

Florida Department of Education

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

Subject Area:	Academics: Subject Areas
Course Number:	7910110
Course Title:	English: 9-12
Previous Course Title:	Applied English: Comprehensive
Credit:	Multiple

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

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

- reading comprehension and vocabulary
- listening and speaking skills
- writing
- language usage
- literature
- study skills
- reference skills
- applications in daily life
- applications in the workplace

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

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

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

This course is primarily designed for students functioning at independent levels, who are capable of working and living independently and may need occasional assistance. Three levels of functioning, independent, supported, and participatory,

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have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

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

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

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

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

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

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

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

After successfully completing this course, the student will:

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

CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

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

Word Identification Skills

- 1.1. Demonstrate awareness of the concept of print (e.g., relationship between written and spoken words, identification of upper and lowercase letters, recognition of visual forms of words in handwriting and print, letter/sound relationships, distinguishing words from phrases and sentences). (CL.B.1.In.1, CL.B.1.Su.1)

- 1.2. Use phonics to identify the pronunciation of unknown written words (e.g., sounding out unknown words). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ consonants ___ vowels ___ blends
 ___ patterns ___ syllables ___ other: _____

- 1.3. *Match and discriminate upper and lower case letters. (Reading A 5: IV)*

- 1.4. Use structural analysis to identify the meaning of unknown (oral or written) words (e.g., determining the meaning of a familiar word—tied, untied). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ compound words ___ prefix
 ___ suffix ___ other: _____

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

Frequently Used Words

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

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- 1.16. *Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)*
- 1.17. Identify the meaning of (oral or written) vocabulary related to school assignments (e.g., homework, test, multiple-choice, essay, revise, peer evaluation). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.18. Identify the meaning of (oral or written) vocabulary when completing academic tasks (e.g., writing a report, proofreading, putting events in sequential order). (CL.B.1.In.2, CL.B.1.Su.2)
- 1.19. Identify the meaning of (oral or written) vocabulary related to personal care activities (e.g., getting ready for work or school, managing finances, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ personal hygiene—brush, floss, shower, deodorant
 _____ finances—balance checkbook, budget
 _____ caring for clothes—wash, dry clean
 _____ purchasing items—discount, sale, tax, charge
 _____ other: _____
- 1.20. Identify the meaning of (oral or written) vocabulary related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ banking—withdrawal, deposit, account number, debit, balance
 _____ library—library card, check out, due date, late charge
 _____ volunteer service—organization, responsibilities, schedule
 _____ other: _____
- 1.21. Identify the meaning of (oral or written) vocabulary related to leisure activities (e.g., attending a play or movie, playing a board game). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ indoor games _____ outdoor activities
 _____ sports _____ entertainment
 _____ pets and plants _____ hobbies
 _____ other: _____

Signs and Symbols

- 1.22. Identify the meaning of symbols and icons used on signs in buildings and public facilities. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ exit and entrance signs _____ restroom signs
 _____ elevator signs _____ other: _____
- 1.23. Identify the meaning of symbols and icons used in safety and warning signs (e.g., using electric appliances, walking near construction sites, pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ no smoking, danger, poison
 _____ do not use near water, for outside use only
 _____ shock, use grounded outlets, 220 volts only
 _____ other: _____

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- 1.24. Identify the meaning of words and symbols on signs in stores, restaurants, and other businesses in the community (e.g., grocery stores, restaurants or fast food chains, movies). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ order here _____ cashier
 _____ no food or drink allowed _____ no smoking
 _____ name of business _____ hours of operation
 _____ proper attire required _____ no talking
 _____ other: _____
- 1.25. *Recognize information communicated by common symbols and signs. (Reading A 1: III)*
- 1.26. *Identify and demonstrate understanding of community symbols and signs. (Reading B 6: IV, V)*
- 1.27. Locate desired destination by reading signs and symbols on buildings or public facilities in the community. (CL.B.1.In.2, CL.B.1.Su.2)
- 1.28. Respond appropriately to warnings and other types of information conveyed by symbols and icons on products and locations and in written material. (CL.B.1.In.2, CL.B.1.Su.2)

