

**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>	7921010
<b>Course Title:</b>	Social Studies: 9-12
<b>Previous Course Title:</b>	Applied Social Studies
<b>Credit:</b>	Multiple

- A. Major Concepts/Content.** The purpose of this course is to develop an understanding of history, geography, economics, and government to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

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

- current and past historical events
- use of tools and concepts of geography
- roles of government at the local, state, and national levels
- responsible citizenship
- community resources
- consumer economics
- family, culture, and society
- career preparation

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

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

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

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of

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

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

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

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

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

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

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require

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that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

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

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

**1. Demonstrate understanding of how individuals are affected by current events in the community, state, nation, and world.**

Indicate guidance and support necessary for mastery at supported level:

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

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- 1.1. Demonstrate knowledge of historical implications of selected current events.  
Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                      \_\_\_  international
- 1.2. Demonstrate awareness of current events that are related to social problems.  
Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                      \_\_\_  international
- 1.3. Demonstrate awareness of current events that are related to the economy.  
Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                      \_\_\_  international
- 1.4. Demonstrate awareness of current events that are related to government.  
Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                      \_\_\_  international
- 1.5. Demonstrate awareness of current events that are related to geography and the physical environment.  
Specify: \_\_\_  local                      \_\_\_  Florida  
             \_\_\_  United States                      \_\_\_  international
- 1.6. Identify ways individuals can use knowledge of current events in daily activities (e.g., when interacting with peers, family, or others; when making decisions related to voting; to understand why certain laws are in place; to understand changes in the workplace).
- 1.7. Demonstrate knowledge of why it is important for individuals to know what is going on in the government at the local, state, national, and international levels.

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- 1.8. Demonstrate knowledge of ways people can gain information about the decisions and actions of the government (e.g., reading about public issues, watching television news programs, discussing public issues, communicating with public officials). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.9. Demonstrate knowledge of individuals or groups who can influence the decisions and actions of local, state, and national governments (e.g., the media, labor unions, parent and teacher organizations, Chamber of Commerce, taxpayer associations).
- 1.10. Demonstrate knowledge of the influence of television, radio, the press, newsletters, and emerging electronic communication on individuals.

**2. Demonstrate knowledge of the effects of major historical events, documents, and individuals at the local, state, national, or global level.**

Indicate guidance and support necessary for mastery at supported level:

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

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- 2.1. Demonstrate knowledge of major historical events and their impact on present times (e.g., wars, social movements, elections, treaties, reforms).  
Specify: \_\_\_  local                      \_\_\_  Florida  
              \_\_\_  United States                      \_\_\_  international
- 2.2. Demonstrate knowledge of major historical documents and their impact on present times (e.g., Constitution, Declaration of Independence, Bill of Rights, Civil Rights Act, Vocational Rehabilitation Act of 1973).  
Specify: \_\_\_  local                      \_\_\_  Florida  
              \_\_\_  United States                      \_\_\_  international
- 2.3. Demonstrate knowledge of individuals who have had significant influence in major historical events and their impact on present times (e.g., political leaders, scientists and inventors, religious leaders, social justice leaders).  
Specify: \_\_\_  local                      \_\_\_  Florida  
              \_\_\_  United States                      \_\_\_  international
- 2.4. Demonstrate awareness of events and characteristics of broadly defined eras of historical events.  
Specify: \_\_\_  local                      \_\_\_  Florida  
              \_\_\_  United States                      \_\_\_  international
- 2.5. Demonstrate awareness of how major technological changes have affected society and individuals in communication, transportation, and information management.  
Specify: \_\_\_  local                      \_\_\_  Florida  
              \_\_\_  United States                      \_\_\_  international

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- 2.6. Demonstrate awareness of how major changes in culture, social institutions, and family life have affected individuals.

Specify: \_\_\_\_\_  local \_\_\_\_\_  Florida  
\_\_\_\_\_  United States \_\_\_\_\_  international

**3. Use maps, globes, charts, graphs, and other tools of geography effectively to solve problems of daily living.**

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

Indicate guidance and support necessary for mastery at supported level:

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

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**Maps and Globes**

- 3.1. Identify the meaning and purpose of basic elements of maps and globes.

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

Specify: \_\_\_\_\_  title                      \_\_\_\_\_  legend                      \_\_\_\_\_  direction arrow (North)  
\_\_\_\_\_  scale                      \_\_\_\_\_  other: \_\_\_\_\_

- 3.2. Identify the meaning of information provided by map symbols when completing tasks (e.g., planning a trip). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  roads                      \_\_\_\_\_  states                      \_\_\_\_\_  rivers and bodies of water  
\_\_\_\_\_  countries                      \_\_\_\_\_  cities and towns                      \_\_\_\_\_  scale  
\_\_\_\_\_  directions                      \_\_\_\_\_  elevation                      \_\_\_\_\_  mileage  
\_\_\_\_\_  points of interest                      \_\_\_\_\_  other: \_\_\_\_\_

- 3.3. Identify characteristics and uses of various kinds of flat maps, globes, and other geographic tools. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  state maps                      \_\_\_\_\_  regional maps                      \_\_\_\_\_  political maps  
\_\_\_\_\_  aerial photos                      \_\_\_\_\_  globes                      \_\_\_\_\_  grid maps  
\_\_\_\_\_  other: \_\_\_\_\_

- 3.4. Find specified points or areas using a map when completing functional tasks (e.g., traveling in unfamiliar areas, locating a destination). (CL.B.4.In.2, CL.B.4.Su.2)

Specify: \_\_\_\_\_  city or state map                      \_\_\_\_\_  world map  
\_\_\_\_\_  regional map                      \_\_\_\_\_  atlas  
\_\_\_\_\_  United States map                      \_\_\_\_\_  other: \_\_\_\_\_

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- 3.5. *Locate a specific place using maps and floor plans. (Reading F 27: VI)*
- 3.6. Identify uses of maps in the school, the workplace, and in daily life to solve problems (e.g., to find a delivery route, to navigate a boat, to pinpoint an emergency situation, to find a place for a vacation, to travel to a new place in the community). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.7. Identify information conveyed in simple charts and graphs when solving problems related to social studies (e.g., identifying populations of a region, finding mileage between two cities). (CL.B.4.In.1, CL.B.4.Su.1)  
Specify: \_\_\_\_\_  bar graph                      \_\_\_\_\_  temperature chart  
                  \_\_\_\_\_  pie chart                                      \_\_\_\_\_  mileage chart  
                  \_\_\_\_\_  table    \_\_\_\_\_  street index  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 3.8. *Obtain information from charts, graphs, and schedules. (Reading F 24: VI)*
- 3.9. Demonstrate awareness of the use of standard time zones and daylight savings time in the United States (e.g., Eastern, Standard, Eastern Daylight, Central Standard, Central Daylight).
- 3.10. Follow a systematic approach when using maps, globes, charts, graphs, and other tools of geography to solve problems. (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)  
Specify: \_\_\_\_\_  determine what information is needed  
                  \_\_\_\_\_  select correct tool and technique  
                  \_\_\_\_\_  apply tool or procedures to obtain result  
                  \_\_\_\_\_  check results for accuracy and reliability  
                  \_\_\_\_\_  explain results  
                  \_\_\_\_\_  other: \_\_\_\_\_

