

**Florida Department of Education**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

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

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

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

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

**After successfully completing this course, the student will:**

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

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

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_
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**Word Identification Skills**

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

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

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

**Frequently Used Words**

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

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

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

**Signs and Symbols**

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





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

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

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

Indicate guidance and support necessary for mastery at supported level:

- physical prompt                       verbal prompt                       visual prompt  
 assistive technology                       supervision                       other: \_\_\_\_\_
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**Visuals, Passages, and Documents**

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

- Specify:  statements                       questions                       directions  
 commands                       requests                       other: \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

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

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

Indicate guidance and support necessary for mastery at supported level:

- physical prompt                       verbal prompt                       visual prompt
  - assistive technology                       supervision                       other: \_\_\_\_\_
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- 3.1. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify:  home     school     community     workplace
- 3.2. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify:  facial expressions                       sounds  
 gestures                       body language  
 hand signals                       other: \_\_\_\_\_
- 3.3. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**General Listening Skills**

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

**Listening to Directions**

- 3.28. Use skills and strategies to remember and understand oral directions. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  repeat directions                    \_\_\_\_\_  paraphrase directions  
          \_\_\_\_\_  write directions                        \_\_\_\_\_  make a drawing or diagram  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.29. *Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)*
- 3.30. *Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)*
- 3.31. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 3.32. *Follow verbal directions with more than two steps. (Language B 14: V)*
- 4. Use writing skills to organize and present information according to the specified purpose (e.g., lists, correspondence, notes, reports, forms).**  
**Note:** Electronic tools and software may be used if available.

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

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

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt
  - \_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_
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**Handwriting or Keyboarding**

- 4.1. Produce legible handwritten material to complete functional tasks (e.g., write letters, notes, or messages; complete forms; sign documents; complete tests; write checks; write in check register). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_  style—manuscript or cursive      \_\_\_  spacing      \_\_\_  size  
          \_\_\_  letter formation                      \_\_\_  orientation  
          \_\_\_  other: \_\_\_\_\_
- 4.2. *Reproduce upper and lower case letters of the alphabet. (Writing A 2: IV)*
- 4.3. Produce written communications accurately using a word processor or typewriter (e.g., rough draft of letter, report, or project; list of information for form, application, graph, or chart). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_  letters                      \_\_\_  reports                      \_\_\_  forms  
          \_\_\_  charts                      \_\_\_  other: \_\_\_\_\_
- 4.4. Select and use appropriate modes in writing for educational and personal needs (e.g., write a letter, leave a message, write in a journal, write a to-do list, complete homework). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_  handwriting                      \_\_\_  typewriter or keyboarding  
          \_\_\_  other: \_\_\_\_\_
- 4.5. Use assistive technology, as necessary, for writing.  
Specify: \_\_\_\_\_

**Personal Information**

- 4.6. Reproduce required personal information to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_  name                      \_\_\_  address                      \_\_\_  phone number  
          \_\_\_  date of birth                      \_\_\_  race                      \_\_\_  other: \_\_\_\_\_
- 4.7. *Reproduce own first and last name. (Writing A 1: IV)*



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

- 4.17. Select the appropriate format for documents and written communications to accomplish functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  note—give a friend directions, let your family know that you will be late  
\_\_\_\_\_  memo—announce an event to your co-workers at the office  
\_\_\_\_\_  letter—friendly, complaint, request, application  
\_\_\_\_\_  message—let a family member know that someone called  
\_\_\_\_\_  report—summary of a school project  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.18. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, prepare a presentation). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  note \_\_\_\_\_  memo/e-mail  
\_\_\_\_\_  letter \_\_\_\_\_  brief description  
\_\_\_\_\_  report \_\_\_\_\_  cards and invitations  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.19. Write or dictate a message to accurately record information from telephone calls or personal conversations. (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  caller's name \_\_\_\_\_  date \_\_\_\_\_  who caller represents  
\_\_\_\_\_  time \_\_\_\_\_  phone number \_\_\_\_\_  who the message is for  
\_\_\_\_\_  message \_\_\_\_\_  other: \_\_\_\_\_
- 4.20. *List information (who, what, when, and where) of a given message. (Writing D 11: VI)*
- 4.21. *Write a letter and address an envelope. (Writing D 12: VI)*

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

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

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

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

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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