Pictures

- 1.29. Identify household objects and locations as described and 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: _____
- 1.30. Identify objects, locations, events, or persons in the community as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ buildings _____ signs _____ persons
 _____ landmarks _____ other: _____
- 1.31. Identify objects, locations, events, or persons used in assignments, homework, or field trips (e.g., monuments, maps, plants, animals, equipment, pictures of historical events). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.32. Identify features and events in complex pictures and photographs (e.g. in a newspaper, in a reference book). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.33. *Match and discriminate pictures and shapes. (Reading A 2: III)*
- 1.34. *Identify information from a picture. (Reading A 4: IV)*
- 1.35. *Describe pictures or objects. (Language C 24: III)*

Abbreviations and Acronyms

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- 1.36. Identify abbreviations for measurement units (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—ft., mi., m., yd., in. _____ area—sq. ft., sq. yd., sq. mi.
_____ weight—oz., lb. _____ volume—c., tsp., Tbs., l., ml.
_____ time—min., hr., Tues., Dec. _____ other: _____

- 1.37. Identify abbreviations for locations (e.g., when addressing an envelope, when looking up an address in a phone book, when reading an address). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ streets—Rd., Blvd., St., Dr. _____ states—FL, CA
_____ post office—PO _____ buildings—Apt., Bldg.
_____ countries—USA, UK _____ other: _____

- 1.38. Identify abbreviations and acronyms for agencies and organizations (e.g., sending information by overnight mail, reading articles in the newspaper, watching the news broadcast). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ medical organizations— Health Maintenance Organization (HMO)
_____ government agencies— Developmental Services (DS),
Vocational Rehabilitation (VR)
_____ mail services— United Parcel Service (UPS), United States Postal
Services (USPS)
_____ other: _____

- 1.39. Identify abbreviations for titles (e.g., writing a letter, addressing an envelope, finding a person in a directory). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ personal—Mr., Ms. _____ degrees—Ph.D., M.Ed., B.S.
_____ professional—C.P.A., M.D. _____ other: _____

- 1.40. Identify abbreviations and acronyms for information sources and mass media (e.g., locating a radio or television station in the newspaper schedule, locating a web address on the Internet). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ radio—WFSU _____ television—WPBS
_____ Web addresses—www.firm.edu

- 1.41. Identify the meaning of abbreviations and acronyms when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ home _____ school _____ community _____ workplace

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

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.

Indicate guidance and support necessary for mastery at supported level:

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

Visuals, Passages, and Documents

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

Specify: ___ statements ___ questions ___ directions
 ___ commands ___ requests ___ other: _____

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

Specify: ___ key words ___ dates ___ numbers
 ___ charts ___ graphs ___ pictures
 ___ maps ___ answers to questions
 ___ other: _____

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

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

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

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

2.5. Answer factual questions about paragraphs. (Reading C 9: V)

2.6. Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)

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- 2.7. Use skills and strategies to determine the main ideas of a paragraph, section, or document. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ identify the first sentence or topic
 _____ paraphrase information
 _____ identify information that is repeated
 _____ scan chapter headings
 _____ other: _____
- 2.8. *Determine main idea stated in a paragraph. (Reading C 8: V)*
- 2.9. *Identify the implied main idea in a paragraph. (Reading D 18: VII)*
- 2.10. Use skills and strategies to distinguish whether written information is accurate/inaccurate, true/false, or fact/opinion. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ match information with other sources
 _____ look for words such as *always, never*
 _____ identify words that indicate feelings or emotions
 _____ other: _____
- 2.11. *Distinguish between true and false statements. (Reading E 19: V)*
- 2.12. *Distinguish between facts and opinions in sentences. (Reading E 20: VI)*
- 2.13. *Distinguish between facts and opinions in paragraphs. (Reading E 21: VI)*
- 2.14. Use skills and strategies to distinguish between misleading and truthful advertising (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 false claims
 _____ evaluate realism _____ other: _____
- 2.15. Use skills and strategies to relate and integrate new (oral or written) information with previous experiences (e.g., How does this fit with what I already know? What have I learned?). (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: _____
- 2.16. Use strategies to link (oral or written) information with other cues to increase recall. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ create a first letter mnemonic _____ make a visual association
 _____ determine order of events _____ other: _____
- 2.17. *Determine the order of events in a paragraph. (Reading C 10: V)*