**4. Demonstrate knowledge of the geographical features of major regions.**

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_
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- 4.1. Identify different ways that geographic regions are described and labeled (e.g., coastal areas, wetlands, deserts).
- 4.2. Identify major features of a particular geographic region (e.g., climate, landforms, vegetation, industrial or economic development, culture, language).  
Specify: \_\_\_\_\_  local community                      \_\_\_\_\_  Florida                      \_\_\_\_\_  other: \_\_\_\_\_
- 4.3. Identify characteristics that give a particular geographic region its identity.  
Specify: \_\_\_\_\_  central economic focus                      \_\_\_\_\_  physical characteristics  
                  \_\_\_\_\_  human characteristics                      \_\_\_\_\_  other: \_\_\_\_\_

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- 4.4. Identify ways that regional labels and images affect how individuals feel about the area, including their opinions of the people, businesses, and products that come from that region (e.g., the Sunbelt, the Plains, the Gold Coast).

**5. Demonstrate knowledge of characteristics and functions of government at the local, state, and national levels.**

Indicate guidance and support necessary for mastery at supported level:

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

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- 5.1. Identify the major functions of governments (e.g., make, carry out, and enforce rules and laws; manage conflicts; provide security; provide services such as education, health care, and transportation).

- 5.2. Identify the structure and characteristics of governments at three levels—local, state and national (e.g., type of leadership—mayor, governor, president; type of representation—commissioner, representative, senator).

Specify: \_\_\_  city (municipal) government  
          \_\_\_  county government  
          \_\_\_  state government, particularly the State of Florida  
          \_\_\_  federal government of the United States of America

- 5.3. Identify general functions and characteristics of the three major branches of government at all levels of government in the United States.

Specify branch: \_\_\_  executive                      \_\_\_  legislative                      \_\_\_  judicial  
Specify level: \_\_\_  city                      \_\_\_  county                      \_\_\_  state                      \_\_\_  federal

- 5.4. Identify the offices (appointed and elected) and basic functions for each branch of government in the local community.

Specify: \_\_\_  executive—mayor, city manager  
          \_\_\_  legislative—city council, county commission  
          \_\_\_  judicial—judges

- 5.5. Identify the offices (appointed and elected) and basic functions for each branch of government in the State of Florida.

Specify: \_\_\_  executive—Governor, Lieutenant Governor, and Cabinet  
          \_\_\_  legislative—Senate and House of Representatives  
          \_\_\_  judicial—State Supreme Court, District Court of Appeals

- 5.6. Identify the offices (appointed and elected) and basic functions for each branch of the federal government of the United States of America.

Specify: \_\_\_  executive—President, Vice-President  
          \_\_\_  legislative—Senate and House of Representatives  
          \_\_\_  judicial—Supreme Court, District Court, District Court of Appeals

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- 5.7. Identify the characteristics of major services provided by state and local governments (e.g., public education, public health, public transportation and highways, police and fire protection, public utilities).
- 5.8. Demonstrate knowledge of the purposes of taxes and different ways that governments collect fees and taxes.  
Specify: \_\_\_\_\_  sales tax      \_\_\_\_\_  property tax      \_\_\_\_\_  FICA (Social Security)  
          \_\_\_\_\_  income tax      \_\_\_\_\_  Medicare      \_\_\_\_\_  tolls  
          \_\_\_\_\_  licenses, registration fees, and user fees      \_\_\_\_\_  other: \_\_\_\_\_
- 5.9. Identify ways that people can participate in their local and state government and the importance of their participation (e.g., being informed, taking part in discussing issues, voting, volunteering in government agencies or political parties).
- 5.10. Identify fundamental principles of American democracy (e.g., citizens have rights; the power of government is limited by law; citizens exercise their authority directly through voting and indirectly through elected representatives; citizens support work of government by paying taxes).
- 5.11. Demonstrate knowledge of how the principles of American democracy are expressed in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.
- 5.12. Demonstrate knowledge of the importance of equality of opportunity and equal protection under the law in American society (e.g., all people have a right to equal opportunity in education, employment, housing, and access to public facilities; all people have a right to participate in political life by expressing their opinions and trying to persuade others).

**6. Demonstrate understanding of the role and responsibilities of citizens associated with participation in local, state, and national government (e.g., voting, obeying laws).**

Indicate guidance and support necessary for mastery at supported level:

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

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- 6.1. Identify characteristics of civic responsibilities (e.g., paying taxes, being informed about public issues, monitoring actions of political leaders and governmental agencies, complying with laws and policies, deciding how to vote, performing public service, serving as a juror, serving in the military).
- 6.2. Identify current issues related to individual rights in a variety of situations (e.g., personal rights issues—dress codes, curfews, sexual harassment, health care, school choice; political rights issues—freedom of speech, right to fair trial, freedom of the press; economic rights issues—welfare, right to minimum wage, equal pay for equal work).
- 6.3. *Identify rules of citizenship within the community. (Social and Personal H 64: V)*

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- 6.4. *Identify reasons for voting. (Social and Personal H 65: VI)*
- 6.5. *Demonstrate procedures for voting. (Social and Personal H 66: VI)*
- 6.6. Use specific knowledge and skills when completing productive activities in the community involving citizenship (e.g., abiding by laws, participating in community events, voting in an election, working with others on a service project, obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  knowing laws and rules \_\_\_\_\_  serving as a juror  
\_\_\_\_\_  registering to vote \_\_\_\_\_  serving in the military  
\_\_\_\_\_  knowing issues and propositions \_\_\_\_\_  performing public service  
\_\_\_\_\_  identifying positions of election candidates  
\_\_\_\_\_  other: \_\_\_\_\_
- 6.7. Demonstrate understanding of how participation in civic and political life can help an individual to achieve personal and community goals (e.g., personal goals such as living in a safe neighborhood, obtaining a good education, living in a healthy environment; community goals such as increasing the safety of the community, improving local transportation facilities, providing opportunities for education and recreation).
- 6.8. Demonstrate understanding of ways citizens can influence the decisions and actions of government.  
Specify: \_\_\_\_\_  voting after studying the issues and candidates  
\_\_\_\_\_  participating in special interest groups and political parties  
\_\_\_\_\_  attending meetings of governing agencies  
\_\_\_\_\_  working on campaigns  
\_\_\_\_\_  taking part in peaceful demonstrations  
\_\_\_\_\_  contributing money to political parties, candidates, or causes  
\_\_\_\_\_  other: \_\_\_\_\_
- 7. Locate information and present ideas regarding knowledge of social studies and its application to personal life and the world of work.**
- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.
- CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.
- CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.
- CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.2.In.2 express oral, written, or visual information for specified purposes.
- CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

