

## Course Number: 7863010 - Unique Skills: 6-8

### Conflict Resolution

- 2.145. Identify characteristics of human conflicts (e.g., conflict can have both positive and negative results; some conflict is irrational and may be a result of misunderstanding or short-sightedness). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.146. Use conflict resolution skills when faced with a problem (e.g., identifying the nature of the conflict; dealing with feelings; pinpointing the cause of conflict; allowing time for negotiation; choosing a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, collaboration). (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 2.147. Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.148. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, practical intelligence, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.Su.1)
- 2.149. Use negotiation skills when faced with a problem (e.g., determine the magnitude of the conflict, identify benefits gained from the resolution, establish acceptable negotiating guidelines, establish ground rules, commit to the process, pick a mediator, practice confidentiality, use strategy and tactics for a win-win resolution, reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

### 3. Demonstrate learning skills to acquire knowledge by study and experience.

- 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.1.Pa.1      participate in recognition and use of information when engaged in daily activities—with assistance.
- CL.B.2.In.1      prepare oral, written, or visual information for expression or presentation.
- CL.B.2.In.2      express oral, written, or visual information for specified purposes.
- CL.B.2.Su.1      prepare oral, written, or visual information for expression—with guidance and support.
- CL.B.2.Su.2      express oral, written, or visual information to accomplish functional tasks—with guidance and support.
- CL.B.2.Pa.1      participate in expressing information in daily routines—with assistance.
- CL.B.3.In.1      identify mathematical concepts and processes to solve problems.

## Course Number: 7863010 - Unique Skills: 6-8

- CL.B.3.In.2 apply mathematical concepts and processes to solve problems.
- CL.B.3.Su.1 identify mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
- CL.B.3.Su.2 apply mathematical concepts and processes needed to accomplish functional tasks—with guidance and support.
- CL.B.3.Pa.1 participate in activities involving the use of mathematical concepts in daily routines—with assistance.
- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
- CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.
- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
- CL.C.2.Pa.1 participate in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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## USING INFORMATION

### Sounds

- 3.1. Identify the meaning of various environmental sounds (e.g., alerting—doorbells, telephone, weather alerts on television, seat belt alerts in cars; warning—elevator alarms, fire alarms; informational—school bells, busy signal on telephone). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_  alerting                      \_\_\_  warning                      \_\_\_  informational  
                    \_\_\_  other: \_\_\_\_\_
- 3.2. Identify the meaning of various telephone signals (e.g., busy signal, dial tone, ring, flashing light, fax connection). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.3. Identify the source or location of various sounds (e.g., where a knock is coming from, the room where the telephone is ringing, where a person calling your name is located, where a dripping sound in the house is located). (CL.B.1.In.1, CL.B.1.Su.1)

**Course Number: 7863010 - Unique Skills: 6-8**

3.4. Change body tone or produce body movement(s) in response to one or more stimuli. (CL.B.1.Pa.1)

Specify:  turn head  move toward stimuli  
 move eyes  change facial expression  
 change vocalization  other: \_\_\_\_\_

Specify type of stimuli:

voice  touch  object/picture  
 smell  taste  sound  
 light  other: \_\_\_\_\_

3.5. Use a consistent response to stimuli that are part of a daily routine (e.g., get ready to leave when the bell rings). (CL.B.1.Pa.1)

Specify stimuli: \_\_\_\_\_

Specify expected response: \_\_\_\_\_

**Gestures/Actions**

3.6. Identify the meaning of common gestures and other nonverbal language. (CL.B.1.In.1, CL.B.1.Su.1)

Specify:  gestures—stop, come here, wave, raise hand, okay  
 body language—outstretched hand means shake hands, raised fist means anger  
 facial expressions—smile, scowl, grimace

3.7. Imitate an adult model engaged in a functional behavior (e.g., holding up arm to assist with dressing). (CL.B.1.Pa.1)

3.8. Imitate speech sounds or words to indicate recognition (e.g., saying good-bye, repeating what kind of food is desired). (CL.B.1.Pa.1)

**Persons, Objects, Areas, and Locations**

3.9. Identify persons, objects, and locations used in productive activities in the home (e.g., cleaning the house, cooking a meal, washing clothes, maintaining the yard). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:  cleaning—vacuum, glass cleaner, bleach, ammonia, toilet brush  
 cooking—measuring cups, measuring spoons, pots, pans  
 laundry—washer, dryer, detergent, bleach, stain remover  
 yard work—rake, lawn mower, shovel, hose  
 home repair—hammer, wrench, drill, plunger  
 other: \_\_\_\_\_

**Course Number: 7863010 - Unique Skills: 6-8**

- 3.10. Identify persons, objects, and locations used in workplace activities (e.g., answering the phone, copying information, faxing information, changing oil, changing a tire, taking an order at the dry cleaners, setting up work station at a restaurant, fixing drinks for customers, selling clothes). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  office—fax machine, copy machine, calculator, envelopes, stamps, desk  
\_\_\_\_\_  food service—trays, drink machine, sugar caddies, refrigerator  
\_\_\_\_\_  for employees—time card, locker, mailbox, files, uniform  
\_\_\_\_\_  maintenance—broom, waste basket, cleaning supplies  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.11. Identify persons, objects, and locations used in school activities (e.g., in class assignments, homework assignments, reports, taking notes, working in the family and consumer sciences lab, physical education class). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  in class—desks, chalkboard, reference books, computers  
\_\_\_\_\_  food service—trays, drink containers, waste baskets, cafeteria  
\_\_\_\_\_  for students—folder, locker, textbook, workbook, restrooms  
\_\_\_\_\_  general areas—media center, gymnasium, guidance office  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.12. Identify persons, objects, and locations used in productive activities in the community (e.g., banking, picking up dry cleaning, grocery shopping, voting). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  banking—teller, window, deposit stubs  
\_\_\_\_\_  shopping—stores, cash register  
\_\_\_\_\_  eating out—restaurant, cashier, table, menu  
\_\_\_\_\_  post office—clerk, mail boxes, stamps, mail slots  
\_\_\_\_\_  using the library—card, catalogue, reference books, periodicals  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.13. Identify persons, objects, and locations used in leisure activities (e.g., packing for a camping trip, practicing for a concert, playing a team sport, using sports equipment). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  indoor games      \_\_\_\_\_  crafts/hobbies      \_\_\_\_\_  outdoor activities  
\_\_\_\_\_  sports      \_\_\_\_\_  entertainment      \_\_\_\_\_  other: \_\_\_\_\_
- 3.14. Accept assistance with and participate in recognizing and relating to familiar objects used in routine productive activities (e.g., turns toward own bed, reaches for own jacket when leaving). (CL.B.1.Pa.1)
- 3.15. Participate in identifying an object in a familiar place (e.g., spoon beside plate, lamp by bed). (CL.B.1.Pa.1)  
Specify method: \_\_\_\_\_  point      \_\_\_\_\_  look at  
\_\_\_\_\_  vocalize      \_\_\_\_\_  reach/grasp  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.16. Accept assistance with and participate in recognizing and locating objects to perform leisure activities (e.g., turns toward television, grasps ball). (CL.B.1.Pa.1)  
Specify: \_\_\_\_\_

**Course Number: 7863010 - Unique Skills: 6-8**

**Pictures**

- 3.17. Identify household objects pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  furniture      \_\_\_\_\_  appliances      \_\_\_\_\_  interior design  
          \_\_\_\_\_  supplies      \_\_\_\_\_  entertainment      \_\_\_\_\_  other: \_\_\_\_\_
- 3.18. Identify persons, objects, and locations in the community pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  buildings      \_\_\_\_\_  signs      \_\_\_\_\_  landmarks  
          \_\_\_\_\_  persons      \_\_\_\_\_  other: \_\_\_\_\_
- 3.19. Identify persons, objects, and locations pictured in textbooks, reference materials, magazines, and newspapers used in assignments, homework, or field trips (e.g., pictures of historical events, monuments, maps, plants, animals, equipment). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.20. Identify persons, objects, and locations for leisure activities pictured in books and magazines (e.g., camping equipment, board games, craft supplies). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.21. Identify persons, objects, and locations in the workplace pictured in books, manuals, or workplace materials (e.g., equipment, supplies, materials). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.22. Identify information obtained from a video recording of a situation (e.g., news footage, movie, instructional video). (CL.B.1.In.2, CL.B.1.Su.2)

**Symbols/Icons**

- 3.23. Identify the meaning of symbols and icons on appliances, equipment, or controls used in productive activities in the home (e.g., off, on, temperature control). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  cooking      \_\_\_\_\_  laundry      \_\_\_\_\_  cleaning  
          \_\_\_\_\_  plumbing      \_\_\_\_\_  yard care      \_\_\_\_\_  heating and cooling  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.24. Identify the meaning of symbols and icons on machinery, equipment, or controls used in functional activities in the workplace (e.g., on, off, start, do not use, +, -, =). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  duplicating      \_\_\_\_\_  cash register      \_\_\_\_\_  calculator  
          \_\_\_\_\_  construction      \_\_\_\_\_  food preparation      \_\_\_\_\_  cleaning  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.25. Identify the meaning of symbols and icons on machinery, equipment, or controls used in leisure activities (e.g., using exercise machines, using entertainment equipment, using camping equipment). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  on, off, start      \_\_\_\_\_  do not use, out of order  
          \_\_\_\_\_  height requirements      \_\_\_\_\_  settings—fast, slow  
          \_\_\_\_\_  directional symbols      \_\_\_\_\_  other: \_\_\_\_\_



**Course Number: 7863010 - Unique Skills: 6-8**

- 3.33. Identify various coins and denominations of bills when completing functional tasks (e.g., counting change, counting money saved in coin jar, purchasing items, using vending machines). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  coins:     penny    nickel    dime    quarter  
          \_\_\_\_\_  dollars:    one      five      ten      twenty    fifty
- 3.34. Identify the correct value of stamps to use when mailing items (e.g., sending a birthday card, mailing a letter, mailing a package). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  post cards        \_\_\_\_\_  letters            \_\_\_\_\_  packages  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.35. Identify the meaning of a date on a product or form when completing functional tasks (e.g., selecting fresh milk, returning a library book on time, knowing when a product in the refrigerator has expired, determining when a letter was sent, identifying when a form was completed). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  date due        \_\_\_\_\_  expiration date        \_\_\_\_\_  date posted  
          \_\_\_\_\_  other: \_\_\_\_\_

**Word Identification Strategies**

- 3.36. Demonstrate awareness of the concept of print (e.g., recognizing the relationship between written and spoken words, identifying upper and lowercase letters, recognizing visual forms of words in handwriting and print, determining letter/sound relationships, distinguishing individual words within phrases and sentences). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.37. Use phonics to identify the pronunciation of unknown words when completing functional tasks (e.g., identifying an unknown word in a textbook assignment, sounding out unknown words in a letter or magazine). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  consonants    \_\_\_\_\_  vowels            \_\_\_\_\_  blends  
          \_\_\_\_\_  patterns        \_\_\_\_\_  syllables        \_\_\_\_\_  other: \_\_\_\_\_
- 3.38. Use structural analysis to identify the meaning of unknown words when completing functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  compound words    \_\_\_\_\_  prefix            \_\_\_\_\_  suffix  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.39. Use the context of the sentence to identify the meaning of unknown words when completing functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  examples        \_\_\_\_\_  direct explanations or definitions  
          \_\_\_\_\_  synonyms        \_\_\_\_\_  other: \_\_\_\_\_
- 3.40. Use assistance to identify the meaning and pronunciation of unknown words when completing functional tasks (e.g., looking up a word in a newspaper article, clicking on the pronunciation function for a word found in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  printed dictionary    \_\_\_\_\_  electronic dictionary  
          \_\_\_\_\_  person                \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7863010 - Unique Skills: 6-8**

**Personal Identification**

3.41. Identify own personal information when completing functional tasks (e.g., filling out forms, responding to requests for personal information, signing in at a building). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  name \_\_\_\_\_  address  
\_\_\_\_\_  phone number \_\_\_\_\_  date of birth  
\_\_\_\_\_  Social Security number \_\_\_\_\_  emergency contact  
\_\_\_\_\_  parents or guardian \_\_\_\_\_  other: \_\_\_\_\_

3.42. Locate personal identification cards when completing functional tasks (e.g., cashing a check, gaining entry into health club, going to a wholesale club, renting a video, going to the library, starting a new job). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  Social Security card \_\_\_\_\_  driver license  
\_\_\_\_\_  photo identification card \_\_\_\_\_  cash checking card  
\_\_\_\_\_  store or membership card \_\_\_\_\_  other: \_\_\_\_\_

3.43. Respond to own name by one or more observable behaviors. (CL.B.1.Pa.1)

Specify: \_\_\_\_\_  turn head \_\_\_\_\_  move toward voice  
\_\_\_\_\_  move eyes \_\_\_\_\_  change facial expression  
\_\_\_\_\_  change sounds \_\_\_\_\_  vocalize response  
\_\_\_\_\_  make gesture \_\_\_\_\_  other: \_\_\_\_\_

**Frequently Used Words**

3.44. Identify the meaning of frequently used words when completing functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  common words and expressions \_\_\_\_\_  opposite concepts  
\_\_\_\_\_  category concepts \_\_\_\_\_  directional concepts  
\_\_\_\_\_  temporal concepts \_\_\_\_\_  other: \_\_\_\_\_

3.45. Identify the meaning of number words when completing functional tasks (e.g., reading a newspaper article, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify range: 0-n \_\_\_\_\_

3.46. Identify the meaning of ordinal number words when completing functional tasks (e.g., identifying who is first in line, identifying what place a runner won in a race, identifying when it is your turn). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify range: first-nth \_\_\_\_\_