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- 2.18. Predict outcomes or conclusions related to (oral or written) information based on previous knowledge to increase understanding (e.g., identifying cause and effect, drawing conclusions, making generalizations). (CL.B.1.In.2, CL.B.1.Su.2)
- 2.19. *Identify the stated cause or effect of an action or event in a paragraph. (Reading C 12: VI)*
- 2.20. *Identify the implied cause or effect in a paragraph. (Reading D 16: VII)*
- 2.21. *Determine a logical conclusion or generalization for a paragraph or passage. (Reading D 17: VII)*

Using Information Resources

- 2.22. Identify types of information in reference books or resources to accomplish functional tasks (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ atlas—road maps, distance charts, state capitals, population
 _____ dictionary—definitions, spelling, syllabication
 _____ encyclopedia—general information by subject
 _____ textbook—information for instructional purposes
 _____ magazine or newspaper—current information by subject
 _____ directory—information lists by subject, agency, product
 _____ other: _____
- 2.23. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*
- 2.24. *Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)*
- 2.25. Use an appropriate reference or resource to obtain written information on a desired topic (e.g., completing a homework assignment, locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ atlas _____ dictionary _____ encyclopedia
 _____ textbook _____ magazine _____ newspaper
 _____ directory _____ other: _____
- 2.26. Identify the major sections of information in the table of contents (e.g., locating information about a topic of interest, finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ book—introduction, chapter titles
 _____ magazines—titles, page numbers, authors
 _____ newspaper—sections, page numbers
 _____ other: _____
- 2.27. *Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)*

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- 2.28. Identify the major sections of information in the menu or homepage of an electronic document on a CD-ROM, website, or electronic database (e.g., locating information about a topic of interest, finding the correct section of a database). (CL.B.1.In.1, CL.B.1.Su.1)
- 2.29. Use an index to locate a subtopic by page number (e.g., locating a specific recipe in a cookbook, locating a specific topic in a textbook). (CL.B.1.In.1, CL.B.1.Su.1)
- 2.30. Identify events using a schedule (e.g., television, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.2, CL.B.1.Su.2)

Maps, Charts, and Graphs

- 2.31. Identify the meaning of simple graphs and charts (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 charts _____ tables
 _____ other: _____
- 2.32. *Obtain information from charts, graphs, and schedules. (Reading F 24: VI)*
- 2.33. Identify the meaning of information provided by map symbols (e.g., planning a travel route, learning about a specific location). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ roads _____ rivers, lakes _____ cities and towns
 _____ mileage _____ direction _____ airports, parks
 _____ other: _____
- 2.34. *Locate a specific place using maps and floor plans. (Reading F 27: VI)*
- 2.35. Find specified geographic areas or locations using a map (e.g., traveling in unfamiliar areas, locating a destination). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ city, state map _____ atlas _____ other: _____

Organizing Information

- 2.36. Identify characteristics of various methods used to organize information. (CL.B.1.In.3)
Specify: _____ chronological _____ alphabetical
 _____ categorical _____ topic or subject
 _____ hierarchical or outlining _____ other: _____
- 2.37. Choose method for organizing information based on intended use of that information. (CL.B.1.In.3)
Specify: _____ chronological _____ alphabetical
 _____ categorical _____ topic or subject
 _____ hierarchical or outlining _____ other: _____
- 2.38. 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)