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Indicate guidance and support necessary for mastery at supported level:

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

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- 7.1. Identify characteristics of sources of information about current events related to social studies (e.g., accuracy, reliability, completeness, point of view, purpose and intent). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_  newspapers                      \_\_\_  magazines                      \_\_\_  television  
             \_\_\_  radio                      \_\_\_  people                      \_\_\_  Internet  
             \_\_\_  other: \_\_\_\_\_
- 7.2. Use a variety of sources to gain information about current events related to social studies. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_  newspapers                      \_\_\_  magazines                      \_\_\_  television  
             \_\_\_  radio                      \_\_\_  people                      \_\_\_  Internet  
             \_\_\_  other: \_\_\_\_\_
- 7.3. Use a variety of primary and secondary sources of information to understand social studies issues (e.g., interpreting diaries, letters, and newspapers; reading maps and graphs; reading biographies and documents). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_  newspapers                      \_\_\_  magazines                      \_\_\_  television  
             \_\_\_  radio                      \_\_\_  people                      \_\_\_  Internet  
             \_\_\_  textbooks                      \_\_\_  encyclopedias  
             \_\_\_  other: \_\_\_\_\_
- 7.4. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*
- 7.5. Evaluate the correctness and accuracy of social studies information to complete assignments (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2, CL.B.1.Su.2)
- 7.6. Use strategies to integrate new information related to social studies with previous experiences. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_  identify common elements or events  
             \_\_\_  distinguish what is different  
             \_\_\_  relate new information to previously learned concepts  
             \_\_\_  other: \_\_\_\_\_
- 7.7. Express and summarize information related to social studies in an accurate, complete, and objective manner using written or verbal communication to complete functional tasks and assignments (e.g., describe what you have learned, write a report for school, write a summary describing a field trip, write a description of the results of a project for the school’s webpage). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_  brief statements                      \_\_\_  summaries  
             \_\_\_  reports                      \_\_\_  other: \_\_\_\_\_

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- 7.8. Organize information about social studies in ways that show the relationships among facts, ideas, events, and decisions when completing assignments (e.g., timelines, flow charts, graphic organizers, Venn diagrams). (CL.B.1.In.3)  
Specify: \_\_\_\_\_  by chronology                      \_\_\_\_\_  by characteristics  
                  \_\_\_\_\_  by categories                      \_\_\_\_\_  by topics or events  
                  \_\_\_\_\_  other: \_\_\_\_\_

**8. Demonstrate understanding of practices and skills required for responsible consumer economics (e.g., comparative shopping, budgeting, banking, using advertisements).**

- IF.A.2.In.1        select and use community resources and services for specified purposes.  
IF.A.2.Su.1       use community resources and services 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: \_\_\_\_\_
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- 8.1. Identify characteristics of practices in consumer economics (e.g., managing money—budgeting, banking, investing; comparative shopping; consumer protection; managing credit, income, and expenses).
- 8.2. Identify characteristics of common activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  preparing and following weekly and monthly budgets  
                  \_\_\_\_\_  managing and protecting personal cash  
                  \_\_\_\_\_  using checking and savings accounts  
                  \_\_\_\_\_  buying goods and services  
                  \_\_\_\_\_  contributing to charities  
                  \_\_\_\_\_  using comparative shopping to make wise purchases  
                  \_\_\_\_\_  using a credit card  
                  \_\_\_\_\_  using an ATM or debit card  
                  \_\_\_\_\_  paying income and other kinds of taxes  
                  \_\_\_\_\_  saving and investing money  
                  \_\_\_\_\_  buying insurance  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 8.3. *Identify the purposes of a checking and savings account. (Mathematics E 39: V)*
- 8.4. *Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)*

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- 8.5. Use essential knowledge and skills when completing activities involving managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  using coins and bills to pay for goods and services  
\_\_\_\_\_  selecting desired goods and services based on needs and available funds  
\_\_\_\_\_  evaluating claims in advertisements  
\_\_\_\_\_  understanding sales tactics used by stores and services—e.g., discounts, brand names vs. generic items, bulk packaging  
\_\_\_\_\_  entering into long-term contracts and loans  
\_\_\_\_\_  using an ATM or debit card  
\_\_\_\_\_  using credit cards or charge accounts  
\_\_\_\_\_  maintaining checking and savings accounts at a bank or credit union  
\_\_\_\_\_  other: \_\_\_\_\_
- 8.6. *Use coin-operated machines. (Social and Personal H 63: V)*
- 8.7. *Complete simple order blanks. (Social and Personal D 14: VII)*
- 8.8. Use strategies to manage money and personal finances effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits checks, mark dates of recurring bills on calendar, pay bills at regularly scheduled times). (IF.A.1.In.1, IF.A.1.Su.1)
- 8.9. Identify community service agencies, businesses, or other resources that assist individuals with financial needs (e.g., banks, credit card companies, investment companies, mortgage companies, lending companies, insurance companies, welfare and public assistance, Social Security Administration). (IF.A.2.In.1, IF.A.2.Su.1)
- 8.10. *Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)*
- 8.11. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with financial needs would need to be contacted (e.g., to manage income from a job, to purchase insurance, to obtain a loan). (IF.A.2.In.1, IF.A.2.Su.1)
- 8.12. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with financial needs (e.g., phone book, credit counseling services, parents, friends, co-workers). (IF.A.2.In.1, IF.A.2.Su.1)
- 8.13. *Identify the appropriate sources to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)*
- 8.14. Demonstrate the specific knowledge and skills that are required to use and benefit from a financial service (e.g., knowledge of loans, knowledge of insurance, knowledge of banking and financial terminology, skills for managing a checking account). (IF.A.2.In.1, IF.A.2.Su.1)

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**9. Demonstrate knowledge of how needs of individuals are met by the family; private agencies; and local, state, and federal government (e.g., housing, employment, health care, child care).**

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.Su.1 use community resources and services 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: \_\_\_\_\_

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- 9.1. Demonstrate knowledge of major needs of individuals that are met by the family (e.g., personal care, living arrangements, close relationships). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.2. Demonstrate knowledge of major needs of individuals that are met by organizations in the community (e.g., recreation, social action, religious guidance). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.3. Demonstrate knowledge of major needs of individuals that are met by private agencies in the community (e.g., health care, employment assistance, personal care). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.4. Demonstrate knowledge of major needs of individuals that are met by public agencies funded by the government (e.g., public health care, emergency assistance, welfare, education, public safety, transportation, employment assistance). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.5. Demonstrate knowledge of eligibility and application procedures associated with services provided by public agencies. (IF.A.2.In.1, IF.A.2.Su.1)
- 9.6. Demonstrate knowledge of eligibility and costs associated with services provided by private agencies. (IF.A.2.In.1, IF.A.2.Su.1)

