020
Course Title:	Communication Skills for Functional Living
Previous Course Title:	Basic Communication Skills
Credit:	Multiple

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

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

- response to auditory stimulation
- use of oral language appropriate for various life situations
- use of augmentative communication systems
- interpretation of gestures, cues, and body language
- use of communication in the context of daily living and the workplace

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

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

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

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

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

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

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

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

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

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

This course may be used with students who require the assistance of communication systems including signing, communication boards, or other adaptive equipment. Course requirements should be modified as appropriate.

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

After successfully completing this course, the student will:

1. Demonstrate receptive language skills.

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Sounds

- 1.1. Identify the meaning of environmental sounds in various situations (e.g., alerting—doorbells, telephone, weather alerts on television, seat belt alerts in cars; warning—elevator alarms, fire alarms; informing—school bells, busy signal on telephone). (CL.B.1.In.1, CL.B.1.Su.1)

Specify sounds: ___ alerting ___ warning
 ___ informing ___ other: _____

Specify setting: ___ home ___ school ___ community ___ workplace

- 1.2. Identify the source or location of sounds in various situations (e.g., where a knock is coming from, where the telephone is ringing, where a person calling your name is located, where a dripping sound in the house is located). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ home ___ school ___ community ___ workplace

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

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Objects, Areas, and Tasks

- 1.4. Identify objects, areas, and tasks for productive activities in the home (e.g., cleaning the house, cooking a meal, washing clothes, maintaining the yard, repairing a dripping faucet).

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

Specify: _____ cleaning—vacuum, glass cleaner, bleach, ammonia, toilet brush
_____ cooking—kitchen, stove, measuring cups, pots, pans
_____ laundry—washer, dryer, detergent, bleach, stain remover
_____ yard work—lawn, rake, lawnmower, shovel, hose
_____ home repair—garage, workshop, hammer, wrench, drill, plunger
_____ other: _____

- 1.5. Identify objects, areas, and tasks for workplace activities (e.g., answering the phone, copying information, changing oil, changing a tire, taking an order at the dry cleaner, setting up a work station at a restaurant, fixing drinks for customers, selling clothes). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ general—time card, locker, mailbox, files, uniform
_____ office—fax machine, copy machine, calculator, envelopes, stamps
_____ food—trays, drink machine, sugar caddies, refrigerator
_____ maintenance—broom, wastebasket, cleaning supplies
_____ other: _____

- 1.6. Identify objects, areas, and tasks for school activities (e.g., class assignments, homework assignments, reports, taking notes, working in the family and consumer sciences lab, physical education class). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ classroom—desks, chalkboard, reference books, computers
_____ cafeteria—trays, drink containers, waste baskets
_____ school facilities—media center, guidance, office, gymnasium, all-purpose room, bus
_____ lab or workshop—equipment, tools, scales, sink, supplies
_____ personal—folder, locker, textbook, workbook
_____ other: _____

- 1.7. Identify objects, areas, and tasks for productive activities in the community (e.g., banking, picking up dry cleaning, shopping for groceries, voting). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ banking _____ shopping _____ using the post office
_____ eating out _____ using the library _____ other: _____

- 1.8. Identify objects, areas, and tasks for leisure activities (e.g., packing for a camping trip, practicing for a concert, playing a team sport). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ indoor games _____ crafts/hobbies _____ outdoor activities
_____ sports _____ entertainment _____ other: _____

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Pictures

- 1.9. Identify pictures of personal care objects in books, magazines, and newspapers to complete functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ hygiene products and equipment _____ exercise equipment and areas
 _____ dressing items and storage areas _____ other: _____
- 1.10. Identify pictures of household objects in reference materials, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ furniture _____ appliances _____ interior design
 _____ supplies _____ entertainment _____ other: _____
- 1.11. Identify pictures of objects in the community in reference materials, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ buildings _____ signs _____ landmarks
 _____ other: _____
- 1.12. Identify pictures in textbooks, reference materials, magazines, and newspapers used in school assignments and homework or on field trips (e.g., pictures of events, monuments, maps, plants, animals, equipment). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.13. *Match and discriminate pictures and shapes. (Reading A 2: III)*
- 1.14. *Identify information from a picture. (Reading A 4: IV)*