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- 2.39. Organize information alphabetically when completing functional task (e.g., filing for later reference, listing names in order). (CL.B.1.In.3)
- 2.40. *Alphabetize words by using the first letter. (Reading F 22: V)*
- 2.41. *Alphabetize words using the first two letters. (Reading F 25: VI)*
- 2.42. Locate an item by date when completing functional tasks (e.g., identifying if a check has cleared, verifying a specific deposit, verifying that a payment was made on a bill, locating a receipt to return a purchased item). (CL.B.1.In.3)
- 2.43. Organize information chronologically when completing functional tasks (e.g., filing for later reference, determining sequence of events). (CL.B.1.In.3)
- 2.44. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe). (CL.B.1.In.3)
- 2.45. Organize information by categories when completing functional tasks (e.g., identifying members of a class, clustering similar kinds of information for a report). (CL.B.1.In.3)
- 2.46. Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, using key words for a database search). (CL.B.1.In.3)
- 2.47. Organize information by topic or subject when completing functional tasks (e.g., organizing notes for a speech, organizing books on a shelf). (CL.B.1.In.3)
- 2.48. Organize information hierarchically or by outlining when completing functional tasks (e.g., organizing notes for a report). (CL.B.1.In.3)
- 2.49. Use graphic organizers to display relationships between and among ideas, events, and facts. (CL.B.1.In.3)
Specify: concept map tree diagram flowchart
 semantic web other: _____

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

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.

Indicate guidance and support necessary for mastery at supported level:

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

- 3.1. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)

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Specify: _____ home _____ school _____ community _____ workplace

3.2. Use appropriate nonverbal language and gestures when communicating.

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

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

3.3. Use appropriate social language skills when communicating. (CO.A.1.In.1, CO.A.1.Su.1)

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

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

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

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

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

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

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

3.9. *Use language to respond to verbal greeting. (Language C 19: II)*

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

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

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

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

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

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

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

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- 3.17. Use correct articulation to produce phonemes. (CO.A.1.In.1, CO.A.1.Su.1)
- 3.18. *Imitate or approximate speech sounds. (Language A 3: I)*
- 3.19. *Imitate or approximate words. (Language A 4: II)*
- 3.20. Give directions to another person to accomplish a task. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ school task—how to look up a reference, how to dress for physical education
_____ personal task—how to use the microwave, how to find a location
_____ leisure task—how to pack for vacation, how to take care of a pet
_____ work task—how to answer the phone
_____ other: _____
- 3.21. *Express personal beliefs or opinions. (Language C 31: VI)*

4. Use writing skills to organize and present information according to the specified purpose (e.g., reports, correspondence, essays, lists).

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

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Handwriting or Keyboarding

- 4.1. Produce legible handwritten material to complete functional tasks (e.g., write letters, notes, or messages; complete forms; sign documents; complete tests; write checks; write in check register). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ style—manuscript or cursive _____ spacing
_____ size _____ letter formation
_____ orientation _____ other: _____
- 4.2. *Reproduce upper and lower case letters of the alphabet. (Writing A 2: IV)*

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- 4.3. Produce written communications accurately using a word processor or typewriter (e.g., rough draft of letter, report, or project; list of information for a form, application, graph, or chart). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ letters _____ reports _____ forms
 _____ charts _____ other: _____
- 4.4. Use assistive technology, as necessary, for writing.
Specify: _____

Personal Information

- 4.5. Reproduce required personal information to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ name _____ address _____ phone number
 _____ date of birth _____ race group _____ other: _____
- 4.6. *Reproduce own first and last name. (Writing A 1: IV)*
- 4.7. *Write from memory or identification card own name, address, telephone number, age, and date of birth. (Writing A 3: V)*