**Medical, Health, and Wellness Needs**

- 9.7. Identify community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., doctors, dentists, hospitals, nutritionists, clinics, support groups, fitness centers, health care agencies, rehabilitation centers). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.8. *Identify services provided by local community agencies. (Social and Personal E 43: V)*
- 9.9. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with medical needs would need to be contacted (e.g., illness, annual exams, accident or injury, preventative medicine). (IF.A.2.In.1, IF.A.2.Su.1)

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- 9.10. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., health department, parents, friends, neighbors, co-workers, telephone book, insurance company). (IF.A.2.In.1, IF.A.2.Su.1)

**Civic Responsibilities**

- 9.11. Identify community service agencies or other resources that assist individuals in dealing with government agencies (e.g., Division of Motor Vehicles, social services, advocacy centers, Department of Health, Federal Emergency Management Administration). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.12. Identify circumstances or situations when community service agencies or government agencies would need to be contacted (e.g., renewing an automobile tag, obtaining a fishing or hunting license, renewing or obtaining a drivers license, using social services, obtaining a voter registration card, needing assistance evacuating during emergencies). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.13. Identify sources of information about community service agencies or other resources that assist individuals in dealing with government agencies (e.g., telephone book, city commission, city hall, friends, community, directory assistance). (IF.A.2.In.1, IF.A.2.Su.1)

**Housing, Home Maintenance, and Utilities Needs**

- 9.14. Identify community service agencies, businesses, or other resources that assist individuals with housing, home maintenance, and utility needs. (IF.A.2.In.1, IF.A.2.Su.1)  
Specify: \_\_\_\_\_  housing—real estate agencies, Developmental Services  
          \_\_\_\_\_  home maintenance—lawn care, housekeeping, contractor  
          \_\_\_\_\_  utilities—electricity, telephone, television cable, waste removal
- 9.15. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with housing, home maintenance, and utility needs would need to be contacted (e.g., when you want to sell your home; when you move into a home and need to establish electric, water, and gas service; when outdoor repair is needed—paint, sprinklers, doors, roof; when indoor repair is needed—painting, plumbing, air conditioner, electrical wiring; when you hire an extermination service for pest control). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.16. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with housing, home maintenance, and utility needs (e.g., Developmental Services, family, newspaper, telephone book, city hall, neighbors). (IF.A.2.In.1, IF.A.2.Su.1)

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**10. Demonstrate knowledge of how to locate and use community resources and facilities to meet personal needs.**

IF.A.2.In.1 select and use community resources and services for specified purposes.

IF.A.2.Su.1 use community resources and services 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: \_\_\_\_\_

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**10.1. Identify community service agencies, businesses, or other resources that assist individuals with personal needs. (IF.A.2.In.1, IF.A.2.Su.1)**

- Specify: \_\_\_  employment—Vocational Rehabilitation, private agencies  
\_\_\_  housing/home maintenance—real estate, pest control, lawn care  
\_\_\_  civil—voter registration, tax collector  
\_\_\_  utilities—water, electricity, gas  
\_\_\_  communication—telephone company, post office, e-mail provider  
\_\_\_  transportation—bus, taxi  
\_\_\_  personal care—barber, dry cleaner, laundromat  
\_\_\_  retail—department stores, discount stores, specialty shops, grocery stores  
\_\_\_  food services—restaurants, fast food chains, cafeterias  
\_\_\_  financial—banking, credit cards, insurance, social security  
\_\_\_  recreation, leisure, or entertainment—movies, libraries, sports centers  
\_\_\_  legal or advocacy—lawyers, advocacy and protection groups  
\_\_\_  educational—adult education, trade schools  
\_\_\_  emergency—police, fire, ambulance, Red Cross  
\_\_\_  other: \_\_\_\_\_

**10.2. Identify advantages and disadvantages of particular types of community service agencies, businesses, or other resources that assist individuals with personal needs. (IF.A.2.In.1, IF.A.2.Su.1)**

- Specify: \_\_\_  community service agencies: advantages—usually free or low-cost; disadvantages—may have a waiting list, may have limited services  
\_\_\_  businesses: advantages—more available; disadvantages—higher cost  
\_\_\_  other resources—friends, neighbors, co-workers: advantages—motivated to help, low-cost; disadvantages—less knowledgeable about needs of disabled than professionals

**10.3. Select the community service agency, business, or other resource that will meet (or is most likely to meet) needs for personal assistance (e.g., based on cost, need for a particular service, matches own eligibility, no waiting list). (IF.A.2.In.1, IF.A.2.Su.1)**

**10.4. Locate community service agencies, businesses, or other resources that assist individuals with personal needs (e.g., use a phone book, look on the Internet). (IF.A.2.In.1, IF.A.2.Su.1)**

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- 10.5. Identify ways of contacting community service agencies, businesses, or other resources that assist individuals with personal needs (e.g., telephone, fax machine, e-mail, personal visit). (IF.A.2.In.1, IF.A.2.Su.1)
- 10.6. Identify when it may be necessary to contact community service agencies, businesses, or other resources to assist individuals with personal needs (e.g., to question a bill, to make an appointment, to find out hours of operation, to get a price estimate). (IF.A.2.In.1, IF.A.2.Su.1)
- 10.7. *Place and answer calls on the telephone in an appropriate manner.*  
(*Social and Personal H 62: V*)
- 10.8. Use the specific knowledge and skills that are required to obtain and benefit from community services that assist with personal needs (e.g., knowledge of a reputable service provider in the community, knowledge of past history of the business from a resource such as the Better Business Bureau, communication skills to explain to the business what service is needed, mathematical skills to determine costs and methods of payment). (IF.A.2.In.1, IF.A.2.Su.1)
- 11. Demonstrate knowledge of effective use of services provided by organizations (e.g., banks, schools, hospitals, the military).**

SE.A.1.In.3 function effectively within formal organizations.

