

Florida Department of Education

COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES

Subject Area: Academics - Subject Areas
Course Number: 7821010
Course Title: Social Studies: 6-8

- A. Major Concepts/Content.** The purpose of this course is to develop a basic understanding of history, geography, economics, and government to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

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

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 social studies in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Social Studies, Grades 6-8.

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

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

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

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

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

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

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of

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practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

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

After successfully completing this course, the student will:

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

Indicate guidance and support necessary for mastery at supported level:

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

- 1.1. Demonstrate awareness 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).

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1.7. Demonstrate awareness of why it is important for individuals to know what is going on in the government at the local, state, national, and international levels.

2. Demonstrate awareness of major historical events, documents, and individuals (e.g., laws, treaties, political and social leaders, wars, elections).

Indicate guidance and support necessary for mastery at supported level:

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

2.1. Demonstrate awareness 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 awareness of major historical documents and the 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 awareness 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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3. Use maps, globes, charts, graphs, and other tools of geography to solve problems.

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

Indicate guidance and support necessary for mastery at supported level:

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

Maps and Globes

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

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

Specify: ___ title ___ legend ___ direction arrow (North)
 ___ scale ___ other: _____

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

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

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

Specify: ___ state maps ___ regional maps ___ political maps
 ___ aerial photos ___ globes ___ grid maps
 ___ other: _____

3.4. Find specified points or areas using a map when completing functional tasks

(e.g., traveling in unfamiliar areas, locating a destination). (CL.B.4.In.2, CL.B.4.Su.2)

Specify: ___ city or state map ___ atlas
 ___ United States map ___ regional map
 ___ world map ___ other: _____

3.5. Identify uses of maps in the classroom and in daily life to solve problems

(e.g., to find a delivery route, to navigate a boat, to locate an emergency exit, 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)

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Charts and Graphs

- 3.6. 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: _____

- 3.7. Demonstrate awareness of the use of standard time zones and daylight savings time in the United States (e.g., Eastern Standard, Eastern Daylight Savings Time, Central Standard, Central Daylight Savings Time). (CL.B.3.In.2, CL.B.3.Su.2)

- 3.8. 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 awareness of the geographical features of major regions in the community and state.

Indicate guidance and support necessary for mastery at supported level:

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

- 4.1. Identify different ways that geographic regions are described and labeled (e.g., coastal areas, wetlands, desert).

- 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: _____

- 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., Sunbelt, the Plains, the Gold Coast).

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

Indicate guidance and support necessary for mastery at supported level:

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

- 5.1. Identify the major functions of governments (e.g., make, carry out, and enforce rules and laws; manage conflicts; provide security; provide services such as education, health 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—county judges, circuit court 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 appointed and elected offices and basic functions for each branch of the federal government of the United States of America.
Specify: ___ executive—President, Vice President, and Cabinet
 ___ legislative—Senate and House of Representatives
 ___ judicial—Supreme Court, District Court, Circuit Court of Appeals
- 5.7. Identify the characteristics of major services provided by state and local governments (e.g., public education, public health, public transportation and highways, police and fire protection, public utilities).

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- 5.8. Demonstrate awareness 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 tax _____ 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 participation (e.g., being informed, taking part in discussing issues, voting, volunteering in government agencies or political parties).

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

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

- 6.1. Identify general 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 a fair trial; economic rights issues—right to minimum wage, equal pay for equal work).
- 6.3. Use specific knowledge and skills when completing productive activities in the community involving citizenship (e.g., abiding by laws, participating in community events, voting in an election, working with others on a service project). (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ knowing laws _____ serving as a juror
 _____ registering to vote _____ serving in the military
 _____ knowing issues and propositions _____ performing public service
 _____ identifying positions of election candidates
 _____ other: _____
- 6.4. Demonstrate awareness 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: _____

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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.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.

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. Evaluate the accuracy of social studies information used to complete school 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)

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7.5. 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: _____

7.6. Express and summarize information related to social studies in an accurate, complete, and objective manner using written or verbal communication to complete school assignments (e.g., describe what you have learned, write a report for school, write a summary describing a field trip, write a description of the results of a project for the school’s webpage). (CL.B.2.In.2, CL.B.2.Su.2)

- Specify: brief statements
 summaries
 reports
 other: _____

7.7. Organize information about social studies in ways that show the relationships among facts, ideas, events, and decisions when completing school assignments (e.g., timelines, outlines, semantic maps, flow charts). (CL.B.1.In.3)

- Specify: by chronology by characteristics
 by categories by topics or events
 other : _____

8. Demonstrate awareness 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). (IF.A.2.In.1, IF.A.2.Su.1)

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- 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/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
_____ other: _____
- 8.3 Use essential knowledge and skills when completing activities involved in 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
_____ other: _____
- 8.4. Use strategies to manage money and personal finances effectively and efficiently and on a regular basis (e.g., deposit money into a savings account, make a weekly budget). (IF.A.1.In.1, IF.A.1.Su.1)
- 8.5. 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)
- 9. Demonstrate awareness of how major needs of individuals are met by the family; private agencies; and local, state, and federal government.**
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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General Information