**School Information**

3.47. Identify the meaning of words related to school activities when completing functional tasks (e.g., participating in field day or a pep rally, running for student government, participating in extracurricular activities). (CL.B.1.In.1, CL.B.1.Su.1)

**Course Number: 7863010 - Unique Skills: 6-8**

3.48. Identify the meaning of words related to specific courses in school when completing functional tasks (e.g., completing a homework assignment, answering questions on a test, filling out a schedule). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:  English or language arts  mathematics  science  
 social studies  physical education  health  
 the arts  applied technology  
 other: \_\_\_\_\_

3.49. Identify the meaning of vocabulary when completing academic tasks (e.g., matching, multiple-choice, laboratory, final exam, quiz, pop-quiz, test, homework, activity). (CL.B.1.In.1, CL.B.1.Su.1)

3.50. Identify the meaning of words on school-related forms when asked to provide the correct information. (CL.B.1.In.1, CL.B.1.Su.1)

Specify:  class registration—course number, instructor’s name  
 field trip—permission, destination, arrival, departure  
 library request—title, author, due date, year of publication  
 other: \_\_\_\_\_

3.51. Identify information located on personal records and reports in school. (CL.B.1.In.1, CL.B.1.Su.1)

Specify:  report cards  progress reports  
 health records  Individual Educational Plans  
 other: \_\_\_\_\_

**Personal Care Information**

3.52. Identify the meaning of words related to productive activities in the home when completing functional tasks (e.g., finding the right cleaning tool, following recipes, selecting a snack, washing clothes). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:  housekeeping—vacuum, disinfect, ammonia  
 cooking—stove, ingredients, boil, simmer  
 laundry—washer, detergent, dryer, iron  
 other: \_\_\_\_\_

3.53. Identify the meaning of information found on clothing labels when completing functional tasks (e.g., cleaning a garment, choosing the correct size). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:  size  brand name  price  
 fabric  washing and cleaning instructions  
 other: \_\_\_\_\_

3.54. Identify the meaning of information found on labels and directions on food products when completing functional tasks (e.g., cooking a meal, storing products, using food products, identifying nutrition information). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:  weight  volume  
 preparation directions  storage requirements  
 expiration date  nutrition information  
 serving and portion information  other: \_\_\_\_\_

**Course Number: 7863010 - Unique Skills: 6-8**

3.55. Identify the meaning of words related to personal care activities when completing functional tasks (e.g., getting ready for school; managing finances; maintaining cleanliness of clothing; purchasing items; paying bills—rent, phone, utility). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: \_\_\_\_\_  personal hygiene—brush teeth, floss, teeth, shower, shave  
\_\_\_\_\_  finances—balance checkbook, deposit money, budget  
\_\_\_\_\_  maintain clothes—wash, dry clean, hang, mend  
\_\_\_\_\_  purchasing items—discount, sale, tax, charge  
\_\_\_\_\_  paying bills—balance, overdue balance, late fee, due date  
\_\_\_\_\_  other: \_\_\_\_\_

3.56. Identify the meaning of information found on drug labels when completing functional tasks (e.g., taking medicine, cleaning out a medicine cabinet, storing hazardous materials). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: \_\_\_\_\_  directions for use            \_\_\_\_\_  dosage            \_\_\_\_\_  warnings  
\_\_\_\_\_  expiration date            \_\_\_\_\_  storage            \_\_\_\_\_  antidotes  
\_\_\_\_\_  prescription and renewal information  
\_\_\_\_\_  other: \_\_\_\_\_

3.57. Identify the meaning of information found on product labels when completing functional tasks (e.g., storing food after shopping, opening a package, using a product). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: \_\_\_\_\_  directions for use  
\_\_\_\_\_  safety precautions—this end up, open other side, fragile  
\_\_\_\_\_  storage—store in dry place, keep from freezing  
\_\_\_\_\_  warranty information  
\_\_\_\_\_  other: \_\_\_\_\_

**Community Information**

3.58. Identify the meaning of words related to productive activities in the community when completing functional tasks (e.g., completing transactions at the bank, verifying a balance over the telephone, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: \_\_\_\_\_  banking—withdrawal, deposit, account number, debit, balance  
\_\_\_\_\_  library—library card, check out, due date, late charge  
\_\_\_\_\_  other: \_\_\_\_\_

3.59. Identify the meaning of information related to travel activities when completing functional tasks (e.g., going on a road trip, flying on a plane, taking a bus). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: \_\_\_\_\_  north, south, east, west  
\_\_\_\_\_  Interstate highway, road, street, route  
\_\_\_\_\_  speed limit, map, exit, traffic signals, railroad crossing  
\_\_\_\_\_  airfare, bus ticket, departure gate, arrival time, flight number  
\_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7863010 - Unique Skills: 6-8**

**Workplace Information**

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

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

3.61. Identify the meaning of words found on workplace equipment, tools, and supplies (e.g., turning on a machine, opening a package, copying papers, faxing information, cleaning the machines, refilling paper or toner, cleaning an office, storing cleaning products, totaling purchases). (CL.B.1.In.1, CL.B.1.Su.1)

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

3.62. Identify the meaning of information found on written announcements and memos that must be recorded (e.g., putting a date on an office calendar, using a personal calendar). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: \_\_\_\_\_  meeting announcements      \_\_\_\_\_  important dates  
\_\_\_\_\_  procedure changes      \_\_\_\_\_  other: \_\_\_\_\_

**Leisure Information**

3.63. Identify the meaning of words related to leisure activities when completing functional tasks (e.g., playing sports, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: \_\_\_\_\_  indoor games      \_\_\_\_\_  outdoor activities      \_\_\_\_\_  sports  
\_\_\_\_\_  entertainment      \_\_\_\_\_  hobbies  
\_\_\_\_\_  other: \_\_\_\_\_

3.64. Identify the meaning of written and graphical information provided in instruction booklets and diagrams used for games, sports, and other leisure activities (e.g., card games, board games, water sports, bicycling, fishing). (CL.B.1.In.1, CL.B.1.Su.1)

**Abbreviations**

3.65. Identify abbreviations for measurement units when completing functional tasks (e.g., reading days of the week on a calendar, reading the ingredients required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)

- Specify: \_\_\_\_\_  linear—in, ft., mi., m.      \_\_\_\_\_  area—sq. ft., sq. yd., sq. mi.  
\_\_\_\_\_  weight—oz., lb., g.      \_\_\_\_\_  volume—c., l., tsp., tbsp., gal.  
\_\_\_\_\_  time—min., hr., Tues., Dec.      \_\_\_\_\_  other: \_\_\_\_\_



**Course Number: 7863010 - Unique Skills: 6-8**

- 3.73. Use strategies to remember and understand directions involving demonstrations or models. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  verbalize key features or steps  
          \_\_\_\_\_  break into smaller components for practice  
          \_\_\_\_\_  practice with physical guidance  
          \_\_\_\_\_  practice with verbal cueing  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.74. Follow a list of events in sequential order (e.g., complete a daily to-do list, complete a to-do list to move, complete a checklist, complete a guide or plan). (CL.B.1.In.2, CL.B.1.Su.2)
- 3.75. Identify the meaning of instructions found on purchased items (e.g., installation and assembly directions, packaging directions, cooking instructions, user instructions, warranty information). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.76. Identify the meaning of directions used with school assignments and tasks (e.g., explaining your reasoning, filling in the blanks, solving the problems). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.77. Follow package or manual directions for assembling products used in the home (e.g., use small appliances, assemble furniture, use equipment for recreation). (CL.B.1.In.2, CL.B.1.Su.2)
- 3.78. Follow directions to complete productive activities in the home (e.g., follow a recipe, assemble a bicycle, operate a washing machine). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  number of steps—1, 2, multiple  
          \_\_\_\_\_  presentation mode—oral, written, pictorial, graphic, demonstration
- 3.79. Follow directions to complete productive activities in the community (e.g., get a book at the library, voting, assist in a volunteer service organization or activity—coastal cleanup, participate in a fund-raiser, use the community pool, gym, park). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  number of steps—1, 2, multiple  
          \_\_\_\_\_  presentation mode—oral, written, pictorial, graphic, demonstration
- 3.80. Follow directions and instructions for participating in exercise and physical fitness activities (e.g., participate in aerobics, complete strength training, walking, running). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  number of steps—1, 2, multiple  
          \_\_\_\_\_  presentation mode—oral, written, pictorial, graphic, demonstration
- 3.81. Follow directions when completing school tasks (e.g., class assignment, study guide, report, laboratory activity, test). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  number of steps—1, 2, multiple  
          \_\_\_\_\_  presentation mode—oral, written, pictorial, graphic, demonstration

**Course Number: 7863010 - Unique Skills: 6-8**

- 3.82. Follow directions to complete leisure activities (e.g., craft and hobbies—candle making, collages, pottery, photography, sewing; sport activities—basketball, tennis, soccer, water skiing, hiking; games—card, board, video). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  number of steps—1, 2, multiple  
          \_\_\_\_\_  presentation mode—oral, written, pictorial, graphic, demonstration
- 3.83. Follow directions and information given on vending machines (e.g., how to select products, cost of products, how to deposit bills and coins, where change return is located). (CL.B.1.In.2, CL.B.1.Su.2)
- 3.84. Participate in responding appropriately to routine directions (e.g., request to turn over, stop now). (CL.B.1.Pa.1)  
Specify setting: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community

**Comprehension Strategies**

- 3.85. Use cues to locate specific information in a text or visual by scanning when completing functional tasks (e.g., school tasks—finding word in dictionary, finding information for a report; workplace tasks—locating a name in a list; personal care—finding a recipe for dessert; leisure—finding information on a specific location, person, event). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  key words      \_\_\_\_\_  dates      \_\_\_\_\_  numbers  
          \_\_\_\_\_  charts      \_\_\_\_\_  graphs      \_\_\_\_\_  pictures  
          \_\_\_\_\_  maps      \_\_\_\_\_  other: \_\_\_\_\_
- 3.86. Skim material for specific information when completing functional tasks (e.g., reading a book, magazine, or journal for an assignment or report; quickly reading a newspaper article for the main points). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  answers to questions      \_\_\_\_\_  specific facts      \_\_\_\_\_  other: \_\_\_\_\_
- 3.87. Paraphrase the meaning of a sentence or phrase for clarification when completing functional tasks (e.g., repeating directions, asking for clarification, requesting information). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  information      \_\_\_\_\_  questions      \_\_\_\_\_  directions  
          \_\_\_\_\_  commands      \_\_\_\_\_  requests      \_\_\_\_\_  other: \_\_\_\_\_
- 3.88. State the main idea of information by paraphrasing material found in resources when completing functional tasks (e.g., relating information to classmates, co-workers, friends, or family; writing a summary for class; writing a report for class or work; writing a letter). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  newspaper, news broadcast      \_\_\_\_\_  pamphlet, brochure  
          \_\_\_\_\_  magazine      \_\_\_\_\_  television program  
          \_\_\_\_\_  people      \_\_\_\_\_  Internet  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7863010 - Unique Skills: 6-8**

- 3.89. Use strategies to determine the main idea of a paragraph, section, or document as a whole when completing functional tasks (e.g., telling someone about articles in magazines or the newspaper, writing a summary of a reading assignment for school or work). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  note the first sentence or topic      \_\_\_\_\_  paraphrase information  
          \_\_\_\_\_  note information that is repeated      \_\_\_\_\_  scan chapter headings  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.90. Use strategies to identify relevant information in a text or visual by scanning when completing functional tasks (e.g., school tasks—finding answers to study questions; workplace—identifying types of equipment available, completing work assignment; personal care—identifying temperature to set oven, family member’s schedule; leisure—checking rules of a game, checking scores of sports events). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  match to a list of key information—dates, names, locations  
          \_\_\_\_\_  match to questions to be answered  
          \_\_\_\_\_  scan chapter titles and subtitles for specific words or phrases  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.91. Use strategies to identify unnecessary information in a text or visual when completing functional tasks (e.g., school—solving problems in school assignments; workplace—reading an announcement; personal care—telling someone about a news story; leisure—following a visual diagram to assemble a piece of camping equipment, following the instructions for installing a CD player). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  asking yourself “How does this fit?”  
          \_\_\_\_\_  asking yourself “Is it needed?”  
          \_\_\_\_\_  comparing to similar examples or a model  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.92. Use self-questioning strategies to clarify and remember information (e.g., identify the main points from a passage, determine if I understand what I am reading). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  who, what, when, and where?      \_\_\_\_\_  how and why?  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.93. Use self-monitoring strategies to clarify and remember information (e.g., Does what I am reading or doing make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don’t know?). (CL.B.1.In.2, CL.B.1.Su.2)
- 3.94. Use strategies to relate and integrate new information with prior knowledge (e.g., relating new concepts to those in the previous chapter, generalizing skills from one situation to another). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  identify common elements or situations  
          \_\_\_\_\_  distinguish what is different  
          \_\_\_\_\_  relate new information to concepts already understood  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.95. Use strategies to link information with other cues to increase recall and understanding. (CL.B.1.In.2, CL.B.1.Su.2)

**Course Number: 7863010 - Unique Skills: 6-8**

- 3.96. Predict outcomes or meaning of information based on previous knowledge to increase understanding (e.g., This is a story like ...). (CL.B.1.In.2, CL.B.1.Su.2)
- 3.97. Use visual imagery to clarify and remember information used in completing functional tasks (e.g., remembering a situation, remembering a person’s appearance, remembering a place you have visited). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  make mental pictures      \_\_\_\_\_  create an analogy  
          \_\_\_\_\_  make an association      \_\_\_\_\_  other: \_\_\_\_\_