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

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- 11.1. Identify expectations for own behavior when using services produced by formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)  
Specify:  banks  hospitals  schools  
 other: \_\_\_\_\_
- 11.2. Identify existing rules and codes of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)  
Specify:  policy manuals  
 rules and regulations  
 security systems  
 other: \_\_\_\_\_
- 11.3. Identify behaviors that may conflict with expectations of organizations (e.g., rearranging work schedule; not coming regularly; or talking about personal, ethical, or moral issues). (SE.A.1.In.3, SE.A.1.Su.2)
- 11.4. Identify aspects of organizations that demand different expectations (e.g., power structure—line of command, independent work, group collaboration, working at a distance, flexible work schedule, concern for others). (SE.A.1.In.3, SE.A.1.Su.2)

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- 11.5. Identify organizations that provide services for individuals (e.g., social service organizations—advocacy groups, medical support organizations, Planned Parenthood, Head Start, Red Cross, charities; labor organizations; youth organizations and clubs. (SE.A.1.In.3, SE.A.1.Su.2)
- 11.6. Use specific knowledge and skills to obtain and benefit from a particular organization (e.g., know what kinds of services are provided, know eligibility requirements, contact organization to obtain information, travel to site where service is provided). (SE.A.1.In.3, SE.A.1.Su.2)

**12. Demonstrate knowledge of diverse patterns of behavior and beliefs in families and groups in the community (e.g., understanding customs and cultures, avoiding stereotyping).**

Indicate guidance and support necessary for mastery at supported level:

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

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- 12.1. Identify common forms of diversity in the United States (e.g., ethnic, racial, religious, socioeconomic class, linguistic, gender, national origin).
- 12.2. Identify some of the benefits of living in a diverse society (e.g., fosters a variety of viewpoints, new ideas, and fresh ways of looking at and solving problems; provides people with choices in the arts, music, literature, and sports; helps people to understand and appreciate cultural traditions and practices other than their own).
- 12.3. Identify characteristics of major conflicts in American society that have arisen from diversity (e.g., conflict between North and South, conflict over land and other rights of Native Americans, conflict over civil rights of minorities and women, ethnic conflicts in urban settings).
- 12.4. Identify ways that conflicts stemming from diversity can be prevented (e.g., encouraging communication among different groups; identifying common beliefs, interests, and goals; learning about others' customs, beliefs, history, and problems; listening to different points of view; adhering to the values and principles of American democracy).
- 12.5. Identify ways that conflicts stemming from diversity can be managed fairly when they occur (e.g., providing opportunities for people to present their points of view, arranging for an impartial individual or group to listen to all sides of a conflict, suggesting solutions to problems).

**13. Demonstrate understanding of responsible practices regarding personal behavior and interactions with others.**

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

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Indicate guidance and support necessary for mastery at supported level:

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

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### Interpersonal Relationships

- 13.1. Differentiate among types of relationships (e.g., friendship, family, co-workers, club members, members of religious organizations, community members). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.2. Identify attitudes and behaviors toward others which help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.3. *Identify personal feelings. (Social and Personal G 54: IV)*
- 13.4. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 13.5. *Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)*
- 13.6. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 13.7. Identify interpersonal skills useful in maintaining a close relationship with family and friends (e.g., keeping in touch, visiting others, writing to others, showing continuous concern for others, offering assistance to others). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.8. *Cooperate with peers. (Social and Personal G 51: III)*
- 13.9. *Show respect for property of others. (Social and Personal G 52: III)*
- 13.10. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 13.11. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 13.12. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.13. Identify qualities of a destructive relationship with a peer or adult (e.g., being vengeful to each other, talking behind each other's back, physically hurting the other, using harsh language toward the other, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.14. Identify personal characteristics that make one a good friend (e.g., does not talk negatively about one's friends, says positive things about one's friends, helps one's friends in time

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of crisis, makes one's friends laugh, does not make rude comments to one's friends, does not physically harm one's friends, shares with one's friends, respects one's friends, encourages one's friends). (SE.A.2.In.1, SE.A.2.Su.1)

- 13.15. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper names, using proper tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.16. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., criticizing others, being vengeful to others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.In.1)
- 13.17. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, mean people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

### Sexual Relationships

- 13.18. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, uses appropriate language, reflects responsible decisions about when to have sexual relationships). (IF.B.2.In.1, IF.B.2.Su.1)
- 13.19. Discriminate between examples and non-examples of behaviors that are responsible and appropriate expressions of sexual relationships (examples—chooses abstinence prior to marriage, uses acceptable terms of endearment; non-examples—forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)
- 13.20. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role models, high self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace
- 13.21. Identify factors that inhibit behaviors that are responsible and appropriate expressions of sexual relationships (e.g., bad role models, lack of reinforcement or feedback, use of alcohol, use of power or control, peer pressure, low self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace
- 13.22. *Identify body functions and recognize personal responsibility for human sexuality.*  
(*Social Personal E 44: V*)
- 13.23. Identify the negative effects of peer pressure on sexual relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)
- 13.24. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., if touching makes you uncomfortable, if someone forces you to do

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something you don't want to do, if someone tells you his or her actions are appropriate when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)

13.25. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, forcing sex, sexually explicit comments, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

**14. Demonstrate skills needed to manage and direct one's own behavior in the community to promote responsible citizenship.**

- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- SE.A.1.In.1 cooperate in a variety of group situations.
- SE.A.1.In.2 assist in establishing and meeting group goals.
- SE.A.1.In.3 function effectively within formal organizations.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.

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

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**Patterns of Conduct**

- 14.1. Identify behaviors that are socially unacceptable in public yet are acceptable in private. (IF.B.2.In.1, IF.B.2.Su.1)
- 14.2. Identify appropriate behaviors for specific social situations (e.g., cheering at a basketball game, asking for assistance on the job, interviewing for a job). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_  home    \_\_\_  school    \_\_\_  community    \_\_\_  workplace
- 14.3. Demonstrate appropriate behaviors for specific situations. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_  home    \_\_\_  school    \_\_\_  community    \_\_\_  workplace

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**Self-Management**

- 14.4. Identify self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement, needed for school and community activities (e.g., organizes, monitors, and carries out tasks and duties; prioritizes tasks in order of importance; completes tasks on time; follows through with instructions; works with sufficient speed; works efficiently with minimum wasted effort or time). (IF.B.2.In.1, IF.B.2.Su.1)
- 14.5. *Stay on task until its completion. (Social and Personal C 20: III)*
- 14.6. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 14.7. *Stay on task to completion within a given time frame. (Social and Personal C 22: V)*
- 14.8. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 14.9. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 14.10. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: IV)*
- 14.11. Discriminate between examples and non-examples of self-management behaviors (examples—presenting social studies project on assigned date, taking care of own personal items; non-examples—waiting until the last minute to start a project, leaving materials needed for school or work at home). (IF.B.2.In.1, IF.B.2.Su.1)
- 14.12. Identify factors that promote self-management behaviors (e.g., opportunities for self-management, training in self-management, reinforcement for use of self-management). (IF.B.2.In.1, IF.B.2.Su.1)
- 14.13. Identify factors that interfere with use of self-management behavior (e.g., controlling persons in environment, strict rules regarding behavior management). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify method: \_\_\_\_\_  self-monitoring \_\_\_\_\_  self-instruction \_\_\_\_\_  self-reinforcement  
Specify setting : \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 14.14. Demonstrate behaviors that reflect self-management. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify method: \_\_\_\_\_  self-monitoring \_\_\_\_\_  self-instruction \_\_\_\_\_  self-reinforcement  
Specify setting : \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace

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### Responding to Unexpected Events