Words

- 1.15. Identify the meaning of frequently used words (e.g., Dolch, survival words). (CL.B.1.In.1, CL.B.1.Su.2)
Specify: _____ common expressions
 _____ opposite concepts
 _____ temporal concepts
 _____ simple categories
 _____ directional concepts
 _____ other: _____
- 1.16. Identify the meaning of compound words and contractions. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.17. Identify the meaning of common prefixes, suffixes, and endings. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.18. *Demonstrate an understanding of common words and expressions (e.g., stop, drink your milk, bye bye). (Language B 6: I, II)*
- 1.19. *Comprehend simple opposite concepts (e.g., hot/cold, wet/dry, hard/soft, long/short). (Language B 8: II, III)*

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- 1.20. *Demonstrate an understanding of beginning concepts of time (e.g., today, now, later, yesterday). (Language B 9: III)*
- 1.21. *Demonstrate an understanding of simple category words (e.g., clothing, food, animals). (Language B 11: IV)*
- 1.22. *Demonstrate an understanding of directional concepts (e.g., above/below, backward/forward, top/bottom, in front/in back, left/right, around/through). (Language B 12: IV)*
- 1.23. Identify the meaning of vocabulary related to school assignments (e.g., homework, test, project, supplies). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.24. *Identify own first name in manuscript. (Reading A 3: III)*
- 1.25. *Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading A 7: V, VI)*
- 1.26. Identify the meaning of vocabulary related to personal care activities (e.g., getting ready for work or school, managing finances, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ personal hygiene—brush, floss, shower, deodorant
 _____ finances—balance checkbook, budget
 _____ caring for clothes—wash, dry clean
 _____ purchasing items—discount, sale, tax, charge
 _____ other: _____
- 1.27. Identify the meaning of vocabulary related to productive activities in the community (e.g., balancing a checkbook, completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ banking—withdrawal, deposit, account number, balance
 _____ library—library card, check out, due date, late charge
 _____ post office—letter, stamp, express mail, package
 _____ businesses—stores, services, clerk, customer, cashier
 _____ volunteer service—organization, responsibilities, schedule
 _____ other: _____
- 1.28. Identify the meaning of vocabulary related to leisure activities (e.g., playing sports, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ indoor games _____ outdoor activities _____ sports
 _____ entertainment _____ hobbies _____ events
 _____ other: _____

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

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

Signs and Symbols

1.30. Identify the meaning of symbols and icons on appliances, equipment, or controls (e.g., off, on, temperature control) to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

- Specify: _____ cooking _____ laundry _____ cleaning
_____ plumbing _____ yard care _____ heating and cooling
_____ other: _____

1.31. Identify the meaning of symbols and icons used on signs for buildings and public facilities to accomplish functional tasks (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.2, CL.B.1.Su.2)

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

1.32. Identify the meaning of words and symbols in stores, restaurants, and other businesses in the community to accomplish functional tasks (e.g., shopping for groceries, eating at restaurants or fast food chains, going to the movies). (CL.B.1.In.2, CL.B.1.Su.2)

- Specify: _____ order here _____ cashier
_____ no food or drink allowed _____ no smoking
_____ name of business _____ hours of operation
_____ no talking _____ other: _____

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

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

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2. Demonstrate expressive language skills.