**Evaluating Accuracy**

- 3.98. Evaluate accuracy of financial materials to complete functional tasks (e.g., pay the correct amount of money for an object, verify charges and balance on a banking account, charge the correct amount of money to a customer). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  bank statements      \_\_\_\_\_  bills  
          \_\_\_\_\_  receipts      \_\_\_\_\_  checkbook  
          \_\_\_\_\_  invoices      \_\_\_\_\_  other: \_\_\_\_\_
- 3.99. Evaluate the accuracy of materials developed for own school assignments (e.g., turn in a report or homework assignment with few or no errors, catch math errors on a test before handing it in). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  answers to tests      \_\_\_\_\_  class assignments  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.100. Evaluate the accuracy of business materials to complete functional tasks (e.g., be sure that contract information is complete, check to make sure that forms are filled out correctly and completely, turn in a report with no errors). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  forms      \_\_\_\_\_  contracts      \_\_\_\_\_  advertising  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.101. Use strategies to distinguish between misleading and truthful advertising when completing functional tasks (e.g., deciding which product to purchase, deciding if a product would work, watching television, reading newspaper advertisements). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  identify exaggerations      \_\_\_\_\_  identify accuracy  
          \_\_\_\_\_  evaluate realism      \_\_\_\_\_  other: \_\_\_\_\_

**Organizing Information**

- 3.102. Identify characteristics of various methods used to organize information. (CL.B.1.In.3)  
Specify: \_\_\_\_\_  chronological      \_\_\_\_\_  alphabetical  
          \_\_\_\_\_  categorical      \_\_\_\_\_  by size  
          \_\_\_\_\_  topic or subject      \_\_\_\_\_  hierarchical/outline  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7863010 - Unique Skills: 6-8**

- 3.103. Choose format for organization based on proposed use of information. (CL.B.1.In.3)  
Specify: \_\_\_\_\_  chronological                      \_\_\_\_\_  alphabetical  
                  \_\_\_\_\_  categorical                                      \_\_\_\_\_  by size  
                  \_\_\_\_\_  topic or subject                      \_\_\_\_\_  hierarchical/outline  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 3.104. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)
- 3.105. Organize information alphabetically when completing functional tasks (e.g., filing for later reference to return an item, listing names in order). (CL.B.1.In.3)
- 3.106. Locate an item by category when completing functional tasks (e.g., finding a product warranty, finding a recipe for cookies). (CL.B.1.In.3)
- 3.107. Organize clothes into dresser or closet by type when completing functional tasks (e.g., organizing closet or drawers by winter and summer wear, putting away clean clothes, putting away clothes that have been worn but are not dirty). (CL.B.1.In.3)
- 3.108. Sort items by color when completing functional tasks (e.g., putting away clean clothes, towels, or dishes; organizing closets, cabinets, or linen closets; getting ready to wash clothes). (CL.B.1.In.3)
- 3.109. Sort items into matching pairs when completing functional tasks (e.g., folding clean clothes, organizing jewelry box, putting away shoes). (CL.B.1.In.3)
- 3.110. Organize items by categories when completing functional tasks (e.g., storing tools, putting groceries away). (CL.B.1.In.3)
- 3.111. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)
- 3.112. Organize information by categories when completing functional tasks (e.g., identifying members of a class, clustering similar kinds of information). (CL.B.1.In.3)
- 3.113. Locate an item by date when completing functional tasks (e.g., identifying if a check cleared, verifying a specific deposit, verifying a specific withdrawal, verifying that a payment was made to a bill, locating a receipt to return a purchased item). (CL.B.1.In.3)
- 3.114. Organize items chronologically when completing functional tasks (e.g., filing for later reference to return an item, verifying a deposit or withdrawal, verifying a bill payment). (CL.B.1.In.3)
- 3.115. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.3)  
Specify: \_\_\_\_\_  personal calendar                      \_\_\_\_\_  school

## Course Number: 7863010 - Unique Skills: 6-8

- 3.116. Organize items by topic or subject when completing functional tasks (e.g., planning a wedding, filing bills). (CL.B.1.In.3)
- 3.117. Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, finding a recipe for cookies). (CL.B.1.In.3)
- 3.118. Organize information by topic or subject when completing functional tasks (e.g., putting together notes for a speech, organizing books on a shelf). (CL.B.1.In.3)
- 3.119. Sort similar items together when completing functional tasks (e.g., unloading dishwasher, organizing sewing kit, organizing toolbox). (CL.B.1.In.3)
- 3.120. Order items numerically (e.g., page numbers, ages). (CL.B.1.In.3)
- 3.121. Organize items by size when completing functional tasks (e.g., putting away clean dishes, sorting nails). (CL.B.1.In.3)
- 3.122. Organize information hierarchically or by outlining when completing functional tasks (e.g., putting together notes for a research report). (CL.B.1.In.3)
- 3.123. Identify main ideas and facts by summarizing or taking notes of selected lectures, reading materials, and media productions. (CL.B.1.In.3)

### Using Table of Contents, Menus, Indexes

- 3.124. Identify the major sections of information in the table of contents when completing functional tasks (e.g., locating information about a topic of interest, researching information for an academic report, finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  book—introduction, chapter titles, index  
          \_\_\_\_\_  magazines—titles, page numbers, authors  
          \_\_\_\_\_  newspaper—sections, page numbers  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.125. Identify the major sections of information in the menu or homepage of an electronic document on a CD-ROM, website, or electronic database when completing functional tasks (e.g., locating information about a topic of interest, researching information for a work report, finding the correct section of a database). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.126. Use an index to locate a subtopic by page number when completing functional tasks (e.g., researching for a report, finding information on a topic of personal interest, locating a specific topic in a textbook). (CL.B.1.In.1, CL.B.1.Su.1)

### Directories

- 3.127. Find a person's name, address, and phone number in the white pages of the telephone book when completing functional tasks (e.g., finding a friend's telephone number, finding addresses for an invitation list, finding the phone number of the community health center). (CL.B.1.In.1, CL.B.1.Su.1)

**Course Number: 7863010 - Unique Skills: 6-8**

- 3.128. Find the name, address, and phone number of businesses and agencies in the Yellow Pages of the telephone book when completing functional tasks (e.g., obtaining information about the type of food or location when planning to go out to eat, finding the phone number of the Social Security office). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.129. Locate information provided in a telephone directory when completing functional tasks (e.g., placing a long distance call, changing telephone service, calling a government agency, identifying a number not located in the phone book). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  emergency numbers                      \_\_\_\_\_  dialing assistance  
              \_\_\_\_\_  telephone service assistance                \_\_\_\_\_  community information  
              \_\_\_\_\_  other: \_\_\_\_\_
- 3.130. Find the phone number and address of community resources in a directory when completing functional tasks (e.g., obtaining address of a specific location—parks, libraries, churches; obtaining an address to mail a letter). (CL.B.1.In.1, CL.B.1.Su.1)

**General Information Resources**

- 3.131. Identify an appropriate source to obtain information on current events when completing functional tasks (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  newspaper                      \_\_\_\_\_  magazine                \_\_\_\_\_  television  
              \_\_\_\_\_  radio                                              \_\_\_\_\_  people  
              \_\_\_\_\_  Internet resources                \_\_\_\_\_  other: \_\_\_\_\_
- 3.132. Identify types of information found in reference books or resources when completing functional tasks (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject, finding the correct spelling of a word). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  almanac—weather related information, crop information  
              \_\_\_\_\_  atlas—road maps, distance charts, state capitals, population  
              \_\_\_\_\_  dictionary—definitions, spelling, syllable breakdown  
              \_\_\_\_\_  encyclopedia—general information by subject  
              \_\_\_\_\_  other: \_\_\_\_\_
- 3.133. Identify the appropriate source to obtain information for travel when completing functional tasks (e.g., planning a vacation, picking someone up from the airport, making hotel reservations, planning transportation to visit someone). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  type of information—destinations, schedules, reservations, cost  
              \_\_\_\_\_  source of information—travel agent, private or commercial carriers, Internet  
              \_\_\_\_\_  other: \_\_\_\_\_
- 3.134. Identify sources to obtain information on leisure activities (e.g., special weekend sections of the newspaper, magazines, Internet, persons). (CL.B.1.In.1, CL.B.1.Su.1)

**Course Number: 7863010 - Unique Skills: 6-8**

**Consumer Information**

- 3.135. Identify consumer information in brochures and pamphlets (e.g., energy-saving hints accompanying utility bill, bank services accompanying bank statements). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.136. Identify information related to financial services when managing personal finances (e.g., warranties and guarantees—consumer and product protection; deposit slips and withdrawal slips—transfer of funds). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.137. Locate information about desired goods in a product catalog (e.g., kind of products, prices, ordering procedures, product characteristics). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.138. Identify sources to obtain information about restaurants (e.g., location, type of food served, days and hours of operation, reservation policy). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  newspapers      \_\_\_\_\_  magazines      \_\_\_\_\_  Internet  
          \_\_\_\_\_  Yellow Pages      \_\_\_\_\_  friends or family      \_\_\_\_\_  other: \_\_\_\_\_
- 3.139. Use information from resources related to community services (e.g., current news, health screening, leisure events and schedules, real estate information). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  radio, TV      \_\_\_\_\_  newspapers      \_\_\_\_\_  posters, flyers  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.140. Identify information in a mortgage, lease, or contract to verify obligations and to ensure that contracted services, products, or space are received. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  length of term      \_\_\_\_\_  cost per month      \_\_\_\_\_  extra charges  
          \_\_\_\_\_  limits      \_\_\_\_\_  other: \_\_\_\_\_

**Advertisements and Instructions**

- 3.141. Locate consumer information in the newspaper when completing functional tasks (e.g., looking for a job, clipping coupons, locating sale items). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  sports      \_\_\_\_\_  recreational activities  
          \_\_\_\_\_  special features or articles      \_\_\_\_\_  advertisements  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.142. Locate advertisements in newspapers, store handouts, and posters to complete productive activities in the home (e.g., purchasing new furniture, remodeling home, purchasing new linens). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.143. Locate advertisements in newspapers, store handouts, and posters to complete personal care activities (e.g., purchasing medicine, choosing a hairdresser, purchasing new clothes, signing a gym contract). (CL.B.1.In.1, CL.B.1.Su.1)

**Course Number: 7863010 - Unique Skills: 6-8**

- 3.144. Identify the meaning of information found in newspapers and magazines regarding community activities and resources when completing functional tasks (e.g., community festivals, fairs, library events or speakers, concerts, movies). (CL.B.1.In.2, CL.B.1.Su.2)
- 3.145. Locate advertisements in newspapers, store handouts, and posters for items needed for leisure activities (e.g., purchasing a baseball glove to play on a community team, purchasing craft materials, purchasing games or books for spare time). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.146. Use information found in classified advertisement sections of the newspaper (e.g., clipping coupons to purchase new or used items, selling unwanted items, finding a job). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  find a job, place to live, car to buy, furniture, pet  
          \_\_\_\_\_  sell a house, locate lost pet, advertise a garage sale  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.147. Locate personal care information in a magazine, newspaper, or on the Internet when completing functional tasks (e.g., starting a diet, starting a fitness program, finding a desirable hairstyle, locating answers to medical questions). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.148. Identify information in instructional pamphlets, specialty magazines, computer software, and books on leisure activities completing functional tasks (e.g., reading for personal interest, reading information on a play before it is seen, learning the various types of dance). (CL.B.1.In.1, CL.B.1.Su.1)

**Diagrams, Tables, Graphs, Schedules, and Charts**

- 3.149. Identify events using a schedule (e.g., television, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.150. Identify the meaning of simple graphs when completing functional tasks (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  bar graphs      \_\_\_\_\_  pie chart      \_\_\_\_\_  tables
- 3.151. Identify information contained in graphics used in the workplace when completing functional tasks (e.g., building a table, preparing a report). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  blueprints      \_\_\_\_\_  floor plans      \_\_\_\_\_  diagrams  
          \_\_\_\_\_  other: \_\_\_\_\_

**Maps**

- 3.152. Identify the meaning of information provided by map symbols when completing functional tasks (e.g., planning a travel route, locating a specific location). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  roads      \_\_\_\_\_  rivers, lakes      \_\_\_\_\_  cities and towns  
          \_\_\_\_\_  mileage      \_\_\_\_\_  direction      \_\_\_\_\_  airports, parks

**Course Number: 7863010 - Unique Skills: 6-8**

- 3.153. Use a key or legend to find information on a map when completing functional tasks (e.g., traveling on a road trip, finding locations within a city or town). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  roads, highways      \_\_\_\_\_  cities, towns      \_\_\_\_\_  mileage  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.154. Find specified geographic areas using a map when completing functional tasks (e.g., traveling in unfamiliar areas, completing a geography exam, locating a destination). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  city, state map      \_\_\_\_\_  atlas      \_\_\_\_\_  other: \_\_\_\_\_
- 3.155. Identify routes of travel between specified locations using a map when completing functional tasks (e.g., planning a trip, calculating distance, estimating time for travel). (CL.B.1.In.2, CL.B.1.Su.2)