- 9.1. Demonstrate awareness 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)

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- 9.2. Demonstrate awareness of major needs of individuals that are met by organizations in the community (e.g., recreation, social action, religious guidance, health care). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.3. Demonstrate awareness 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.2.In.1, IF.A.2.Su.1)

Medical, Health, and Wellness Needs

- 9.4. Identify community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., doctors, dentists, hospital, clinics, support groups, fitness centers, health care agencies, rehabilitation centers). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.5. 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)

Civic Responsibilities

- 9.6. 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)
- 9.7. Identify circumstances or situations when community service agencies or other resources that assist individuals in dealing with government agencies would need to be contacted (e.g., renewing an automobile tag, obtaining a fishing or hunting license, renewing or obtaining a driver’s license, using social services or social support, obtaining a voter registration card). (IF.A.2.In.1, IF.A.2.Su.1)

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

- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.Su.1 use community resources and services 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: _____ medical/health/wellness—hospitals, clinics, family planning clinic, public health department, fitness centers
_____ 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
_____ recreation/leisure/entertainment—movies, libraries, sports centers
_____ 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—more expensive
_____ other resources—friends, neighbors, co-workers: advantages—motivated to help, low-cost; disadvantages—less knowledgeable about disability needs 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., affordable, matches need for a particular service, matches own eligibility, no waiting list). (IF.A.2.In.1, IF.A.2.Su.1)
- 10.4. 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 awareness 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: _____

- 11.1. Identify common forms of diversity in the United States (e.g., ethnic, racial, religious, socioeconomic class, linguistic, gender, national origin).

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- 11.2. 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).
 - 11.3. Identify characteristics of major conflicts in American society that have arisen from diversity (e.g., North/South conflict, conflict about land and other rights of Native Americans, conflict about civil rights of minorities and women, ethnic conflicts in urban settings).
 - 11.4. Identify ways that conflicts about 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; working to establish equity for all groups; adhering to the values and principles of American democracy).
 - 11.5. Identify ways that conflicts about 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).
- 12. Demonstrate awareness 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.

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

- 12.1. Differentiate among types of relationships (e.g., friends, family, co-workers, club members, members of religious organizations, community members). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.2. 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)
- 12.3. 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)

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- 12.4. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.5. 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)
- 12.6. Identify personal characteristics that make one a good friend (e.g., does not talk about others, says positive things about friends, helps friends in time of crisis, makes friends laugh, does not make rude comments to friends, does not physically harm friends, shares with friends, respects friends, encourages friends). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.7. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper names, using appropriate tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.8. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., criticizing others, being vengeful to others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.9. 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

- 12.10. 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)
- 12.11. Discriminate between positive examples and negative examples of behaviors that are responsible and appropriate expressions of sexual relationships (positive examples—chooses abstinence prior to marriage, uses acceptable terms of endearment; negative examples—forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)
- 12.12. 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

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- 12.13. Identify factors that inhibit behaviors that are responsible and appropriate expressions of sexual relationships (e.g., negative role models, lack of reinforcement or feedback, use of alcohol and other drugs, use of power or control, peer pressure, low self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)
Specify: _____ home _____ school _____ community
- 12.14. 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)
- 12.15. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., if touching makes you uncomfortable, if someone forces you to do something you don't want to do, if someone tells you his or her actions are appropriate when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)
- 12.16. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, sexually explicit comments, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

13. Demonstrate skills needed to manage and direct own behavior at school and in the community to promote responsible citizenship in oneself.

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

Patterns of Conduct

- 13.1. Identify behaviors that are socially unacceptable in public yet are acceptable in private. (IF.B.2.In.1, IF.B.2.Su.1)

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13.2. Identify appropriate behaviors for specific social situations (e.g., cheering at a football game, sitting quietly at a concert, asking questions and participating in a class discussion). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ home _____ school _____ community

13.3. Demonstrate appropriate behaviors for specific social situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ home _____ school _____ community

Self-management

13.4. 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)

13.5. 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 school materials at home). (IF.B.2.In.1, IF.B.2.Su.1)

13.6. 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)

13.7. 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

13.8. 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

Working in a Group

13.9. 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)

13.10. 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)

13.11. 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)

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- 13.12. 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)
- 13.13. 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

- 13.14. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, wide knowledge, respect for others, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)
- 13.15. 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: _____
- 13.16. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions and ideas, using a group reflection, providing opinions). (SE.A.1.In.2)
- 13.17. 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)
- 13.18. 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 identify probable causes
_____ implement corrective action or solution
_____ report results
_____ move on to the next most probable cause if initial action is ineffective
_____ other: _____
- 13.19. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak while no one else is speaking, accept criticism, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 13.20. Use behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, abiding by rules, respecting the rights of others in group activities). (SE.A.1.In.1, SE.A.1.Su.1)