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Expressing Ideas and Information

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

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

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

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

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

2.5. Use appropriate language to express ideas and feelings clearly in various situations (e.g., “I believe this is a valuable thing to do.” “This is what really happened.” “I like you a lot.” “I’m upset with what you did.”). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: ___ opinion ___ fact ___ affection
 ___ anger ___ sadness ___ happiness
Specify setting: ___ home ___ school ___ community ___ workplace

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

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

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

2.9. Give directions to another person to accomplish a functional task. (CL.B.2.In.2, CL.B.2.Su.2)

Specify: ___ school task—how to look up a reference, how to dress for physical education
 ___ personal task—how to use the microwave, how to find a location
 ___ leisure task—how to pack for vacation, how to take care of a pet
 ___ work task—how to order supplies
 ___ other: _____

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- 2.10. *State steps to complete a task. (Language C 31: VI)*
- 2.11. *Express personal beliefs or opinions. (Language C 28: V)*
- 2.12. Use appropriate vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.13. Use appropriate grammar and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.14. *Describe pictures or objects. (Language C 24: III)*
- 2.15. *Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)*
- 2.16. *Reproduce own first name. (Writing A 1: IV)*
- 2.17. Structure communication by sequential events to complete functional tasks (e.g., tell about a vacation, tell a story, give directions for a process). (CL.B.2.In.2, CL.B.2.Su.2)
- 2.18. Structure communications with main ideas and relevant supporting details to accomplish functional tasks (e.g., summarize desired job, paraphrase a conversation to co-workers, contribute to a discussion, answer a question in class, make a presentation). (CL.B.2.In.2, CL.B.2.Su.2)
- 2.19. Structure communications using logical order to express information to accomplish functional tasks (e.g., justifying a particular action, explaining a concept). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ easy to difficult _____ general to specific
 _____ least important to most important _____ specific to general
 _____ most important to least important _____ cause and effect
 _____ other: _____

Expressing Needs and Desires

- 2.20. Use appropriate language to express desires effectively in various situations (e.g., “May I have more potatoes?” “I want to finish this job.” “I don’t care for spinach.” “I would rather not go to that movie.”). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ requests _____ refusals _____ other: _____
Specify setting: _____ home _____ school _____ community _____ workplace
- 2.21. Use appropriate language to express need for assistance in various situations (e.g., ask for help, raise hand, call person’s name, press a buzzer). (CL.B.2.In.2, CL.B.2.Su.2)
Specify setting: _____ home _____ school _____ community _____ workplace

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- 2.22. Use appropriate language to express the need for assistance in emergencies (e.g., alert others, describe emergency). (CL.B.2.In.2, CL.B.2.Su.2)
Specify setting: _____ home _____ school _____ community _____ workplace
- 2.23. *Express wants and needs. (Language C 20: II)*
- 2.24. *Use language to indicate displeasure or dislike. (Language C 16: 1)*
- 2.25. *Use language to indicate danger or give warnings to others. (Language C 22: III)*
- 2.26. Request clarification from teachers, supervisors, family, and peers when needed in various situations (e.g., when you do not understand a class assignment, when you need help on a work project, when you want to know how to do chores). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.27. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*

3. Demonstrate communication skills necessary for social, vocational, and community living.

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Using Interpersonal Communication Skills

- 3.1. Identify characteristics of communication that promote positive relationships with others (e.g., using words others understand, making polite comments). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.2. Demonstrate characteristics of communication that promote positive relationships with others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.3. Use appropriate greetings when meeting other persons in various situations (e.g., formal—"Hello." informal—"Hi!" "How are you?" "Nice to see you."). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.4. *Use language to initiate social greeting. (Language C 23: III)*

Using Greetings and Conversations

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- 3.5. Respond appropriately to greetings in various situations (e.g., “Hello.” “Thank you for inviting me.” “It’s nice to see you, too.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____
- 3.6. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, future, finances; friends—about what is happening in your life, shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ with family _____ with friends
 _____ with familiar persons _____ with unfamiliar persons
- 3.7. *Use language to respond to verbal greetings. (Language C 19: II)*
- 3.8. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 3.9. *Use language to initiate conversation. (Language C 30: VI)*
- 3.10. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 3.11. Use appropriate language to end conversations (e.g., “It was nice talking with you.” “Thank you for stopping by.” “It was so good to see you again.” “Let’s keep in touch.” “Talk to you soon.” “Good-bye!”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