**EXPRESSING INFORMATION**

**Writing/Handwriting**

- 3.156. Use appropriate modes in writing for educational and personal needs (e.g., write a letter, leave a message, write in a journal, write a to-do list, complete homework). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  handwriting      \_\_\_\_\_  typewriter      \_\_\_\_\_  word processor  
          \_\_\_\_\_  braille—including braillewriter, slate and stylus  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.157. Produce legible handwritten material to complete functional tasks (e.g., letters, notes, or messages; forms; signatures). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  style—manuscript or cursive      \_\_\_\_\_  letter formation  
          \_\_\_\_\_  spacing      \_\_\_\_\_  orientation  
          \_\_\_\_\_  size      \_\_\_\_\_  other: \_\_\_\_\_
- 3.158. Produce written communications accurately using a word processor or typewriter (e.g., rough draft of letter, report, or project; list of information for a form, application, graph, or chart). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  letters      \_\_\_\_\_  reports      \_\_\_\_\_  forms  
          \_\_\_\_\_  charts      \_\_\_\_\_  other: \_\_\_\_\_

**Personal Information**

- 3.159. Produce required personal information to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  name      \_\_\_\_\_  address  
          \_\_\_\_\_  phone number      \_\_\_\_\_  date of birth  
          \_\_\_\_\_  Social Security number      \_\_\_\_\_  emergency contact  
          \_\_\_\_\_  parents or guardian      \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7863010 - Unique Skills: 6-8**

**Completing Forms**

- 3.160. Determine information needed to complete forms in order to have the proper personal documents ready (e.g., Social Security card, birth certificate, identification card). (CL.B.2.In.1, CL.B.2.Su.1)
- 3.161. Transfer information accurately from documents and sources onto appropriate section of forms. (CL.B.2.In.1, CL.B.2.Su.1)
- 3.162. Write needed information accurately on forms. (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  personal information—name, address, phone, birth date  
          \_\_\_\_\_  sex—male/female  
          \_\_\_\_\_  race—White/Hispanic/Black/Asian/Native American  
          \_\_\_\_\_  marital status—single/married  
          \_\_\_\_\_  employment—employed/self-employed  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.163. Accurately complete application forms for specified purposes (e.g., obtaining a driver’s license, obtaining a job, seeking entrance to a school or program, applying for medical benefits, buying insurance coverage). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  driver's license           \_\_\_\_\_  employment           \_\_\_\_\_  admission  
          \_\_\_\_\_  public assistance           \_\_\_\_\_  other: \_\_\_\_\_
- 3.164. Accurately complete forms related to financial management to complete functional tasks (e.g., receive a loan, obtain a credit card, apply for insurance). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  credit card           \_\_\_\_\_  loan application           \_\_\_\_\_  bank account  
          \_\_\_\_\_  checks           \_\_\_\_\_  deposit slips           \_\_\_\_\_  product warranty  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.165. Accurately complete order forms to accomplish functional tasks (e.g., receive merchandise from a catalogue, receive merchandise from the Internet, receive free sample products from magazines). (CL.B.2.In.2, CL.B.2.Su.2)

**Making Lists**

- 3.166. Write lists for shopping to complete functional tasks (e.g., Christmas gift list, list of tapes or CDs to purchase, list of items needed for a recipe, list of party items). (CL.B.2.In.1, CL.B.2.Su.1)
- 3.167. Write to-do lists to complete functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  daily or weekly—grocery shopping, bank deposit, clean house, pick up dry cleaning  
          \_\_\_\_\_  monthly or quarterly—balance checkbook, get oil change, have hair cut, clean closets  
          \_\_\_\_\_  specific activities—get ready to move, complete work activities  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7863010 - Unique Skills: 6-8**

**Giving Directions**

- 3.168. Give person oral or written directions to a location. (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 3.169. Give directions to another person to accomplish a task. (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  school task—how to look up a reference, how to dress for physical education  
          \_\_\_\_\_  personal task—how to use the microwave, how to put away groceries  
          \_\_\_\_\_  leisure task—how to pack for vacation, how to take care of a pet

**Organizing Communications**

- 3.170. Identify characteristics of key elements of documents and written communications (e.g., narrative writing—telling a story; persuasive writing—letter to the principal; technical writing—lab report). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_\_\_  what is the intent—objectives, target audience, purpose  
          \_\_\_\_\_  what components are needed—introduction, body, summary  
          \_\_\_\_\_  how should the information be organized  
          \_\_\_\_\_  what formatting should be used—layout, text, use of graphics  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.171. Create documents or written communications that relate a series of sequential events (e.g., write about a vacation, write a history report covering a time frame, tell a story). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  brief descriptions                      \_\_\_\_\_  letters  
          \_\_\_\_\_  stories                                              \_\_\_\_\_  essays  
          \_\_\_\_\_  reports                                              \_\_\_\_\_  other: \_\_\_\_\_
- 3.172. Create documents or written communications that emphasize main ideas and relevant supporting details (e.g., summarize desired career goals; paraphrase a conversation for the teacher, prepare an essay on important facts about communicable diseases). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  sentences                      \_\_\_\_\_  paragraphs                      \_\_\_\_\_  essays  
          \_\_\_\_\_  reports                                              \_\_\_\_\_  other: \_\_\_\_\_
- 3.173. Create documents or written communications that use a logical order to express information (e.g., justifying a particular action, explaining a concept). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  easy/difficult                                              \_\_\_\_\_  specific/general  
          \_\_\_\_\_  least important/most important                      \_\_\_\_\_  cause and effect  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.174. Record activities or transactions performed to accomplish functional tasks (e.g., keep an accurate account balance, complete all school or work assignments, keep an accurate journal, keep track of daily accomplishments). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify: \_\_\_\_\_  daily events                                              \_\_\_\_\_  daily tasks  
          \_\_\_\_\_  checks and deposits                                              \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7863010 - Unique Skills: 6-8**

3.175. Create documents or written communications that include necessary documentation (e.g., letter about lost mail with list of dates and lost items; application for eligibility for Vocational Rehabilitation with accompanying documentation of disability). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: \_\_\_\_\_  report \_\_\_\_\_  summary  
\_\_\_\_\_  letter of complaint \_\_\_\_\_  other: \_\_\_\_\_

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

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

**Formatting**

3.177. Select the appropriate format for documents and written communications to accomplish functional tasks. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: \_\_\_\_\_  note/e-mail—give a friend directions, let your family know that you will be late  
\_\_\_\_\_  memo—announce an event to your co-workers at the office  
\_\_\_\_\_  letter—friendly, complaint, request, application  
\_\_\_\_\_  message—let a family member know that someone called  
\_\_\_\_\_  report—report results, identify current status of project  
\_\_\_\_\_  other: \_\_\_\_\_

3.178. Create written communications that are appropriate to the audience, subject matter, and purpose (e.g., write an informal letter to a friend about skateboarding, write a formal letter of complaint, give a presentation). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: \_\_\_\_\_  note \_\_\_\_\_  memo/e-mail \_\_\_\_\_  letter  
\_\_\_\_\_  brief description \_\_\_\_\_  report \_\_\_\_\_  cards and invitations  
\_\_\_\_\_  other: \_\_\_\_\_

3.179. Write a message to accurately record information from telephone calls or personal conversations (e.g., transferring answering machine or voicemail messages to paper; take a verbal message from one person to another). (CL.B.2.In.2, CL.B.2.Su.2)

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

3.180. Use proper form when writing a letter. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: \_\_\_\_\_  return address \_\_\_\_\_  inside address \_\_\_\_\_  greeting  
\_\_\_\_\_  body \_\_\_\_\_  closing \_\_\_\_\_  signature  
\_\_\_\_\_  business letter \_\_\_\_\_  friendly letter

3.181. Use proper form when addressing an envelope. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: \_\_\_\_\_  return address \_\_\_\_\_  name and address



**Course Number: 7863010 - Unique Skills: 6-8**

3.189. Use correct capitalization in preparing documents and written communications.

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

Specify:  proper nouns     pronoun "I"     acronyms  
 abbreviations     first word of sentence     greeting/closing  
 titles     other: \_\_\_\_\_

3.190. Use correct ending punctuation in sentences in preparing written communications.

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

Specify:  period     question mark     exclamation point

3.191. Use punctuation correctly within words and sentences in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)

Specify:  comma—words in a series, compound sentence, address, date, greeting/closing  
 apostrophe—contraction, possession  
 quotation marks—direct quotation, titles, words used in a special sense  
 semi-colon—phrases in a series with commas  
 other: \_\_\_\_\_

3.192. Use correct spelling in preparing written communications (e.g., proper names, proper nouns, personal information, frequently used words). (CL.B.2.In.1, CL.B.2.Su.1)

3.193. Use correct spelling for acronyms and abbreviations when completing functional tasks (e.g., abbreviations—St., Blvd., lb., in., yd.; acronyms—RAM, CD-ROM, RFP, COD). (CL.B.2.In.1, CL.B.2.Su.1)

3.194. Use appropriate resources to aid in spelling (e.g., writing a letter, writing a report, completing homework or class assignments, writing an e-mail). (CL.B.2.In.1, CL.B.2.Su.1)

Specify:  spelling dictionary     specialized electronic aid  
 people     spell-check utility in software program  
 other: \_\_\_\_\_

**Expressive Language**

3.195. Accept assistance with and participate in communicating wants and needs. (CL.B.2.Pa.1)

3.196. Participate in conveying desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CL.B.2.Pa.1)

Specify method:  vocalize or gesture     verbalize or sign  
 use assistive/augmentative device     look at person  
 other: \_\_\_\_\_

3.197. Accept assistance with and participate in requesting objects to produce desired effects during daily activities (e.g., switch to turn television on, large button to activate game, device to communicate). (CL.B.2.Pa.1)

**Course Number: 7863010 - Unique Skills: 6-8**

**MATHEMATICAL CONCEPTS AND PROCESSES**

**Quantitative Concepts**

- 3.198. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.199. Demonstrate awareness of one-to-one correspondence when participating in functional tasks (e.g., one sock on each foot). (CL.B.3.Pa.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 3.200. Accept assistance with and participate in indicating desired quantity or amount of material (e.g., how much milk, how many pillows). (CL.B.3.Pa.1)  
Specify: \_\_\_\_\_  vocalize indicating enough or more  
          \_\_\_\_\_  gesture indicating enough or more  
          \_\_\_\_\_  point to "stop" or "more" on communication board  
          \_\_\_\_\_  other: \_\_\_\_\_

**Whole Numbers**

- 3.201. Identify whole numbers to accomplish functional tasks (e.g., finding pages in a book, finding a street address, reading speed limit signs, reading temperature gauges, identifying the cost of a house, identifying bus numbers, giving account numbers). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  to 10                      \_\_\_\_\_  to 100                      \_\_\_\_\_  to 1000  
          \_\_\_\_\_  to 10,000                      \_\_\_\_\_  to 100,000                      \_\_\_\_\_  other: \_\_\_\_\_
- 3.202. Count objects to accomplish functional tasks (e.g., home—counting silverware for setting the table, getting towels for guests; leisure—counting number of seconds to go in a basketball game). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  to 10                      \_\_\_\_\_  to 100                      \_\_\_\_\_  to 1000                      \_\_\_\_\_  other: \_\_\_\_\_
- 3.203. Use skip counting to accomplish functional tasks (e.g., counting large numbers of objects, counting money, counting items in inventory, counting off individuals to form teams, identifying odd and even numbers, searching for a street number—all buildings on one side of the street have odd numbers). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  by 2s                      \_\_\_\_\_  by 5s                      \_\_\_\_\_  by 10s                      \_\_\_\_\_  by 100s
- 3.204. Identify the whole number that comes before, after, or between a given number(s) to accomplish functional tasks (e.g., locating the date after a holiday on a calendar, searching for a book in the library according to number, filing charts by numerical order). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  to 10                      \_\_\_\_\_  to 100                      \_\_\_\_\_  to 1,000  
          \_\_\_\_\_  to 10,000                      \_\_\_\_\_  to 100,000

**Course Number: 7863010 - Unique Skills: 6-8**

- 3.205. Compare numbers to accomplish functional tasks (e.g., placing numbered pages in the correct order, comparing prices, comparing rates of rentals for apartments, comparing scores in a game to determine the winning team). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  to 10                      \_\_\_\_\_  to 100                      \_\_\_\_\_  to 1,000  
                         \_\_\_\_\_  to 10,000                      \_\_\_\_\_  to 100,000
- 3.206. Identify objects in a series by ordinal position to accomplish functional tasks (e.g., identifying the third game in a playoff, identifying the second sentence in a paragraph, identifying the third frame in bowling, identifying the last pay period of the year). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  first, middle, last                      \_\_\_\_\_  to 5<sup>th</sup>                      \_\_\_\_\_  to 10<sup>th</sup>                      \_\_\_\_\_  to 100<sup>th</sup>
- 3.207. Identify the meaning of numerals when completing functional tasks (e.g., reading a street sign). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify range: 0-n \_\_\_\_\_
- 3.208. Write numerals when completing functional tasks (e.g., making an inventory). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify range: 0-n \_\_\_\_\_
- 3.209. Identify the meaning of number words when completing functional tasks (e.g., reading a newspaper article, reading an amount on a check). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify range: 0-n \_\_\_\_\_
- 3.210. Identify the meaning of ordinal number words when completing functional tasks (e.g., identifying who is first in line, identifying what place a runner won in a race, identifying when it is your turn). (CL.B.2.In.1, CL.B.2.Su.1)  
Specify range: first-nth \_\_\_\_\_