- 14.15. Identify situations that are potentially dangerous (e.g., home—an intruder at the door or window attempting to enter the home, fire in the kitchen; school—students fighting, students running in the halls; community—accepting rides from strangers, walking alone at night; workplace—working with chemicals, not knowing how to use equipment). (IF.B.2.In.3, IF.B.2.Su.3)  
Specify setting: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace
- 14.16. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 14.17. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*
- 14.18. Identify aggressive and violent behavior in others as a threat to personal safety (e.g., pushing, verbal harassment, threats, hitting, biting, unwanted sexual advances). (IF.B.2.In.3, IF.B.2.Su.3)
- 14.19. Identify persons and agencies to ask for assistance in emergencies (e.g., police, fire department, parents, teachers, Red Cross). (IF.B.2.In.3, IF.B.2.Su.3)
- 14.20. Ask appropriate persons or agencies for assistance in various emergencies (e.g., dial 911, call fire or police department directly, seek assistance from teacher or parent). (IF.B.2.In.3, IF.B.2.Su.3)
- 14.21. *Identify procedures for seeking assistance in emergency situations. (Social and Personal D 35: V)*
- 14.22. *Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 14.23. Identify how to handle specific emergency situations (e.g., tornado—go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero). (IF.B.2.In.3, IF.B.2.Su.3)
- 14.24. *Use safety equipment and procedures when necessary. (Social and Personal C 32: IV)*
- 14.25. Behave in ways that comply with personal safety rules and procedures (e.g., do not run indoors, do not run with sharp objects, call for help in emergencies, wear seat belt). (IF.B.2.In.3, IF.B.2.Su.3)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace
- 14.26. Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)

### Working in a Group

- 14.27. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)

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- 14.28. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)
- 14.29. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 14.30. Use behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control or restraint when disagreeing, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)
- 14.31. Avoid behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing a member's efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early). (SE.A.1.In.1, SE.A.1.Su.1)

**Leadership**

- 14.32. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, wide knowledge, respectful, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)
- 14.33. Identify the effect that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)  
Specify: \_\_\_\_\_  supportive leaders—more participation by group members  
          \_\_\_\_\_  controlling leaders—group members may operate in fear  
          \_\_\_\_\_  negligent leaders—group members may not stay on task  
          \_\_\_\_\_  other: \_\_\_\_\_
- 14.34. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions or ideas, using group reflection, providing opinions). (SE.A.1.In.2)
- 14.35. Identify behaviors used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, motivate members, process information, plan for action). (SE.A.1.In.2)
- 14.36. Identify and use steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)  
Specify: \_\_\_\_\_  discuss the problem  
          \_\_\_\_\_  list possible causes  
          \_\_\_\_\_  record individual group members' suggestions and clarifications  
          \_\_\_\_\_  discuss and verify causes  
          \_\_\_\_\_  implement corrective action or solution  
          \_\_\_\_\_  report results  
          \_\_\_\_\_  move on to the next most probable cause if initial action is ineffective  
          \_\_\_\_\_  other: \_\_\_\_\_



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**Compliance with Laws, Rules, and Regulations**

- 14.46. Discriminate between examples and non-examples of behaviors that are in compliance with laws, rules, and regulations (examples—wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, not trespassing; non-examples—speeding in a car, stealing from the grocery store, not paying bill at a restaurant, drinking alcohol underage). (IF.B.2.In.1, IF.B.2.Su.1)
- 14.47. Identify factors that promote behaviors that are in compliance with laws, rules, and regulations (e.g., opportunities to comply with laws, knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)
- 14.48. Identify factors that inhibit behaviors that are in compliance with laws, rules, and regulations (e.g., lack of role models, lack of knowledge of laws, little or no reinforcement for complying with laws, peer pressure, influence of media). (IF.B.2.In.1, IF.B.2.Su.1)
- 14.49. Identify factors which indicate that noncompliance with laws, rules, and regulations should be reported to authorities (e.g., life-threatening, danger to self or others, creates unfair advantage). (IF.B.2.In.1, IF.B.2.Su.1)
- 14.50. Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home—family gathering  
          \_\_\_\_\_  school—in class, between classes, extracurricular activities  
          \_\_\_\_\_  community—events, organizations, services  
          \_\_\_\_\_  community—leisure activities, stores, restaurants, traveling
- 14.51. Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home—family gathering  
          \_\_\_\_\_  school—in class, between classes, extracurricular activities  
          \_\_\_\_\_  community—events, organizations, services  
          \_\_\_\_\_  community—leisure activities, stores, restaurants, traveling

**15. Demonstrate understanding of knowledge and skills necessary for selecting a career and maintaining employment.**

- CL.C.1.In.3      make general preparations for entering the work force.
- CL.C.1.Su.3      make general preparations for entering the work force—with guidance and support.
- IF.B.1.In.1        make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2        carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1        make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2        carry out plans and adjust to changing circumstances—with guidance and support.

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Indicate guidance and support necessary for mastery at supported level:

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

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### Using a Career Planning Process

- 15.1. Identify the benefits of using a planning process to set career goals (e.g., helps you to gather information, helps you to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)
- 15.2. Identify steps in a planning process to set career goals (e.g., determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired career). (IF.B.1.In.1, IF.B.1.Su.1)
- 15.3. Identify sources of assistance for planning for a career. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_  individuals—family members, supervisors, teachers, counselors  
          \_\_\_  agencies—government agencies, religious organizations, schools  
          \_\_\_  other: \_\_\_\_\_
- 15.4. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*
- 15.5. Complete a personal appraisal to determine personal strengths and interests related to career choices. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_  self-concept and values clarification  
          \_\_\_  personality characteristics and personal style  
          \_\_\_  motivational patterns and personal preferences  
          \_\_\_  occupational interests  
          \_\_\_  personal and educational background  
          \_\_\_  work history and experience  
          \_\_\_  key accomplishments and successes  
          \_\_\_  satisfying and dissatisfying experiences  
          \_\_\_  other: \_\_\_\_\_
- 15.6. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals—pet caregiver; gardening—landscaper). (CL.C.1.In.1, CL.C.1.Su.1)
- 15.7. Identify preferred goals relating to own plan for high school and postsecondary education (e.g., receiving a diploma, graduating by age 18, attending trade school, earning a certificate). CL.C.1.In.3., CL.C.1.Su.3)
- 15.8. Identify preferred occupational and career goals for self (e.g., work in office setting, obtain a stable job, work three days a week, receive a paycheck, receive a promotion). (IF.B.1.In.2, IF.B.1.Su.2)