Using Social Language Skills

- 3.12. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ initiating topics _____ maintaining topics
 _____ taking turns _____ ending a conversation
 _____ repairing communication breakdowns
 _____ showing sensitivity to cultural differences
 _____ other: _____
- 3.13. Identify differences in communication skills needed for formal and informal situations (e.g., formal—using proper names, using a formal greeting and closing, maintaining eye contact with speaker; informal—using first names, using slang or casual terminology, using informal greeting and closing, not requiring constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.14. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*
- 3.15. Identify steps for introducing self to others (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.16. Demonstrate steps for introducing self to others in various situations (e.g., saying hello, shaking hands, stating first and/or last name). (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

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- 3.17. Identify communications and behaviors that compliment others (e.g., saying “Good job.” “Well done.” “I am impressed with your work.” “I admire your ability.”; honoring others with rewards; commending others; applauding others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.18. Demonstrate communications and behaviors that compliment others in various situations. (SE.A.2.In.1, SE.A.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

Initiating Communication

- 3.19. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
Specify signal and situation: _____
- 3.20. Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace

Responding to Communication

- 3.21. Respond appropriately to actions and expressions of emotion of others in various situations (e.g., use “I” statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.22. Respond appropriately to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.23. Respond to other’s generosity by stating appreciation (e.g., thanking the person, telling how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.24. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 3.25. Respond appropriately to basic questions, directions, and informational statements (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

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Specify: _____ home _____ school _____ community _____ workplace

3.26. *Respond to voice or environmental sound. (Language A 1: 1)*

3.27. *Respond to own name. (Language B 5: 1).*

Using Functional Communication

3.28. Demonstrate functional communication skills used in personal care and health activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ initiating personal care or health activities
_____ requesting assistance
_____ requesting equipment, tools, or supplies
_____ conveying physical needs or desires
_____ responding accurately to directions, prompts, or questions
_____ other: _____

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

Specify: _____ initiating productive activities in the home
_____ requesting assistance
_____ requesting equipment, tools, or supplies
_____ conveying physical needs or desires
_____ responding accurately to directions, prompts, or questions
_____ other: _____

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

Specify: _____ initiating productive activities in the community
_____ requesting assistance
_____ requesting equipment, tools, or supplies
_____ conveying physical needs or desires
_____ responding accurately to directions, prompts, or questions
_____ other: _____

3.31. Demonstrate functional communication skills used in leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ initiating leisure activities
_____ requesting assistance
_____ requesting equipment, tools, or supplies
_____ conveying physical needs or desires
_____ responding accurately to directions, prompts, or questions
_____ other: _____

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- 3.32. Demonstrate functional communication skills used in selecting and using community resources. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ initiating selection and use of community resources
_____ requesting assistance
_____ requesting equipment, tools, or supplies
_____ conveying physical needs or desires
_____ responding accurately to directions, prompts, or questions
_____ other: _____
- 3.33. *Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)*
- 3.34. *Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)*
- 3.35. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 3.36. *Follow verbal directions with more than two steps. (Language B 14: V)*

Using Listening Skills

- 3.37. Identify the components of the listening process in order to listen more effectively in conversations and discussions (e.g., hearing, understanding, remembering what has been said). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.38. Identify behaviors which indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)
Specify style: _____ relaxed _____ active _____ social _____ defensive
_____ other: _____
- 3.39. Identify the difference between attentive and inattentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; inattentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.40. Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ listening for content
_____ paying attention to cues—first, second..., in summary, most important
_____ linking what is heard to prior knowledge and experiences
_____ considering emotional meaning
_____ other: _____
- 3.41. Use strategies to improve effectiveness of own listening (e.g., empathize with and “read” people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

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- 4.4. Demonstrate specific knowledge and skills required to communicate by telephone (IF.A.1.In.1, IF.A.1.Su.1)