**Place Value**

- 3.211. Use knowledge of place value for whole numbers and decimals to accomplish functional tasks (e.g., lining up whole numbers and decimals for solving computation problems, identifying the meaning of a number on a digital gauge or clock). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify whole numbers:    \_\_\_\_\_  1s                      \_\_\_\_\_  10s                      \_\_\_\_\_  100s  
                                                 \_\_\_\_\_  1000s                      \_\_\_\_\_  10,000s                      \_\_\_\_\_  100,000s  
Specify decimals:                      \_\_\_\_\_  tenths                      \_\_\_\_\_  hundredths                      \_\_\_\_\_  thousandths
- 3.212. Round whole numbers and decimals to accomplish functional tasks (e.g., estimating distance when traveling, estimating time left for an activity, estimating cost of purchases). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify whole numbers:    \_\_\_\_\_  1s                      \_\_\_\_\_  10s                      \_\_\_\_\_  100s  
                                                 \_\_\_\_\_  1000s                      \_\_\_\_\_  10,000s                      \_\_\_\_\_  100,000s  
Specify decimals:                      \_\_\_\_\_  tenths                      \_\_\_\_\_  hundredths                      \_\_\_\_\_  thousandths

**Course Number: 7863010 - Unique Skills: 6-8**

**Fractions and Decimals**

- 3.213. Identify the meaning of fractional parts of an object, area, or set of items to accomplish functional tasks (e.g., measuring  $\frac{1}{3}$  cup of milk, cutting a pie into eighths, cutting a piece of wood in half, determining what fraction of the students are girls). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  halves    \_\_\_\_\_  thirds    \_\_\_\_\_  fourths    \_\_\_\_\_  fifths  
          \_\_\_\_\_  sixths    \_\_\_\_\_  eighths    \_\_\_\_\_  tenths    \_\_\_\_\_  twelfths
- 3.214. Identify the meaning of mixed numbers with fractions to accomplish functional tasks (e.g., doubling a recipe, measuring the length of an object or area, identifying lapsed time). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.215. Identify the decimal equivalent of a fraction to accomplish functional tasks (e.g., determining discounts—half off, calculating savings at a sale). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_   $\frac{1}{2} = .50$     \_\_\_\_\_   $\frac{1}{4} = .25$     \_\_\_\_\_   $\frac{3}{4} = .75$   
          \_\_\_\_\_   $\frac{1}{3} = .33$     \_\_\_\_\_   $\frac{2}{3} = .67$     \_\_\_\_\_  other: \_\_\_\_\_
- 3.216. Identify the meaning of numerals with decimals when completing functional tasks (e.g., reading a sale sign, reading a digital clock). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify range: 0-n \_\_\_\_\_
- 3.217. Write numerals with decimals when completing functional tasks (e.g., listing the cost of items). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify range: 0-n \_\_\_\_\_
- 3.218. Identify the meaning of numerals with fractions when completing functional tasks (e.g., reading a recipe). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify range: 0-n \_\_\_\_\_
- 3.219. Write numerals with fractions when completing functional tasks (e.g., making a building plan). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify range: 0-n \_\_\_\_\_

**Using Estimation**

- 3.220. Estimate the number of objects in a set and compare the estimate with the actual number to accomplish functional tasks (e.g., dishes needed for a dinner party, pencils in a packet to distribute to a class, baseballs in a bag to play a game). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.221. Estimate, by first rounding numbers, the solution to computation problems to accomplish functional tasks (e.g., rounding prices to obtain a subtotal of items before purchasing, estimating how much money is needed for gas to fill the tank, estimating the hourly rate of speed). (CL.B.3.In.2, CL.B.3.Su.2)

**Course Number: 7863010 - Unique Skills: 6-8**

- 3.222. Estimate the length, width, or height of an object or area to accomplish functional tasks (e.g., estimating the width of a box to see if it can be moved through a door, estimating the height of a chair for a desk, estimating the width and length of a frame for a picture). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.223. Estimate the solution to problems involving money to accomplish functional tasks (e.g., estimating the costs of electricity for a year—lights, TV, heater; estimating the total cost of groceries). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.224. Estimate the solution to problems involving time (e.g., estimating the time it will take to reach a destination, estimating the amount of time involved in completing each step of an assignment). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.225. Estimate the solution to problems involving capacity or volume to accomplish functional tasks (e.g., selecting the right size of bowl to use in cooking). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.226. Estimate the solution to problems involving weight when accomplishing functional tasks (e.g., estimating how much fruit is needed, estimating weight of food when dieting, estimating weight that can be lifted when exercising). (CL.B.3.In.2, CL.B.3.Su.2)

**Addition**

- 3.227. Identify the meaning of the concept of addition (e.g., totaling, summing up, putting together, depositing, plus sign [+]). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.228. Identify situations in daily living when addition is used (e.g., totaling distances traveled over several days, determining the number of members on both teams, determining how much inventory was sold). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.229. Add numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  single digit                      \_\_\_\_\_  multiple digits  
              \_\_\_\_\_  decimals                                      \_\_\_\_\_  fractions, mixed numbers  
              \_\_\_\_\_  without regrouping                      \_\_\_\_\_  with regrouping  
Specify method:  
              \_\_\_\_\_  mentally                                      \_\_\_\_\_  uses a table or chart  
              \_\_\_\_\_  uses counters or tallies                      \_\_\_\_\_  uses an abacus  
              \_\_\_\_\_  uses a calculator                      \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7863010 - Unique Skills: 6-8**

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

Specify: \_\_\_\_\_  single digit                      \_\_\_\_\_  multiple digits  
              \_\_\_\_\_  without regrouping                \_\_\_\_\_  with regrouping

Specify method:  
              \_\_\_\_\_  mentally                                      \_\_\_\_\_  uses a table or chart  
              \_\_\_\_\_  uses counters or tallies                \_\_\_\_\_  uses an abacus  
              \_\_\_\_\_  uses a calculator                      \_\_\_\_\_  other: \_\_\_\_\_

3.231. Solve problems involving addition of numbers with decimals to accomplish functional tasks (e.g., totaling prices). (CL.B.3.In.2, CL.B.3.Su.2)

3.232. Solve problems involving addition of numbers with fractions to accomplish functional tasks (e.g., determining how much fencing is needed for a garden, determining how much border needs to be cut to fit the wall space, doubling a recipe). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: \_\_\_\_\_  like denominators    \_\_\_\_\_  unlike denominators    \_\_\_\_\_  mixed numbers

**Subtraction**

3.233. Identify the meaning of the concept of subtraction (e.g., deducting, taking away, withdrawal, loss, minus sign [-]). (CL.B.3.In.1, CL.B.3.Su.1)

3.234. Identify situations in daily living when subtraction is used (e.g., determining how many newspapers are left to be delivered, comparing the difference in sizes of classes, determining how many hours left to work, determining how many miles are left to be driven). (CL.B.3.In.1, CL.B.3.Su.1)

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

Specify: \_\_\_\_\_  single digit                      \_\_\_\_\_  multiple digits  
              \_\_\_\_\_  decimals                                      \_\_\_\_\_  fractions, mixed numbers  
              \_\_\_\_\_  without regrouping                \_\_\_\_\_  with regrouping

Specify method:  
              \_\_\_\_\_  mentally                                      \_\_\_\_\_  uses a table or chart  
              \_\_\_\_\_  uses counters or tallies                \_\_\_\_\_  uses an abacus  
              \_\_\_\_\_  uses a calculator                      \_\_\_\_\_  other: \_\_\_\_\_

3.236. Solve problems involving subtraction of whole numbers to accomplish functional tasks (e.g., determining how much weight was lost last year, determining how much farther one trip is compared to another, determining by how many points one team beat another). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: \_\_\_\_\_  single digit                      \_\_\_\_\_  multiple digits  
              \_\_\_\_\_  without regrouping                \_\_\_\_\_  with regrouping

Specify method:  
              \_\_\_\_\_  mentally                                      \_\_\_\_\_  uses a table or chart  
              \_\_\_\_\_  uses counters or tallies                \_\_\_\_\_  uses an abacus  
              \_\_\_\_\_  uses a calculator                      \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7863010 - Unique Skills: 6-8**

- 3.237. Solve problems involving subtraction of numbers with decimals to accomplish functional tasks (e.g., subtracting the value of outstanding checks when balancing the checkbook, determining the amount of change to give to a customer). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.238. Solve problems involving subtraction of numbers with fractions to accomplish functional tasks (e.g., determining how much faster one classmate ran in a race compared to another, determining how much greater the width of the room is than the length). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  like denominators \_\_\_\_\_  unlike denominators \_\_\_\_\_  mixed numbers

**Multiplication**

- 3.239. Identify the meaning of the concept of multiplication (e.g., compound, double, triple, times, multiplication sign [x]). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.240. Identify situations in daily living when multiplication is used (e.g., determining the total cost of tickets for a group, how many people eight buses can hold). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.241. Multiply numbers accurately. (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  single digit \_\_\_\_\_  multiple digits  
          \_\_\_\_\_  decimals \_\_\_\_\_  fractions, mixed numbers  
          \_\_\_\_\_  without regrouping \_\_\_\_\_  with regrouping  
Specify method:  
          \_\_\_\_\_  mentally \_\_\_\_\_  uses a table or chart  
          \_\_\_\_\_  uses counters or tallies \_\_\_\_\_  uses an abacus  
          \_\_\_\_\_  uses a calculator \_\_\_\_\_  other: \_\_\_\_\_
- 3.242. Solve problems involving multiplication of whole numbers to accomplish functional tasks (e.g., determining how many tickets are needed for a family of four to attend eight games, determining the total amount paid on a loan). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  single digit \_\_\_\_\_  multiple digits  
          \_\_\_\_\_  without regrouping \_\_\_\_\_  with regrouping  
Specify method:  
          \_\_\_\_\_  mentally \_\_\_\_\_  uses a table or chart  
          \_\_\_\_\_  uses counters or tallies \_\_\_\_\_  uses an abacus  
          \_\_\_\_\_  uses a calculator \_\_\_\_\_  other: \_\_\_\_\_
- 3.243. Multiply numbers with decimals to accomplish functional tasks (e.g., calculating cost of tax, determining amount of tax on an item, determining the amount to tip a waiter, determining amount of discount from a sale). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.244. Multiply numbers with fractions to accomplish functional tasks (e.g., calculating how many square yards for new carpet, determining overtime if salary equals time and one-half). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  like denominators \_\_\_\_\_  unlike denominators \_\_\_\_\_  mixed numbers

**Course Number: 7863010 - Unique Skills: 6-8**

**Division**

- 3.245. Identify the meaning of the concept of division (e.g., portion, distribution, allocation, fraction, part, divided by, division sign [ $\div$ ]). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.246. Identify situations in daily living when division is used (e.g., calculating grade percentages, dividing students into groups, dividing money owed for a large purchase over a period of years). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.247. Divide numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  single digit                      \_\_\_\_\_  multiple digits  
              \_\_\_\_\_  decimals                                      \_\_\_\_\_  fractions, mixed numbers  
              \_\_\_\_\_  without regrouping                      \_\_\_\_\_  with regrouping  
Specify method:  
              \_\_\_\_\_  mentally                                      \_\_\_\_\_  uses a table or chart  
              \_\_\_\_\_  uses counters or tallies                      \_\_\_\_\_  uses an abacus  
              \_\_\_\_\_  uses a calculator                                      \_\_\_\_\_  other: \_\_\_\_\_
- 3.248. Solve problems involving division of whole numbers to accomplish functional tasks (e.g., determining how much profit was made per job, determining how long a trip would take if a car traveled at a given speed, determining cost per person for expenses on a trip). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  single digit                      \_\_\_\_\_  multiple digits  
              \_\_\_\_\_  without remainders                      \_\_\_\_\_  with remainders  
Specify method:  
              \_\_\_\_\_  mentally                                      \_\_\_\_\_  uses a table or chart  
              \_\_\_\_\_  uses counters or tallies                      \_\_\_\_\_  uses an abacus  
              \_\_\_\_\_  uses a calculator                                      \_\_\_\_\_  other: \_\_\_\_\_
- 3.249. Divide numbers with decimals to accomplish functional tasks (e.g., budgeting monthly expenses, determining the package that has the lowest cost per unit). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.250. Divide numbers with fractions to accomplish functional tasks (e.g., determining how many tiles needed for a border). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  like denominators                      \_\_\_\_\_  unlike denominators                      \_\_\_\_\_  mixed numbers
- 3.251. Solve problems involving averages to accomplish functional tasks (e.g., calculating final grade using test scores, calculating the batting average of a baseball player, calculating the average amount of sales per day). (CL.B.3.In.2, CL.B.3.Su.2)

**Ratio, Proportion, and Percent**

- 3.252. Identify the meaning of the concept of percent (e.g., divided by 100, percent sign [%]). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.253. Identify situations in daily living when percent is used (e.g., calculating grade percentages, interest rate, charting growth by percentage increase or decrease). (CL.B.3.In.1, CL.B.3.Su.1)

**Course Number: 7863010 - Unique Skills: 6-8**

- 3.254. Identify the decimal equivalent of a percent to accomplish functional tasks (e.g., multiplying and dividing percentages to calculate discounts, finding the average of test grades, finding 15% gratuity on a bill). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.255. Identify the fraction equivalent of a percent to accomplish functional tasks (e.g., reading discounts, identifying amount of growth). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.256. Write numerals with percents when completing functional tasks (e.g., listing the discount on items). (CL.B.2.In.2, CL.B.2.Su.2)  
Specify range: 0-n \_\_\_\_\_
- 3.257. Solve problems involving percents when completing functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)
- 3.258. Identify the meaning of the concept of ratio (e.g., relation in number or quantity between things). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.259. Identify situations in daily living when ratio is used (e.g., calculating amounts in a volume). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.260. Solve problems involving ratios when completing functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)
- 3.261. Identify the meaning of the concept of proportion (e.g., relation in number or quantity of one part to another). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.262. Identify situations in daily living when proportion is used (e.g., scale drawings, interior design, diluting a mixture). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.263. Solve problems involving proportions when completing functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)