**Sentences**

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

**Mechanics**

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



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

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

Specify: \_\_\_\_\_  article \_\_\_\_\_  report  
\_\_\_\_\_  letter \_\_\_\_\_  message  
\_\_\_\_\_  other: \_\_\_\_\_

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

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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

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

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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

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

Specify:  newspapers       magazines       television  
 radio       people       Internet  
 other: \_\_\_\_\_

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

Specify:  newspapers       magazines       television  
 radio       people       Internet  
 other: \_\_\_\_\_

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

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

Indicate guidance and support necessary for mastery at supported level:

physical prompt       verbal prompt       visual prompt  
 assistive technology       supervision       other: \_\_\_\_\_

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**Increasing Recall and Understanding**

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

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

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

Specify:  read aloud       paraphrase  
 make a drawing or diagram       other: \_\_\_\_\_

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

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

**Planning and Time Management**

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

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

8.16. Use strategies to pace work so that assignment is completed according to schedule.

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

Specify method: \_\_\_\_\_  track subtasks on calendar  
\_\_\_\_\_  set an alarm clock as a reminder  
\_\_\_\_\_  begin subtasks on time  
\_\_\_\_\_  check off subtasks when completed  
\_\_\_\_\_  other: \_\_\_\_\_

Specify setting: \_\_\_\_\_  personal \_\_\_\_\_  school \_\_\_\_\_  work

8.17. Identify alternative approaches when faced with difficulty in completing an assignment. (CL.C.2.In.1, CL.C.2.Su.1)

Specify method: \_\_\_\_\_  try different techniques  
\_\_\_\_\_  seek advice from others  
\_\_\_\_\_  seek assistance from others  
\_\_\_\_\_  read the instructions or references  
\_\_\_\_\_  other: \_\_\_\_\_

Specify setting: \_\_\_\_\_  personal \_\_\_\_\_  school \_\_\_\_\_  work

8.18. Complete routine tasks accurately and effectively (e.g., taking care of personal materials and supplies, changing classes, bringing needed materials to class).

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

Specify: \_\_\_\_\_  personal \_\_\_\_\_  school \_\_\_\_\_  work

8.19. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific tasks. (CL.C.2.In.2, CL.C.2.Su.2)

Specify method: \_\_\_\_\_  use a checklist with pictures or descriptions of supplies, tools, and equipment  
\_\_\_\_\_  set up work station with needed supplies, tools, and equipment before starting  
\_\_\_\_\_  other: \_\_\_\_\_

Specify setting: \_\_\_\_\_  personal \_\_\_\_\_  school \_\_\_\_\_  work

8.20. Organize materials and supplies to complete assignments (e.g., locker, file folders, accordion files, plastic storage containers, desk space). (CL.C.2.In.2, CL.C.2.Su.2)

Specify: \_\_\_\_\_  personal \_\_\_\_\_  school \_\_\_\_\_  work

8.21. Use tools, equipment, and supplies safely and correctly for a specific assignment (e.g., use for designated purposes only, wear proper protection when required, don't overload an electrical outlet, carry scissors with tips down). (CL.C.2.In.2, CL.C.2.Su.2)

Specify: \_\_\_\_\_  personal \_\_\_\_\_  school \_\_\_\_\_  work

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

Specify: \_\_\_\_\_  personal \_\_\_\_\_  school \_\_\_\_\_  work

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

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

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

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

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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

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

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

Specify: \_\_\_  blueprints                \_\_\_  floor plans                \_\_\_  diagrams  
          \_\_\_  other: \_\_\_\_\_

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

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

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

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

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

Specify: \_\_\_  letters                      \_\_\_  reports                      \_\_\_  forms  
          \_\_\_  charts                      \_\_\_  other: \_\_\_\_\_

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

**10. Use skills required for communication in daily activities (e.g., newspapers, schedules, menus, signs, shopping lists).**

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.Su.1 use community resources and services 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: \_\_\_\_\_
- 

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

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

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

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

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

- Specify: \_\_\_  identifying the location and price of events, e.g., musical performances—concerts, dance performances, theatre and plays; celebrations—holidays, parades, festivals  
\_\_\_  learning about the rules of a game or sport  
\_\_\_  obtaining information about a hobby or collection or other leisure interests  
\_\_\_  communicating with others who share the same leisure interests  
\_\_\_  other: \_\_\_\_\_

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

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

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

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

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

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