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- 15.22. Identify common tests necessary for employment (e.g., drug tests, eye exams, physical examinations, Armed Services Vocational Aptitude Battery [ASVAB], driving test). (CL.C.1.In.3, CL.C.1.Su.3)
- 15.23. Identify purposes of obtaining references when looking for a job (e.g., prospective employer can talk to former employer; prospective employer can gain insight into work ethic and personality traits). (CL.C.1.In.3, CL.C.1.Su.3)
- 15.24. Identify types of follow-up procedures to use when seeking a job (e.g., thank-you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)
- 15.25. Identify common legal documents necessary for employment (e.g., identification card, driver’s license, birth certificate, social security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)
- 15.26. Identify purposes of common legal documents needed for employment (e.g., provide legal protection, provide information for filing income taxes, verify personal information). (CL.C.1.In.3, CL.C.1.Su.3)
- 15.27. *Complete forms which require personal data (e.g., W-4, medical history, insurance). (Writing D 14: VII)*

**16. Demonstrate knowledge of employment and career opportunities in the community.**

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

- 16.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 16.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing and sales, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)
- 16.3. Identify specific jobs in the local community associated with various career clusters (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; marketing and sales—clerk, sales representative; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

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- 16.4. Identify trends in the local job market for different career clusters (e.g., need for computer skills; need for jobs related to environmental issues; use of technology; hiring of the elderly, minorities, and individuals with disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)
- 16.5. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security, investment plans, overtime, unemployment benefits, worker’s compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 16.6. Identify opportunities for job training in the local community (e.g., trade schools, vocational/technical institutes, private or public colleges, apprentice programs). (CL.C.1.In.1, CL.C.1.Su.1)

**17. Demonstrate understanding of personal and social skills necessary for success on the job.**

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

**Planning Assignments**

- 17.1. Identify purposes of planning assignments (e.g., stay on task, finish work on time, fulfill expectations). (CL.C.2.In.1, CL.C.2.Su.1)
- 17.2. Identify components of a plan to complete assignments. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_  identify the goal or end product, including quality standards  
      \_\_\_  identify resources needed—equipment, supplies, time  
      \_\_\_  determine substeps needed to accomplish the task  
      \_\_\_  determine schedule for completing task
- 17.3. *State steps to complete a task. (Language C 31: VI)*
- 17.4. Identify, prioritize, and schedule job responsibilities for work assignments (e.g., make a to-do list, determine deadlines, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

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**Implementing Assignments**

- 17.5. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  set an alarm clock as a reminder  
          \_\_\_\_\_  track subtasks on calendar  
          \_\_\_\_\_  begin subtasks at designated times  
          \_\_\_\_\_  check off subtasks when completed  
          \_\_\_\_\_  adjust to unforeseen circumstances  
          \_\_\_\_\_  other: \_\_\_\_\_
- 17.6. Identify alternative approaches when faced with difficulty in completing an assignment. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  try different techniques                   \_\_\_\_\_  seek advice from others  
          \_\_\_\_\_  seek assistance from others               \_\_\_\_\_  read the instructions or references  
          \_\_\_\_\_  other: \_\_\_\_\_
- 17.7. *Sort like objects. (Social and Personal C 19: 11)*
- 17.8. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 17.9. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*
- 17.10. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 17.11. Identify general personal and social characteristics necessary for success on the job. (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  reliability and dependability           \_\_\_\_\_  flexibility  
          \_\_\_\_\_  responsibility                                   \_\_\_\_\_  self-control  
          \_\_\_\_\_  paying attention to details           \_\_\_\_\_  self-direction  
          \_\_\_\_\_  other: \_\_\_\_\_
- 17.12. *Identify characteristics of a good employee. (Social and Personal 23: IV)*

**Attendance and Punctuality**

- 17.13. Identify reasons for regular attendance and punctuality on the job (e.g., meet production quotas and deadlines, responsibility to employer and co-workers). (CL.C.2.In.3, CL.C.2.Su.3)
- 17.14. Identify consequences of irregular attendance or not being punctual on the job (e.g., docked pay, loss of respect and trust, demotion, loss of job). (CL.C.2.In.3, CL.C.2.Su.3)
- 17.15. *Identify appropriate attendance practice for school and work. (Social and Personal C 26: IV)*

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- 17.16. Identify behavior or activities on the job which bring values into conflict (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)
- 17.17. Identify favorable and unfavorable social and emotional characteristics affecting employability (e.g., favorable—desire to please, cheerfulness, cooperation, positive attitude, respect for others, honesty; unfavorable—laziness, rudeness, tardiness). (CL.C.2.In.3, CL.C.2.Su.3)
- 17.18. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—be optimistic, work hard, don't talk negatively about projects or people, do not complain; negative attitude—be pessimistic, be lazy, make negative comments, complain about work or workers). (CL.C.2.In.3, CL.C.2.Su.3)
- 17.19. Identify appropriate and inappropriate employee/employer interactions. (CL.C.2.In.3, CL.C.2.Su.3)  
Specify:  appropriate—being punctual, following rules, showing respect for authority  
 inappropriate—disrupting work, making negative statements about co-workers  
 other: \_\_\_\_\_
- 17.20. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.3, CL.C.2.Su.3)
- 17.21. *Distinguish between appropriate dress for school, work, and leisure activities.*  
(*Social and Personal A 7: V*)
- 17.22. Identify characteristics of appropriate grooming and selection of clothing for work (e.g., clean clothes; clean hair; proper uniform, if required; casual or formal, if organization allows; indoors or outdoors, depending upon work environment). (CL.C.2.In.3, CL.C.2.Su.3)
- 18. Demonstrate understanding of personal and social skills necessary for independent living.**
- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.In.2 complete personal care, health, and fitness activities.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—  
with guidance and support.
- IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and  
support.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and  
support.

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Indicate guidance and support necessary for mastery at supported level:

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

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### Independent Living

- 18.1. Identify productive activities in the home needed for independent living.  
(IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_  preparing and storing food  
          \_\_\_  selecting and caring for clothing  
          \_\_\_  cleaning and maintaining household  
          \_\_\_  selecting and caring for personal living environment  
          \_\_\_  selecting and caring for furniture, appliances, and other personal goods  
          \_\_\_  selecting and caring for outdoor equipment and maintaining outdoor areas  
          \_\_\_  managing money management, budgeting, paying taxes  
          \_\_\_  other: \_\_\_\_\_
- 18.2. *Discriminate food items from nonfood items. (Social and Personal B 10: III)*
- 18.3. *Select appropriate kitchen utensils for food preparation. (Social and Personal B 11: IV)*
- 18.4. *Use appropriate table manners (e.g., passing food, sharing condiments).  
(Social and Personal B 12: IV)*
- 18.5. *Follow correct lunch procedures. (Social and Personal B 13: IV)*
- 18.6. *Serve self from food containers. (Social and Personal B 14: IV)*
- 18.7. *Follow a simple recipe. (Social and Personal B 15: V)*
- 18.8. *Select and operate kitchen appliances for food preparation.  
(Social and Personal B 16: V)*
- 18.9. *Identify proper storage areas for food. (Social and Personal B 17: V)*
- 18.10. *Plan and prepare a meal. (Social and Personal B 18: VI)*
- 18.11. *Return items after use to a proper place. (Social and Personal F 46: III)*
- 18.12. *Pick up trash and dispose properly. (Social and Personal F 47: III)*
- 18.13. *Identify proper household tools and cleaning supplies for a given task.  
(Social and Personal F 48: IV)*
- 18.14. *Perform laundry tasks. (Social and Personal F 49: V)*
- 18.15. *Perform simple home maintenance chores (e.g., sweeping walk, changing light bulbs, raking, weeding). (Social and Personal F 50: V)*

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18.16. Identify leisure and recreation activities that are appropriate for independent living.