**Linear Measurement**

- 3.264. Identify the most appropriate units of linear measurement to accomplish functional tasks (e.g., measuring your height, calculating the length of a room, determining the distance on a trip). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  inches \_\_\_\_\_  feet \_\_\_\_\_  yards \_\_\_\_\_  miles \_\_\_\_\_  meters  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.265. Identify abbreviations for linear measurement units when completing functional tasks (e.g., reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  linear—in., ft., mi., m. \_\_\_\_\_  area— sq. ft., sq. yd., sq. mi.  
\_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7863010 - Unique Skills: 6-8**

3.266. Identify appropriate tools and equipment for linear measurement (e.g., length of tool, unit of measurement, effective and ineffective uses). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_\_\_  ruler    \_\_\_\_\_  tape measure    \_\_\_\_\_  yard stick  
\_\_\_\_\_  other: \_\_\_\_\_

3.267. Measure the length, width, or height of object or area accurately using appropriate tools or equipment to accomplish functional tasks (e.g., use a ruler to measure a short line, use a tape measure to measure a room). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: \_\_\_\_\_  ruler    \_\_\_\_\_  tape measure    \_\_\_\_\_  yard stick  
\_\_\_\_\_  other: \_\_\_\_\_

3.268. Identify equivalents for commonly used linear measurements to accomplish functional tasks (e.g., determining how many feet on a football field, determining if a four-foot board will make a 52-inch shelf). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_\_\_  12 inches = 1 foot    \_\_\_\_\_  3 feet = 1 yard  
\_\_\_\_\_  36 inches = 1 yard    \_\_\_\_\_  other: \_\_\_\_\_

3.269. Solve problems involving linear measurement to accomplish functional tasks (e.g., determining which rope is longer, determining miles of desired destination, determining the height of a fence, determining the length of a soccer field, determining amount of fabric needed to make curtains). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: \_\_\_\_\_  no conversion    \_\_\_\_\_  conversion

3.270. Participate in indicating awareness of distance (e.g., recognize when destination has been reached). (CL.B.3.Pa.1)

Specify method: \_\_\_\_\_  vocalize    \_\_\_\_\_  gesture    \_\_\_\_\_  touch  
\_\_\_\_\_  use assistive/augmentative device    \_\_\_\_\_  other: \_\_\_\_\_

**Volume/Capacity**

3.271. Identify the most appropriate units to measure volume or capacity to accomplish functional tasks (e.g., preparing a recipe, adding oil to the car, purchasing soft drinks). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_\_\_  teaspoon    \_\_\_\_\_  tablespoon    \_\_\_\_\_  cup  
\_\_\_\_\_  pint    \_\_\_\_\_  quart  
\_\_\_\_\_  gallon    \_\_\_\_\_  liter  
\_\_\_\_\_  other: \_\_\_\_\_

3.272. Identify abbreviations for volume or capacity measurement units when completing functional tasks (e.g., reading the ingredients required in a recipe). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  tsp., tbsp., c.    \_\_\_\_\_  pt., qt., gal., l.  
\_\_\_\_\_  other: \_\_\_\_\_

3.273. Identify the most appropriate tools or equipment to measure volume or capacity (e.g., dry or liquid ingredients, amount to measure, accuracy). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_\_\_  measuring cups and spoons    \_\_\_\_\_  marked containers  
\_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7863010 - Unique Skills: 6-8**

3.274. Measure volume or capacity accurately using the appropriate equipment to accomplish functional tasks (e.g., measuring a cup of bleach for the laundry, measuring gas into a tank for a lawnmower, measuring quarts of water for tea, measuring a dose of medicine).

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

Specify: \_\_\_\_\_  teaspoon      \_\_\_\_\_  tablespoon      \_\_\_\_\_  cup  
          \_\_\_\_\_  pint                    \_\_\_\_\_  quart  
          \_\_\_\_\_  liter                    \_\_\_\_\_  gallon  
          \_\_\_\_\_  other: \_\_\_\_\_

3.275. Identify volume or capacity measurement equivalents to accomplish functional tasks (e.g., determining how many cups of water needed for two quarts of lemonade, determining how many tablespoons it takes to fill a 1/4 cup, determining how many pint jars would be needed for a gallon of honey). (CL.B.3.In.1, CL.B.3.Su.1)

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

3.276. Solve problems involving capacity or volume to accomplish functional tasks (e.g., determining how many 8-oz. glasses can be filled with a 1-quart bottle of soda, getting the right sized can for a recipe). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: \_\_\_\_\_  no conversion      \_\_\_\_\_  conversion

**Weight**

3.277. Identify the most appropriate units to measure weight to accomplish functional tasks (e.g., weighing an infant, ordering topsoil for a garden, buying produce). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_\_\_  ounce      \_\_\_\_\_  pound      \_\_\_\_\_  ton      \_\_\_\_\_  other: \_\_\_\_\_

3.278. Identify abbreviations for weight measurement units when completing functional tasks (e.g., reading the ingredients required in a recipe). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  weight—oz., lb., g.      \_\_\_\_\_  other: \_\_\_\_\_

3.279. Identify the most appropriate tools and equipment to measure weight (e.g., capacity, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_\_\_  bathroom scales      \_\_\_\_\_  postal scales      \_\_\_\_\_  produce scales  
          \_\_\_\_\_  other: \_\_\_\_\_

3.280. Measure weight accurately using the appropriate tool when accomplishing functional tasks (e.g., weighing yourself, weighing the tomatoes at the grocery store, determining how much postage to put on a large envelope). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: \_\_\_\_\_  bathroom scales      \_\_\_\_\_  postal scales      \_\_\_\_\_  produce scales  
          \_\_\_\_\_  other: \_\_\_\_\_

3.281. Identify equivalents for units of weight when accomplishing functional tasks (e.g., determining cost for mailing a box, determining if truck is strong enough to carry a load of gravel). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: \_\_\_\_\_  16 ounces = 1 pound      \_\_\_\_\_  2000 pounds = 1 ton

**Course Number: 7863010 - Unique Skills: 6-8**

- 3.282. Solve problems involving weight (e.g., determining how many tons of gravel are needed for a walkway, determining how many ounces of cocoa are needed to make a cup of hot chocolate). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  no conversion                      \_\_\_\_\_  conversion

**Time**

- 3.283. Identify the most appropriate units of time to accomplish functional tasks (e.g., making plans for the future, scheduling appointments, predicting the weather). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  seconds, minutes, hours                      \_\_\_\_\_  days, weeks, months, years  
                  \_\_\_\_\_  seasons of the year                      \_\_\_\_\_  now, later, future, past  
                  \_\_\_\_\_  today, tomorrow                      \_\_\_\_\_  other: \_\_\_\_\_

- 3.284. Identify abbreviations for time measurement units when completing functional tasks (e.g., reading days of the week on a calendar). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  time—min., hr., Tues., Dec.  
                  \_\_\_\_\_  other: \_\_\_\_\_

- 3.285. Identify equivalent units of time when accomplishing functional tasks (e.g., determining how much time to allow for an activity, recording time worked on a time sheet). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  60 seconds = 1 minute                      \_\_\_\_\_  60 minutes = 1 hour  
                  \_\_\_\_\_  24 hours = 1 day                      \_\_\_\_\_  7 days = 1 week  
                  \_\_\_\_\_  other: \_\_\_\_\_

- 3.286. Identify time on a clock to accomplish functional tasks (e.g., timing a runner, setting a VCR to tape a show, counting time to reach a destination). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify type of clock: \_\_\_\_\_  analog                      \_\_\_\_\_  digital  
Specify interval:                      \_\_\_\_\_  hour/half hour                      \_\_\_\_\_  minutes

- 3.287. Identify the date on a calendar to accomplish functional tasks (e.g., planning a party, scheduling an appointment). (CL.B.3.In.1, CL.B.3.Su.1)

- 3.288. Determine the elapsed time between events to accomplish functional tasks (e.g., taking medication every four hours, determining when to schedule next appointment, determining how much time is left to finish the test, determine if warranty is still good). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  conversion                      \_\_\_\_\_  no conversion

- 3.289. Solve problems involving time to accomplish functional tasks (e.g., setting a VCR to tape a television show, determining how long it has been since last dental checkup). (CL.B.3.In.2, CL.B.3.Su.2)

- 3.290. Accept assistance with and participate in relating event or activity to time of day (e.g., eating breakfast in morning, going to bed at night). (CL.B.3.Pa.1)  
Specify: \_\_\_\_\_  begin activity                      \_\_\_\_\_  look at referent object  
                  \_\_\_\_\_  use augmentative/assistive device                      \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7863010 - Unique Skills: 6-8**

**Temperature**

- 3.291. Identify the most appropriate units for measuring temperature to accomplish functional tasks (e.g., understanding the weather report from another country, describing a fever, preparing food, reading a temperature gauge in a freezer). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  degrees Fahrenheit      \_\_\_\_\_  degrees Celsius
- 3.292. Identify the meaning of commonly used temperatures to accomplish functional tasks (e.g., reading a thermometer to record a high fever, determining if the freezer is cold enough to make ice, setting a thermostat in a room). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  freezing and boiling points of water      \_\_\_\_\_  normal body temperature  
          \_\_\_\_\_  comfortable room temperature      \_\_\_\_\_  other: \_\_\_\_\_
- 3.293. Identify the time and temperature or electronic signs on buildings in the community (e.g., driving around town, walking in town). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.294. Identify the most appropriate equipment for measuring temperature (e.g., purpose, limits, accuracy, type of readout). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  thermometers—weather, oral, cooking      \_\_\_\_\_  thermostat—furnace, car  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.295. Measure temperature accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., using a meat thermometer to determine if a roast is fully cooked, reading the thermostat to find the temperature in a room). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  thermometer—weather, oral, cooking  
          \_\_\_\_\_  thermostat—furnace, car, tool motor  
          \_\_\_\_\_  other \_\_\_\_\_
- 3.296. Solve problems involving temperature to accomplish functional tasks (e.g., checking the temperature for cooking). (CL.B.3.In.2, CL.B.3.Su.2)

**Money**

- 3.297. Identify the names and values of coins and bills to accomplish functional tasks (e.g., counting money, paying for an item, putting correct change into a vending machine, paying for cab fare). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  to \$1.00      \_\_\_\_\_  to \$5.00      \_\_\_\_\_  to \$20.00      \_\_\_\_\_  to \$100.00  
          \_\_\_\_\_  other \_\_\_\_\_
- 3.298. Count coins and bills to accomplish functional tasks (e.g., rolling pennies to take to a bank, using quarters to pay for a \$2.00 item, paying the bill at a restaurant). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  to \$1.00      \_\_\_\_\_  to \$5.00      \_\_\_\_\_  to \$20.00      \_\_\_\_\_  to \$100.00
- 3.299. Identify common coin combinations to accomplish functional tasks (e.g., paying a toll on a highway, paying bus fare, using pay phones, buying a newspaper from a stand, purchasing gum from a machine, placing money in a parking meter). (CL.B.3.In.1, CL.B.3.Su.1)

**Course Number: 7863010 - Unique Skills: 6-8**

- 3.300. Determine equivalent amounts of money using coins and paper currency to accomplish functional tasks (e.g., giving change for a dollar, collecting a hundred dollars in small bills). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify:  to \$1.00     to \$5.00     to \$20.00     to \$100.00  
 other \_\_\_\_\_
- 3.301. Use numbers and symbols to represent amounts of money to accomplish functional tasks (e.g., adding amounts of money). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify:  to \$1.00     to \$5.00     to \$20.00     to \$100.00  
 other \_\_\_\_\_
- 3.302. Determine the total cost of items to accomplish functional tasks (e.g., determining how much more money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.303. Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.304. Calculate correct change to accomplish functional tasks (e.g., verifying change from a cashier, making sales of items, verifying change given from a vending machine, counting change as a customer). (CL.B.3.In.2, CL.B.3.Su.2)  
Specify:  to \$1.00     to \$5.00     to \$10.00  
 to \$20.00     to \$100.00     other: \_\_\_\_\_
- 3.305. Solve problems involving purchases with a discount to accomplish functional tasks (e.g. determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.306. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a car loan, sales tax on books). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.307. Identify purposes and functions of banks and credit unions (e.g., for financial transactions, maintaining a savings account). (IF.A.2.In.1, IF.A.2.Su.1)

**Geometry**

- 3.308. Identify two-dimensional shapes to accomplish functional tasks (e.g., drawing a circle, identifying a yield sign, buying a mat for a picture frame, finding a tablecloth for a table). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify:  square     rectangle     triangle     circle  
 other \_\_\_\_\_
- 3.309. Identify three-dimensional shapes to accomplish functional tasks (e.g., stacking milk crates for storage, packaging a poster in a tube for shipping, making a cone for frosting). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify:  cube     sphere     cylinder     cone  
 other \_\_\_\_\_

**Course Number: 7863010 - Unique Skills: 6-8**

- 3.310. Use points, lines, and line segments to accomplish functional tasks (e.g., making a scale drawing of a room, identifying the distance between two points on a map). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.311. Use angles to accomplish functional tasks (e.g., rearranging furniture, laying tiles on a diagonal, folding a napkin in a triangle, identifying angle of release when shooting a basketball). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.312. Use parallel or perpendicular lines to accomplish functional tasks (e.g., aligning two pictures on a wall, drawing lines on a paper to write a letter, drawing the intersection of two streets on a map). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.313. Identify functional situations when it is useful to locate coordinate points on a grid (e.g., reading a map, determining direction of map coordinates when traveling on a boat). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.314. Solve problems involving the perimeter or area of a rectangle or square to accomplish functional tasks (e.g., calculating the distance around a mall or a block for exercising, determining the area of a room to purchase a carpet). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.315. Participate in indicating awareness of location (e.g., smiles when gets to own room). (CL.B.3.Pa.1)  
Specify method: \_\_\_\_\_  vocalize or gesture                      \_\_\_\_\_  verbalize or sign  
                                 \_\_\_\_\_  use assistive/augmentative device                      \_\_\_\_\_  touch  
                                 \_\_\_\_\_  other: \_\_\_\_\_  
Specify setting: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 3.316. Participate in returning objects to proper location (e.g., puts game on shelf, stacks plate in dishwasher). (CL.B.3.Pa.1)  
Specify setting: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