Specify: _____ what to say when answering the phone, "Hello. This is . . ."
_____ what to say when making a call, "Hello. Is . . . there?"
_____ what to say when ending a call, "Bye. Talk to you later."
_____ how to leave a message
_____ how to take a message
_____ how to carry on a conversation on the phone
_____ other: _____

- 4.5. *Identify and use emergency number (0–911) on a telephone in an appropriate manner. (Social and Personal H 61: IV)*

- 4.6. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*

- 4.7. Record a telephone message to accurately reflect information from incoming calls. (CL.B.2.In.2, CL.B.2.Su.2)

Specify: _____ caller's name _____ date _____ who they represent
_____ time _____ phone number _____ message
_____ other: _____

5. Demonstrate awareness of gestures, cues, and body language used by self and others.

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

Indicate guidance and support necessary for mastery at supported level:

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

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

- 5.2. Identify meaning of various facial expressions while engaging in conversations. (e.g., smile, frown, grimace). (CO.A.1.In.1, CO.A.1.Su.1)

- 5.3. Use appropriate nonverbal language and gestures when communicating in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

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

Specify setting: _____ home _____ school _____ community _____ workplace

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6. Use an appropriate communication system according to individual needs and capabilities.

Indicate guidance and support necessary for mastery at supported level:

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

- 6.1. Identify different types of alternative, augmentative, and technological devices for communication (e.g., communication boards, switches, electronic buttons with verbal cues, pictures or objects, letters to point and spell, words to point and make sentences, telephone, talking card reader). (CO.A.1.In.1, CO.A.1.Su.1)
- 6.2. Use a communication system for acquiring information and meeting communication needs that matches linguistic, physical, and cognitive ability. (CO.A.1.Su.1)
Specify system: ___ sign language ___ total communication
 ___ finger spelling ___ augmentative communication
 ___ verbal language ___ symbol system
 ___ other: _____
- 6.3. Identify need for own communication system and request its use in various situations. (CO.A.1.Su.1)
Specify: ___ home ___ school ___ community ___ workplace
- 6.4. Initiate communication using augmentative communication system in various situations. (CO.A.1.Su.1)
Specify: ___ home ___ school ___ community ___ workplace
- 6.5. Identify and perform basic maintenance procedures for own communication system. (CO.A.1.In.1, CO.A.1.Su.1)
- 6.6. Use one or more access modes to access own communication system in various situations. (CO.A.1.Su.1)
Specify: ___ activate a switch (eye gaze, manual board, electronic device)
 ___ use a scanning array (linear, row/column, block, circular, quadrant, group)
 ___ select directly (touching)
 ___ other: _____
Specify setting: ___ home ___ school ___ community ___ workplace
- 6.7. Use a presented symbol system to communicate in various situations. (CO.A.1.Su.1)
Specify: ___ objects ___ realistic pictures
 ___ blackline drawings ___ icons (multiple meanings)
 ___ written words ___ other: _____
Specify setting: ___ home ___ school ___ community ___ workplace

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- 6.8. Use appropriate social language skills when using an augmentative communication system in various situations. (CO.A.1.Su.1)

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

Specify setting: _____ home _____ school _____ community _____ workplace

- 6.9. Select and modify systems of communication to accommodate a variety of settings so that a reciprocal relationship between student and another can be established (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.Su.1)

Specify: _____ home _____ school _____ community _____ workplace

- 6.10. Express and/or interpret ideas, information, attitudes, relationships, and experiences using sign language or total communication system. (CO.A.1.In.1, CO.A.1.Su.1)

Specify system: _____ sign language _____ total communication system

Specify setting: _____ home _____ school _____ community _____ workplace

- 6.11. Receive communication through speech reading, finger spelling, and sign language with the aid of an interpreter in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify method: _____ speech reading _____ finger spelling _____ sign language

Specify setting: _____ home _____ school _____ community _____ workplace