Completing Forms

- 4.8. Identify the documents that will be needed to provide information required on various types of forms (e.g., documents such as a Social Security card, birth certificate, identification card). (CL.B.2.In.1, CL.B.2.Su.1)
- 4.9. Transfer information from sources such as identification card, birth certificate, and Social Security card onto appropriate sections of forms. (CL.B.2.In.1, CL.B.2.Su.1)
- 4.10. Write needed information accurately on forms. (CL.B.2.In.1, CL.B.2.Su.1)
Specify _____ personal information—name, address, phone, birth date
 _____ sex—male/female
 _____ race—White/Hispanic/Black/Asian/Native American
 _____ other: _____
- 4.11. *Complete forms which require personal data (e.g., W-4, medical history, insurance). (Writing D 13: VII)*
- 4.12. *Complete simple order blanks. (Writing D 14: VII)*

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Organizing Communications

- 4.13. Identify the 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: _____
- 4.14. Write information in alphabetical order (e.g., filing, arranging names on a list). (CL.B.2.In.1, CL.B.2.Su.1)
- 4.15. Create documents or written communications that relate a series of sequential events (e.g., write about a vacation, write a history report, tell a story). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ brief descriptions _____ letters
 _____ stories _____ essays
 _____ reports _____ other: _____
- 4.16. Create documents or written communications that are organized by key ideas and relevant supporting details (e.g., summarize desired career goals, describe the results of an interview, prepare an essay on important things to know about communicable diseases). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ sentences _____ paragraphs _____ essays
 _____ reports _____ other: _____
- 4.17. 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 to difficult _____ specific to general
 _____ least important to most important _____ general to specific
 _____ most important to least important _____ cause and effect
 _____ other: _____
- 4.18. 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: _____
- 4.19. 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.1, CL.B.2.Su.1)
Specify: _____ report _____ summary
 _____ letter of complaint _____ other: _____

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4.20. Summarize events and conversations in an accurate, complete, and objective manner in documents or written communications (e.g., write an article for a newsletter, write a project report). (CL.B.2.In.2, CL.B.2.Su.2)

Specify: article report letter message
 other: _____

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

Specify: note—give a friend directions, let your family know that you will be late
 memo—announce an event to your co-workers at the office
 letter—friendly, complaint, request, application
 message—let a family member know that someone called
 report—summary of a school project
 other: _____

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

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

4.23. Write or dictate a message to accurately record information from telephone calls or personal conversations. (CL.B.2.In.2, CL.B.2.Su.2)

Specify: caller's name date who caller represents
 time phone number who the message is for
 message other: _____

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

4.25. *Write a letter and address an envelope.* (Writing D 12: VI)

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

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

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

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

Indicate guidance and support necessary for mastery at supported level:

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

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Writing Process

5.1. Use the writing process to develop documents and written communications.

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

- Specify: _____ gather information
_____ organize ideas
_____ write first draft
_____ get feedback
_____ edit and revise
_____ edit
_____ write final copy
_____ other: _____

5.2. Revise documents and written communications to improve meaning and focus.

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

- Specify: _____ unity and coherence—words, phrases, and sentences work together
_____ content—no irrelevant details
_____ organization—logical order
_____ style—no run-on sentences or unintentional fragments
_____ formatting—margins, spacing, legibility
_____ other: _____

5.3. Proofread written communications to accomplish functional tasks (e.g., make corrections in a personal or work letter, prepare a report for a second draft, correct a form or application to be submitted). (CL.B.2.In.1, CL.B.2.Su.1)

- Specify: _____ spelling _____ grammar _____ sentence structure
_____ word usage _____ formatting—margins, spacing

5.4. *Proofread to locate and correct spelling errors. (Writing B 5: VI, VII)*

Sentences

5.5. Use complete sentences to express thoughts when writing. (CL.B.2.In.1, CL.B.2.Su.1)

- Specify: _____ simple _____ compound
_____ complex _____ compound/complex

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

5.7. Use self-monitoring strategies to assist in writing complete sentences. (CL.B.2.In.1, CL.B.2.Su.1)

- Specify: _____ select the kind of sentence _____ think about the meaning
_____ think about the words _____ review the sentence when finished
_____ other: _____