**Algebraic Thinking**

- 3.317. Identify patterns and relationships among numbers when accomplishing functional tasks (e.g., finding the odd numbers, estimating the height of steps). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.318. Apply a pattern to explain how a change in one quantity results in a change in another when accomplishing functional tasks (e.g., skip counting). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.319. Identify the variables and operations expressed by a formula to accomplish functional tasks (e.g., determining tip for a restaurant bill—total bill x 15%; calculating unit costs—price is 3 lbs./\$1). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.320. Use a formula or equation to solve a problem involving mathematical concepts (e.g., to determine the area of a room—length x width, to determine the overdue book fine—days x fine each day; to determine amount of time it will take to travel to a different city—distance/rate = time). (CL.B.3.In.2, CL.B.3.Su.2)

## Course Number: 7863010 - Unique Skills: 6-8

- 3.321. Find the value of an unknown variable in a formula or equation to accomplish functional tasks (e.g., calculating the rate of travel—given the distance and time— $r = d/t$ , calculating salary—given hourly wage and hours worked). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.322. Substitute variables in a formula or equation to accomplish functional tasks (e.g., comparing Centigrade to Fahrenheit temperature readings, doubling a recipe, converting square feet to square yards when measuring carpet for a room). (CL.B.3.In.2, CL.B.3.Su.2)

### Solving Mathematical Problems

- 3.323. Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks. (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)  
Specify: \_\_\_\_\_  determine nature of the problem  
          \_\_\_\_\_  select correct technique  
          \_\_\_\_\_  make reasonable estimate of results  
          \_\_\_\_\_  apply operation or procedures to obtain result  
          \_\_\_\_\_  check results for accuracy  
          \_\_\_\_\_  explain results  
          \_\_\_\_\_  other: \_\_\_\_\_
- 3.324. Determine whether insufficient or extraneous information is given in solving particular mathematical problems (e.g., “Do I have all the information I need?” “What does this information have to do with the problem?”). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.325. Express mathematical problems using alternative methods to accomplish functional tasks. (CL.B.4.In.1, CL.B.4.Su.1)  
Specify: \_\_\_\_\_  drawing pictures or diagrams      \_\_\_\_\_  using concrete objects  
          \_\_\_\_\_  paraphrasing      \_\_\_\_\_  using models  
          \_\_\_\_\_  other: \_\_\_\_\_

### Using Probability and Chance

- 3.326. Identify the basic meaning of the concepts of chance and probability (e.g., How likely? What are the odds? What do you predict will happen? Can you count on it? What is the possibility? How do you know?). (CL.B.3.In.1, CL.B.Su.1)
- 3.327. Identify situations in daily life when the concepts of chance and probability are used (e.g., in weather forecasts—a 30% chance of rain; in winning the lottery—a million-to-one chance to win). (CL.B.3.In.1, CL.B.Su.1)
- 3.328. Make a prediction of the likelihood of a simple event occurring (e.g., chance of meeting the President, likelihood of the high school football team winning the next game). (CL.B.3.In.2, CL.B.Su.2)
- 3.329. Determine the odds for and the odds against a given situation (e.g., if it will rain, if a single ticket will be the winner in a lottery). (CL.B.3.In.1, CL.B.Su.1)

**Course Number: 7863010 - Unique Skills: 6-8**

**Interpreting Graphs, Tables, and Data Displays**

- 3.330. Identify situations when it is useful to gather and organize data (e.g., calculating a bowling average, keeping track of monthly expenditures, charting the growth of a child, preparing to file a tax return). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.331. Identify the meaning of measures of central tendency, mean (average) and mode (most frequent), to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  mean (average)—estimating the average monthly gas bill for budgeting  
\_\_\_\_\_  mode (most frequent)—determining when the restaurant has the most customers
- 3.332. Solve problems using measures of central tendency, (mean and mode), to accomplish functional tasks (e.g., determining the median and mode of the exam scores, determining the average number of customers for the paper route). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.333. Identify the meaning of information that is displayed in various forms of graphs (e.g., locate the team with the highest scores, locating high temperatures in a weather report). (CL.B.3.In.1, CL.B.3.Su.1)  
Specify: \_\_\_\_\_  charts \_\_\_\_\_  graphs \_\_\_\_\_  tables
- 3.334. Solve problems using information displayed in charts and graphs to accomplish functional tasks (e.g., determining the highest temperature for the week from a bar graph, determining from a pie graph what percentage of time the student spends sleeping, determining the class's favorite ice cream flavor from a graph). (CL.B.3.In.2, CL.B.3.Su.2)

**Using Calculators, Electronic Tools**

- 3.335. Identify characteristics of common electronic tools used in solving mathematical problems (e.g., calculator, adding machine, automatic cash register). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.336. Identify situations when it is appropriate to use electronic tools to assist with calculations (e.g., balancing checkbook, working as a cashier, making out a budget). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.337. Demonstrate skills to use a calculator correctly. (CL.B.3.In.2, CL.B.3.Su.2)  
Specify: \_\_\_\_\_  turning on and off  
\_\_\_\_\_  entering a number  
\_\_\_\_\_  entering a function—add, subtract, multiply, divide  
\_\_\_\_\_  getting a total  
\_\_\_\_\_  using percent  
\_\_\_\_\_  clearing the display  
\_\_\_\_\_  correcting a mistake  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.338. Use a calculator to assist with computation to accomplish functional tasks (e.g., balancing a checkbook, determining purchase price of a 30% off sale, determining the average of five grades, determining the tax on a hotel room). (CL.B.3.In.2, CL.B.3.Su.2)

**Course Number: 7863010 - Unique Skills: 6-8**

**PROBLEM SOLVING**

**Identifying Problems**

- 3.339. Identify that a problem exists in school, a discrepancy between what is and what should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness, not completing assignments). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.340. Identify possible reasons for existing problems in school (e.g., lack of study time, ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.341. Identify problems that lead to the breakdown of major goals in school (e.g., not completing homework assignments, watching too much television, getting into fights). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.342. Analyze possible outcomes associated with specific problems in school (e.g., failing courses, getting detention, trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.343. Identify that a problem exists in personal life, a discrepancy between what is and what should or could be (e.g., gaining weight, not completing chores, not allowed to see friends). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.344. Identify possible reasons for existing problems in personal life (e.g., not practicing good nutrition habits, lack of communication with family members). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.345. Identify problems that lead to the breakdown of major goals in personal lives (e.g., getting involved in tobacco, alcohol, and other drugs; hanging around with inappropriate groups; family conflicts). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.346. Analyze possible outcomes associated with specific problems in personal life (e.g., feelings of isolation, feeling that others don't like to be with you). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.347. Accept assistance with and participate in identifying problem in a personal care or productive activity (e.g., indicates water glass is empty). (CL.B.4.Pa.1)
- 3.348. Accept assistance with and participate in identifying problem in a leisure activity (e.g., indicate TV is not on). (CL.B.4.Pa.1)

**Applying Problem-solving Strategies**

- 3.349. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community

**Course Number: 7863010 - Unique Skills: 6-8**

- 3.350. Identify various ways to respond to and solve problems (e.g., late for class frequently—wake up earlier, leave house earlier, walk faster; car breaks down—take the bus, walk, take car to mechanic). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.351. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)
- 3.352. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)  
Specify: \_\_\_\_\_  brainstorming—identifying all solutions that come to mind  
\_\_\_\_\_  identifying steps—when a complicated task is involved  
\_\_\_\_\_  estimating—when numbers are involved  
\_\_\_\_\_  matching consequences to actions—for cause and effect  
\_\_\_\_\_  troubleshooting—finding problems with a work process  
\_\_\_\_\_  creative thinking—when multiple solutions are acceptable  
\_\_\_\_\_  modeling—basing actions on those of a good example  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.353. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.354. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.355. Identify the steps of a process when solving a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; planning a surprise party—decide on location, plan entertainment, order or make refreshments, send invitations). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.356. Construct rough estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time; estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.357. Match consequences to actions and decisions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted; take in a stray cat—feed it every day, gain a companion, take it to the vet). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.358. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.359. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.1, CL.B.4.Su.1)

## Course Number: 7863010 - Unique Skills: 6-8

- 3.360. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify habits of successful students, develop similar habits; personal life—identify crowd that does not use drugs, identify their tactics for refusing drugs, use same tactics when offered drugs). (CL.B.4.In.1, CL.B.4.Su.1)

### Evaluating Alternative Solutions

- 3.361. Identify alternative courses of action for solving a particular problem at school (e.g., missed the bus: catch next bus, get a ride, walk, ride bike). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.362. Analyze consequences of each alternative course of action for solving a particular problem at school (e.g., forgot homework so turned in late—lower grade, may not be accepted by the teacher). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.363. Identify alternative courses of action for solving a particular problem in personal life (e.g., gained ten pounds—start exercise program, talk to a physician, eat healthier foods). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.364. Analyze consequences of each alternative course of action for solving a particular problem in personal life (e.g., arguing with parents—getting angry and leaving the house won't resolve the anger, talking over cause of disagreement may lead to compromise). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.365. Demonstrate awareness of cause/effect relationship during functional activities (e.g., if I press this switch, the TV will come on). (CL.B.4.Pa.1)  
Specify setting: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community
- 3.366. Demonstrate awareness of object permanence during functional activities (e.g., looks at place where favorite object usually is placed to indicate want or need). (CL.B.4.Pa.1)  
Specify setting: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community

### Implementing Solutions

- 3.367. Complete tasks needed to solve problems at school (e.g., limited time to do homework assignments—use time-management strategies, ask teacher for extra help on some assignments). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.368. Use appropriate techniques or tools to solve problems at school (e.g., computer software, assignment notebook, counseling sessions). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.369. Seek assistance when needed to solve problems at school (e.g., emotional problems—seek help from school counselor, teacher, psychologist; problems with a subject area at school—tutor, teacher, family member). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.370. Complete identified tasks to solve problems in personal life (e.g., flat tire—obtain jack, lug wrench, and spare tire; jack car up; loosen and take off lug nuts; remove flat; put on spare; put lug nuts back on; jack car down; put parts in trunk). (CL.B.4.In.2, CL.B.4.Su.2)

## Course Number: 7863010 - Unique Skills: 6-8

- 3.371. Use appropriate techniques or tools to solve problems in personal life (e.g., use calculator to determine annual income from monthly salary). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.372. Seek assistance when needed to solve problems in personal life (e.g., consult with family member, talk with a teacher or counselor, ask a relative). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.373. Participate in positioning objects for use (e.g., puts spoon on plate, turns switch toward hand). (CL.B.4.Pa.1)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community
- 3.374. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community
- 3.375. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.2)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community

### Evaluate Effectiveness of Solution

- 3.376. Identify effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.377. Determine impact of activities and decisions related to solving the problem (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

## COMPLETING WORK ASSIGNMENTS AND USING TECHNOLOGY

### Planning Assignments

- 3.378. Identify purposes of planning assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.379. Identify components of a plan to complete an assignment (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time, training or instruction; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.380. Identify, prioritize, and schedule responsibilities of assignments (e.g., make a to-do list, list all tasks, determine deadlines for tasks, 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)
- 3.381. Accept assistance with and participate in the sequence of tasks or activities of preparing for work or volunteer activities. (CL.C.2.Pa.1)  
Specify: \_\_\_\_\_

**Course Number: 7863010 - Unique Skills: 6-8**

**Implementing Work Assignments**

- 3.382. 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:  work according to schedule       set an alarm clock as a reminder  
 track subtasks on calendar       check off subtasks when completed  
 other: \_\_\_\_\_
- 3.383. Identify alternative approaches when faced with difficulty in completing a task. (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: \_\_\_\_\_
- 3.384. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify:  use a checklist or rubric       compare with model or example  
 use spellchecker or similar tools       look for errors  
 ask peer or coworker to review       ask supervisor to review  
 other: \_\_\_\_\_
- 3.385. Follow a systematic procedure to complete specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify:  identify task  
 name steps of task  
 perform task following a model or demonstration  
 perform task with decreasing feedback  
 perform task independently  
 monitor own task performance using workplace or industry standards  
 evaluate own task performance using workplace or industry standards  
 other: \_\_\_\_\_
- 3.386. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.387. Complete assignments as specified in lab and shop manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.388. Accept assistance with and participate in the sequence of tasks or activities of completing work or volunteer activities. (CL.C.2.Pa.1)  
Specify: \_\_\_\_\_