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- 13.29. 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)
- 13.30. 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)
- 13.31. Identify factors which indicate that noncompliance with laws, rules, and regulations should be reported to authorities (e.g., life-threatening, danger to self or others). (IF.B.2.In.1, IF.B.2.Su.1)
- 13.32. Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gatherings
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ community—leisure activities, stores, restaurants, traveling
- 13.33. Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ home—family gatherings
 _____ school—in class, between classes, extracurricular activities
 _____ community—events, organizations, services
 _____ community—leisure activities, stores, restaurants, traveling

14. Demonstrate awareness 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.

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

- 14.1. 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)
- 14.2. 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)
- 14.3. 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: _____
- 14.4. 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 potential: _____ self-concept and values clarification
_____ personality characteristics and personal style
_____ motivational patterns and personal preferences
_____ personal and educational background
_____ key accomplishments and successes
_____ satisfying and dissatisfying experiences
_____ other: _____
- 14.5. 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)
- 14.6. 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)
- 14.7. Identify preferred occupational and career goals for self (e.g., work in office setting, obtain a stable job, work five days a week, receive a paycheck, receive a promotion). (IF.B.1.In.2, IF.B.1.Su.2)
- 14.8. Identify potential situations or events that may cause a person to change career goals (e.g., business closes, family moves, job interests change). (IF.B.1.In.2, IF.B.1.Su.2)
- 14.9. Identify steps in a job search (e.g., identify desired job, use resources to find a job opening, fill out applications, participate in interviews, complete follow-up tasks). (CL.C.1.In.1, CL.C.1.Su.3)
- 14.10. Identify resources for information and assistance with employment (e.g., TV, newspapers, Internet, family, employment agencies). (CL.C.1.In.3, CL.C.1.Su.3)
- 14.11. Identify the importance of a job interview (e.g., provides the first impression, provides information about the job). (CL.C.1.In.3, CL.C.1.Su.3)

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15. Demonstrate awareness of employment and career opportunities in the community.

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.

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

Indicate guidance and support necessary for mastery at supported level:

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

15.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)

15.2. 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)

15.3. 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)

15.4. 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)

15.5. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security, investment plans, overtime, maternity leave, contracts, unemployment benefits, worker’s compensation). (CL.C.1.In.1, CL.C.1.Su.1)

15.6. 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)

16. Demonstrate knowledge 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.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.

Indicate guidance and support necessary for mastery at supported level:

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

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Planning Assignments

- 16.1. 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)
- 16.2. 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
- 16.3. Identify, prioritize, and schedule job responsibilities for 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)

Implementing Assignments

- 16.4. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ set an alarm clock as a reminder
_____ track subtasks on calendar
_____ check off subtasks when completed
_____ begin subtasks at designated times
_____ adjust to unforeseen circumstances
_____ other: _____
- 16.5. 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 assistance from others
_____ seek advice from others
_____ read the instructions or references
_____ other: _____
- 16.6. 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
_____ responsibility
_____ self-direction
_____ flexibility
_____ self-control
_____ attention to details
_____ other: _____

Attendance and Punctuality

- 16.7. 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)
- 16.8. 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)

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- 16.9. 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)
- 16.10. 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)
- 16.11. 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)
- 16.12. 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: _____
- 16.13. 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)
- 16.14. Identify characteristics of appropriate grooming and selection of clothing for work (e.g., clean clothes; clean hair; proper uniform if required; casual vs. formal, depending on organizational preference; indoors or outdoors, depending on work environment). (CL.C.2.In.3, CL.C.2.Su.3)

17. Demonstrate awareness 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.

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

17.1. Identify productive activities needed for independent living in a home or apartment. (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 personal finances
_____ other: _____

17.2. Identify leisure and recreation activities 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: _____

17.3. 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: _____

17.4. Identify health care and fitness activities needed for independent living. (IF.A.1.In.2, IF.A.1.Su.2)

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

17.5. 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: _____

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- 17.6. Demonstrate awareness 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

- 17.7. 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)

- 17.8. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)
Specify: _____ cost _____ handicap accessibility
 _____ routes _____ hours of operation
 _____ other: _____

- 17.9. Identify the dangers and responsibilities of, and behavior appropriate to, independent travel in increasingly complex settings (e.g., dangers—large crowds, unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—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)

- 17.10. 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)

- 17.11. Avoid entering doorways and corridors in buildings and other places designated as “No Entry” or open to “Authorized Personnel Only” when traveling in familiar and unfamiliar buildings. (IF.A.2.In.2, IF.A.2.Su.2)

- 17.12. 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)

- 17.13. 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)

- 17.14. Practice safety procedures when walking or biking (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)

- 17.15. Practice safety procedures when riding in a car (e.g., wear seatbelt, lock doors, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)