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

Specify: \_\_\_\_\_  games and sports  
\_\_\_\_\_  cultural activities  
\_\_\_\_\_  hobbies, crafts, and collections  
\_\_\_\_\_  pets and gardening  
\_\_\_\_\_  outdoor activities  
\_\_\_\_\_  other: \_\_\_\_\_

18.17. *Distinguish between work and leisure time activities. (Social and Personal G 53: IV)*

18.18. *Demonstrate appropriate activities to occupy leisure time. (Social and Personal G 55: V)*

18.19. Identify personal care activities needed for independent living.

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

Specify: \_\_\_\_\_  eating  
\_\_\_\_\_  dressing  
\_\_\_\_\_  grooming  
\_\_\_\_\_  hygiene  
\_\_\_\_\_  motor control and self-management  
\_\_\_\_\_  other: \_\_\_\_\_

18.20. *Take off clothing which does not require fasteners. (Social and Personal A 1: II)*

18.21. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*

18.22. *Take off clothing with fasteners. (Social and Personal A 3: III)*

18.23. *Put on clothing which does not require fasteners. (Social and Personal A 4: III)*

18.24. *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*

18.25. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*

18.26. *Feed self with spoon independently. (Social and Personal A 8: II)*

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

18.28. *Demonstrate appropriate behavior while coughing, sneezing, or blowing nose. (Social and Personal D 38: III)*

18.29. *Identify body parts and gender. (Social and Personal E 39: III)*

18.30. Identify health care and fitness activities needed for independent living.

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

Specify: \_\_\_\_\_  maintaining good nutrition

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- \_\_\_\_\_  preventing and caring for diseases
- \_\_\_\_\_  practicing safety in health, including prevention of tobacco, alcohol, and other drug abuse
- \_\_\_\_\_  being aware of disability
- \_\_\_\_\_  maintaining good mental health
- \_\_\_\_\_  participating in exercise programs
- \_\_\_\_\_  other: \_\_\_\_\_

- 18.31. *Recognize those illnesses and injuries which require a doctor's or dentist's attention. (Social and Personal E 40: IV)*
- 18.32. *Identify appropriate storage and use of medications. (Social and Personal E 41: V)*
- 18.33. *Recognize the health risk associated with substance abuse. (Social and Personal E 42: V)*
- 18.34. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*
- 18.35. **Identify activities involving community resources and services that may be needed for independent living. (IF.A.2.In.1, IF.A.2.Su.1)**  
Specify: \_\_\_\_\_  selecting a house or apartment  
\_\_\_\_\_  obtaining assistance with personal care or health needs  
\_\_\_\_\_  fulfilling civic responsibilities  
\_\_\_\_\_  obtaining and caring for clothing or other personal products  
\_\_\_\_\_  obtaining utilities, communication, and other household services  
\_\_\_\_\_  other: \_\_\_\_\_
- 18.36. *Identify services provided by local community agencies. (Social and Personal E 42: V)*
- 18.37. **Demonstrate understanding of social skills needed for independent living. (SE.A.2.In.1, SE.A.2.Su.1)**  
Specify: \_\_\_\_\_  using appropriate interpersonal communication skills  
\_\_\_\_\_  selecting and maintaining relationships with friends  
\_\_\_\_\_  maintaining positive relations with family  
\_\_\_\_\_  maintaining appropriate relations with co-workers and supervisors  
\_\_\_\_\_  other: \_\_\_\_\_

**Travel**

- 18.38. **Identify various means of transportation for people including special accommodations for those with disabilities (e.g., walking, special transit services, special assistance on trains, airlines, and taxis). (IF.A.2.In.2, IF.A.2.Su.2)**

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- 18.39. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)  
Specify: \_\_\_\_\_  cost                      \_\_\_\_\_  handicap accessibility  
                  \_\_\_\_\_  routes                                      \_\_\_\_\_  hours of operation  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 18.40. Identify the dangers, responsibilities, and behaviors appropriate to independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keep hands to self, do not talk loudly, be polite, ask driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)
- 18.41. *Identify safety precautions related to traffic and pedestrian travel.*  
(*Social and Personal D 36: V*)
- 18.42. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)
- 18.43. Avoid entering doorways and corridors in buildings and other places designated as “No Entry” or open to “Authorized Personnel Only” when traveling in familiar or unfamiliar buildings. (IF.A.2.In.2, IF.A.2.Su.2)
- 18.44. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find facility, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)
- 18.45. Find a desired location in the community (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 18.46. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 18.47. Practice safety procedures when riding in a car (e.g., wear seatbelts, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)
- 18.48. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train or air flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)

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**19. Demonstrate knowledge of personal, political, and economic rights and why they are important (e.g., to associate with whomever one chooses, to join political parties, to choose one's work).**

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.

CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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- 19.1. Identify examples of movements seeking to promote individual rights and the common good (e.g., abolition, suffrage, labor and civil rights movements).
- 19.2. Identify characteristics of political rights and why they are important to the individual (e.g., to speak freely, to criticize the government, to join political parties or organizations that strive to influence government policies, to seek and hold political office).
- 19.3. Identify characteristics of economic rights and why they are important (e.g., to own property, to choose one's work).
- 19.4. Identify current issues regarding individual rights (e.g., personal rights issues such as dress codes, curfews, sexual harassment, health care, school prayer; political rights issues such as freedom of speech, right to a fair trial; economic rights issues such as welfare, minimum wage, equal pay for equal work, welfare).
- 19.5. Describe laws that protect employees (e.g., discrimination, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)
- 19.6. Identify the purpose and benefits of worker's compensation (e.g., provide employee compensation if injured on the job, pay medical bills, provide compensation for work time missed due to injury). (CL.C.1.In.2, CL.C.1.Su.2)
- 19.7. Identify the purpose of unemployment insurance (e.g., means of income if job ends, temporary income until new job found). (CL.C.1.In.2, CL.C.1.Su.2)
- 19.8. Identify the purpose of disability insurance (e.g., provide compensation if disabled on the job, provide income if unable to work). (CL.C.1.In.2, CL.C.1.Su.2)
- 19.9. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, ensure workplace accommodations, ensure accessibility to businesses, increase public awareness, encourage self-advocacy, ensure legal services). (CL.C.1.In.2, CL.C.1.Su.2)
- 19.10. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney, advocacy groups). (CL.C.1.In.2, CL.C.1.Su.2)