**Course Number: 7863010 - Unique Skills: 6-8**

**Using Tools, Equipment, and Supplies**

- 3.389. Locate and identify the correct supplies, equipment, and tools required to complete specific assignments. (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  supplies—pens, folders, towels, cleaning agents, parts, packing products  
\_\_\_\_\_  equipment—copy machine, computer, vacuum cleaner, lawn mower  
\_\_\_\_\_  tools—air pressure gauge, hammer, balance, wrenches, car jack  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.390. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific assignments. (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  use a checklist with pictures or descriptions of supplies, tools, and equipment  
\_\_\_\_\_  set up workstation with all needed supplies and equipment before starting  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.391. Select and use the appropriate materials and supplies for completion of assignments (e.g., writing a report—notebook, pen, references; painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, word processor). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.392. Organize materials and supplies to complete assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.393. Use tools, equipment and supplies safely and correctly for specific assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don't overload an electrical outlet, carry scissors with pointed end facing down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.394. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)
- 3.395. Clean and maintain tools and equipment (e.g., copy machine—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.396. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in cubby, closet, locker; personal work supplies in personal work area; cleaning supplies in cupboard). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.397. Accept assistance with and participate in recognizing and relating to familiar objects used in assignments (e.g., turns toward own bed, reaches for own jacket when leaving). (CL.C.2.Pa.1)  
Specify: \_\_\_\_\_
- 3.398. Accept assistance with and participate in requesting objects to produce desired effects during assignments (e.g., bag to place supplies in, device to communicate). (CL.C.2.Pa.1)  
Specify: \_\_\_\_\_

**Course Number: 7863010 - Unique Skills: 6-8**

**4. Demonstrate communication skills to transmit or receive concepts, ideas, information, thoughts, or feelings.**

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- \_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial
- 

**Understanding the Concept of Communication**

- 4.1. Identify the various uses of language (verbal and nonverbal) in communication (e.g., interactive, personal, and informative purposes; to convey desires, feelings, ideas, and needs; to respond to others). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.2. Identify the forms of verbal or symbolic language used in communication (e.g., spoken or written words, phrases, sentences; sign language, finger spelling, symbols and icons). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.3. Identify the differences in communication skills and styles needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.4. Identify the meaning of gestures, body language, and hand signals while engaging in conversations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.5. Use appropriate nonverbal language and gestures when communicating. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_  facial expressions                      \_\_\_  sounds  
                    \_\_\_  gestures                      \_\_\_  body language  
                    \_\_\_  hand signals                      \_\_\_  other: \_\_\_\_\_
- 4.6. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_  home                      \_\_\_  school                      \_\_\_  community
- 4.7. Use appropriate grammar and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_  home                      \_\_\_  school                      \_\_\_  community

**Course Number: 7863010 - Unique Skills: 6-8**

- 4.8. Use voice and fluency appropriate for the social situation (e.g., when eating meals, attending a service, cheering at a sports event, talking in the halls). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  tone of voice \_\_\_\_\_  pitch  
\_\_\_\_\_  fluency (rate and rhythm) \_\_\_\_\_  loudness  
\_\_\_\_\_  duration \_\_\_\_\_  other: \_\_\_\_\_
- 4.9. Use correct articulation to produce words and sounds correctly. (CO.A.1.In.1, CO.A.1.Su.1)

**Listening**

- 4.10. Identify behaviors that indicate different styles of listening when communicating with others (e.g., eye contact, body position, type of response given). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  relaxed \_\_\_\_\_  active \_\_\_\_\_  social \_\_\_\_\_  defensive  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.11. Identify the difference between attentive and non-attentive listening when participating in conversations (e.g., attentive—looking at speaker, taking notes, nodding head; non-attentive—putting head down, talking to others, not looking at speaker, turning body away from speaker). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.12. Use critical listening skills to gain understanding. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  listening for content  
\_\_\_\_\_  paying attention to cues—first, second..., in summary, most important  
\_\_\_\_\_  linking to prior knowledge and experiences  
\_\_\_\_\_  considering emotional meaning  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.13. Use strategies to improve listening (e.g., empathize with and “read” people, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

**Communicating Desires, Feelings, and Needs**

- 4.14. Use appropriate language to express desires effectively (e.g., “May I have more potatoes?” “I want to finish this job.” “I don’t care for spinach.” “I would rather not go to that movie.”). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  requests \_\_\_\_\_  refusals \_\_\_\_\_  other: \_\_\_\_\_
- 4.15. Participate in conveying desires, feelings, and physical needs effectively to familiar persons (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)  
Specify method: \_\_\_\_\_  vocalize \_\_\_\_\_  gesture  
\_\_\_\_\_  use assistive/augmentative device \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7863010 - Unique Skills: 6-8**

- 4.16. Participate in requesting desired person, object, or action (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)  
Specify method: \_\_\_\_\_  touch referent object                      \_\_\_\_\_  point to actual object  
                                 \_\_\_\_\_  vocalize                                              \_\_\_\_\_  gesture  
                                 \_\_\_\_\_  use assistive/augmentative device                      \_\_\_\_\_  other: \_\_\_\_\_
- 4.17. Use appropriate language to express ideas and feelings clearly (e.g., “I believe this is a valuable thing to do.” “This is what really happened.” “I like you a lot.” “I’m upset with what you did.”). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  opinions                      \_\_\_\_\_  facts                      \_\_\_\_\_  affection                      \_\_\_\_\_  anger  
                                 \_\_\_\_\_  other: \_\_\_\_\_
- 4.18. Use appropriate language to express need for assistance in various situations (e.g., ask for help, raise hand, call persons name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 4.19. Use appropriate language to express the need for assistance in emergency situations (e.g., ask for help, raise hand, call persons name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 4.20. Participate in requesting help or assistance. (CO.A.1.Pa.1)  
Specify method: \_\_\_\_\_  vocalize or gesture                      \_\_\_\_\_  verbalize or sign  
                                 \_\_\_\_\_  use assistive/augmentative device                      \_\_\_\_\_  other: \_\_\_\_\_

**Respond to Communication**

- 4.21. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., using “I” statements, make apologies, acknowledging discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 4.22. Respond appropriately to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 4.23. Respond to other’s generosity by stating appreciation (e.g., thanking the person, telling them how much you like the object or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 4.24. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

**Course Number: 7863010 - Unique Skills: 6-8**

- 4.25. Respond appropriately to basic questions, directions, and informational statements (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 4.26. Show interest in communicating (e.g., turning head, making a nonverbal or verbal response, indicating attention or interest). (CO.A.1.Pa.1)  
Specify: \_\_\_\_\_  with family                      \_\_\_\_\_  with friends  
                    \_\_\_\_\_  with familiar persons                      \_\_\_\_\_  with unfamiliar persons
- 4.27. Change body tone or produce body movements in response to communication. (CO.A.1.Pa.1)  
Specify: \_\_\_\_\_  turn head                      \_\_\_\_\_  move toward stimuli  
                    \_\_\_\_\_  eye movement                      \_\_\_\_\_  facial expression  
                    \_\_\_\_\_  raise or lower voice                      \_\_\_\_\_  other: \_\_\_\_\_
- 4.28. Respond to own name by using one or more observable behaviors. (CO.A.1.Pa.1)  
Specify: \_\_\_\_\_  intentional body or head movement—move or turn toward speaker  
                    \_\_\_\_\_  facial expressions—look at speaker, smile, blink  
                    \_\_\_\_\_  oral communication—respond verbally  
                    \_\_\_\_\_  other: \_\_\_\_\_
- 4.29. Respond to cued commands (e.g., verbal—saying someone’s name; nonverbal signs—come here, stop, one minute). (CO.A.1.Pa.1)  
Specify: \_\_\_\_\_  vocalization or gesture                      \_\_\_\_\_  body movements  
                    \_\_\_\_\_  facial expressions                      \_\_\_\_\_  verbalize or sign

**Using Greetings and Conversations**

- 4.30. Use acceptable gestures, body language, and hand signals to initiate a conversation in various situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 4.31. Use acceptable words or phrases to gain attention and begin communication with others in various situations. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 4.32. Use appropriate greetings when meeting other persons in various situations (e.g., formal—Hello...; informal—Hi!, “How are you?” “Nice to see you.”). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 4.33. Respond appropriately to greetings in various situations (e.g., “Hello.” “Thank you for inviting me.” “It’s nice to see you too.” “I’m doing well, and you?”). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

**Course Number: 7863010 - Unique Skills: 6-8**

- 4.34. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  with family \_\_\_\_\_  with friends  
          \_\_\_\_\_  with other familiar persons \_\_\_\_\_  with unfamiliar persons  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community
- 4.35. Use appropriate language to end conversations (e.g., “It was nice talking with you.” “Thank you for stopping by.” “It was so good to see you again.” “Let’s keep in touch.” “Talk to you soon.” “Good-bye!”). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community
- 4.36. Identify correct verbal responses in telephone interactions (e.g., “May I ask who is calling?” “One moment please.” “May I take a message?” “May I please speak to ...?” “This is she/he.” “Thank you for calling”). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.37. Use verbal and nonverbal communication with appropriate style and tone for the audience and occasion when participating in individual or group presentations. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community
- 4.38. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  initiating topics  
          \_\_\_\_\_  maintaining topics  
          \_\_\_\_\_  taking turns  
          \_\_\_\_\_  ending a conversation  
          \_\_\_\_\_  repairing communication breakdowns  
          \_\_\_\_\_  showing sensitivity to cultural differences  
          \_\_\_\_\_  other: \_\_\_\_\_

**Feedback**

- 4.39. Identify situations when feedback is usually given (e.g., after you have answered a question, after you have finished a project, after you have cleaned your room, after you have participated in a sport). (CO.A.1.In.1, CO.A.1.Su.1)
- 4.40. Respond effectively to feedback given in various situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community
- 4.41. Use feedback to make changes in various situations (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community

**Course Number: 7863010 - Unique Skills: 6-8**

- 4.42. Give effective feedback to others (e.g., you are doing great, try to do five more; you need to try to throw the ball straight by looking where you are throwing; you did well on your test, keep up the good work; study for an extra hour each night). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

**Communication Systems**

- 4.43. Identify characteristics of different types of alternative, augmentative, and technological devices for communication (e.g., communication boards, switches, electronic buttons with verbal cues, pictures or objects, letters to point and spell, words to point and make sentences, telephone, talking card reader). (CO.A.1.In.1, CO.A.1.Su.1)

- 4.44. Use a communication system for acquiring information and communication needs that matches linguistic, physical, and cognitive ability. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: \_\_\_\_\_  sign language                      \_\_\_\_\_  total communication  
                  \_\_\_\_\_  finger spelling                      \_\_\_\_\_  augmentative communication  
                  \_\_\_\_\_  verbal language                      \_\_\_\_\_  symbol system  
                  \_\_\_\_\_  other: \_\_\_\_\_

- 4.45. Identify need for own communication system and request its use in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

- 4.46. Initiate communication using augmentative communication system in various situations. (CO.A.1.Su.1)

Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

- 4.47. Identify and use basic maintenance procedures for own communication system. (CO.A.1.In.1, CO.A.1.Su.1)

- 4.48. Use one or more access modes in a functional way to access own communication system in various situations. (CO.A.1.Su.1)

Specify: \_\_\_\_\_  activate a switch, eye gaze, manual board, electronic device  
                  \_\_\_\_\_  use a scanning array (linear, row/column, block, circular, quadrant, group)  
                  \_\_\_\_\_  direct selection (touching)  
                  \_\_\_\_\_  other: \_\_\_\_\_

- 4.49. Use a presented symbol system to communicate in various situations. (CO.A.1.In.1, CO.A.1.Su.1)

Specify: \_\_\_\_\_  objects                      \_\_\_\_\_  realistic pictures  
                  \_\_\_\_\_  blackline drawings                      \_\_\_\_\_  icons (multiple meanings)  
                  \_\_\_\_\_  written words                      \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7863010 - Unique Skills: 6-8**

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

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

4.51. Select and modify systems of communication to accommodate a variety of settings (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)

- Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community

**5. Demonstrate awareness of own Individual Educational Plan, including participation in the team meeting, if appropriate.**

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- \_\_\_ physical assistance  full  partial \_\_\_\_\_ assistive technology  full  partial
- 

**Understanding the Components of the Individual Educational Plan**

5.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

5.2. Identify the benefits of participation in own IEP meetings (e.g., planning for school year, planning for post-school career and adult living). (IF.B.1.In.1, IF.B.1.Su.1)

5.3. Identify characteristics of steps in IEP development. (IF.B.1.In.1, IF.B.1.Su.1)

- Specify: \_\_\_\_\_  determine school and post-school outcome desires  
\_\_\_\_\_  determine present levels of performance  
\_\_\_\_\_  develop annual goals and related short-term objectives or benchmarks  
\_\_\_\_\_  assign responsibility for objectives  
\_\_\_\_\_  identify needed services, modifications, and supports

**Course Number: 7863010 - Unique Skills: 6-8**

- 5.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_  high school course of study  
          \_\_\_\_\_  employment  
          \_\_\_\_\_  instruction and continuing education  
          \_\_\_\_\_  community participation  
          \_\_\_\_\_  independent living  
          \_\_\_\_\_  agency support  
          \_\_\_\_\_  daily living skills
- 5.5. Identify required and optional participants in the IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1)

**Participating in the Development of the Individual Educational Plan**

- 5.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.7. Identify own desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_  in-school—course of study, diploma, extracurricular activities  
          \_\_\_\_\_  post-school—postsecondary training, employment  
          \_\_\_\_\_  post-school—living arrangements, community participation
- 5.8. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.10. Assist in identifying the risks and benefits of each option considered in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.11. Assist in setting realistic annual goals and short-term objectives or benchmarks considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.12. Assist in identifying the time and resources needed to implement the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.13. Assist in allocating, prioritizing, and scheduling time and resources to implement the IEP (e.g., assign responsibilities, determine timelines, set criteria for completion). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.14. Apply self-advocacy and self-determination skills in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals, participate in discussion, make wants and desires known to participants, make preferences known to participants, express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.15. Accept assistance with and participate in activities related to own IEP. (IF.B.1.Pa.1)