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Mechanics

- 5.8. Use forms of words that reflect correct grammar when writing. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ nouns—singular and plural, possessive
 _____ verbs—present, past, and future tenses
 _____ subject-verb agreement
 _____ other: _____
- 5.9. Use correct capitalization in preparing documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ proper nouns _____ pronoun “I” _____ acronyms
 _____ abbreviations _____ first word of sentence _____ greeting/closing
 _____ titles _____ other: _____
- 5.10. *Capitalize the first letter of own first and last name. (Writing C 6: IV)*
- 5.11. *Capitalize and punctuate common titles (e.g., Mr., Mrs., Dr.), proper nouns which name persons, days of the week, months of the year, and names of streets, cities, and countries). (Writing C 8: VI)*
- 5.12. Use correct ending punctuation in sentences within documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ period _____ question mark _____ exclamation point
- 5.13. 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
 _____ semicolon—main clauses without conjunctions, items in a series containing other punctuation
 _____ other: _____
- 5.14. *Write a sentence with correct capitalization of the first word and ending punctuation. (Writing C 7: V)*
- 5.15. *Use correct punctuation and capitalization when writing a letter and addressing an envelope. (Writing C 9: VI)*
- 5.16. Use correct spelling in preparing written text (e.g., proper names, proper nouns, personal information, frequently used words). (CL.B.2.In.1, CL.B.2.Su.1)

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5.17. Use appropriate resources to aid in spelling correctly (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 tool
 _____ people _____ spell-check utility in software program
 _____ other: _____

5.18. *Spell frequently used words from a specified word list (e.g., Dolch, SSAT, survival and consumer words). (Writing B 4: V, VI, VII)*

5.19. Use strategies to effectively edit written material. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ use list of frequently misspelled words
 _____ use the spell checker or grammar checker in word processor
 _____ read aloud what has been written
 _____ other: _____

6. Demonstrate awareness of differences in language usage related to regional and cultural elements, requirements of situations and tasks, and personal preferences (e.g., dialect, idioms, slang, jargon, functions of language).

Indicate guidance and support necessary for mastery at supported level:

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

6.1. Identify languages and dialects used in different regions or cultures (e.g., use of Spanish, French, German; bilingualism; use of dialects—Southern, New England, Midwestern).

6.2. Identify the uses of language (verbal and nonverbal) in communication (e.g., fulfill interactive, personal, and informative purposes; convey desires, feelings, ideas, and needs). (CO.A.1.In.1, CO.A.1.Su.1)

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

6.4. Identify differences in communication skills needed for formal and informal situations (e.g., formal—use proper names, use a formal greeting and closing, maintain eye contact with speaker; informal—use first names, use slang or casual terminology, use informal greeting and closing, do not have to have constant eye contact). (CO.A.1.In.1, CO.A.1.Su.1)

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

7. Demonstrate knowledge of characteristics of major genres of literature (e.g., novel, short story, play, poetry).

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Indicate guidance and support necessary for mastery at supported level:

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

7.1. Demonstrate knowledge of the features and characteristics of selected works of literature. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: ___ fiction: _____
 ___ non-fiction: _____
 ___ drama: _____
 ___ poetry: _____
 ___ other: _____

7.2. Create a personal response to selected examples of the common forms of literature. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: ___ short story: _____
 ___ novel: _____
 ___ drama: _____
 ___ essay: _____
 ___ poem: _____
 ___ other: _____

7.3. Identify literacy devices used in selected works of literature. (CL.B.1.In.2, CL.B.1.Su.2)

Specify device: _____
Specify works of literature: _____

8. Demonstrate knowledge of key elements in literature (e.g., plot, characters, setting, point of view, and tone).

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

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

8.1. Identify characteristics and examples of key elements in stories, movies, and plays. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: ___ characters ___ setting ___ plot ___ point of view

8.2. Identify examples of literature that represent different tones (e.g., humorous, ironic, serious, melodramatic). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: ___ short stories ___ novels
 ___ plays ___ poems

8.3. Relate literature to personal feelings and experiences. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: ___ short stories ___ novels

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_____ plays _____ poems

8.4. Identify examples of different genres of literature. (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ adventure _____ science fiction _____ mystery
 _____ romance _____ other: _____

9. Demonstrate knowledge of types and characteristics of mass media (e.g., television, radio, newspapers, magazines, Internet) and their impact on the public.

Indicate guidance and support necessary for mastery at supported level:

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

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

Specify: _____ newspapers _____ magazines _____ television
 _____ radio _____ people _____ Internet
 _____ other: _____

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

Specify: _____ newspapers _____ magazines _____ television
 _____ radio _____ people _____ Internet
 _____ other: _____

10. Select and use study skills (e.g., notetaking; using mnemonics, associations, and imagery; research; organizing materials; time management; test-taking).

- 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.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.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.C.2.In.1 plan and implement personal work assignments.

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Indicate guidance and support necessary for mastery at supported level:

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

Increasing Recall and Understanding

- 10.1. Request clarification regarding assignments from teachers, family, and peers when needed (e.g., when you do not understand a class assignment, passage of text, work project, role in an assignment, or how to do chores). (CL.B.2.In.2, CL.B.2.Su.2)
- 10.2. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 10.3. Use strategies to remember and understand oral or written directions.
(CL.B.1.In.2, CL.B.1.Su.2)
Specify: ___ read aloud ___ paraphrase
 ___ make a drawing or diagram ___ other: _____
- 10.4. *Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)*
- 10.5. *Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)*
- 10.6. *Follow verbal directions to complete a two-step task. (Language B 13: III)*
- 10.7. *Follow verbal directions with more than two steps. (Language B 14: IV)*
- 10.8. *Follow written directions with one-step. (Reading C 11: V)*
- 10.9. *Follow written directions with two-steps. (Reading C 13: VI)*
- 10.10. Identify resources needed to complete assignments (e.g., dictionary, reference books, websites). (CL.B.1.In.1, CL.B.1.Su.1)
- 10.11. Use scanning strategies to locate information needed to complete an assignment. (CL.B.1.In.1, CL.B.1.Su.1)
- 10.12. Use self-questioning strategies to clarify and remember information for assignments (e.g., identifying the main points from a passage, determining if I understand what I am reading). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: ___ who, what, when, and where? ___ which, how, and why?
 ___ other: _____
- 10.13. Use self-monitoring strategies to clarify and remember information for assignments (e.g., Does this 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?). (CL.B.1.In.2, CL.B.1.Su.2)

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- 10.14. Use visual imagery to clarify and remember information. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ make mental pictures _____ create an analogy
 _____ make an association _____ other: _____
- 10.15. Select and use an appropriate organizational framework to clarify complex information for an assignment. (CL.B.1.In.3)
Specify: _____ outline _____ graphic organizer
 _____ timeline _____ chart or table
 _____ other: _____
- 10.16. Use strategies to take notes from lectures, discussions or written materials (e.g., use a two-column format, write main ideas on note cards, use semantic webbing). (CL.B.2.In.1, CL.B.2.Su.1)
- 10.17. Follow a systematic procedure when researching a topic for an assignment. (CL.B.2.In.1, CL.B.2.In.2)
Specify: _____ identify topic or main question
 _____ specify questions to be answered or subtopics
 _____ conduct a preliminary search for information using appropriate references and resources
 _____ take notes and cite sources
 _____ review notes and obtain additional information, if needed
 _____ other: _____
- 10.18. Use time management, previewing, and self-monitoring strategies to improve performance on classroom tests. (CL.B.4.In.2, CL.B.4.Su.2)

Using Feedback

- 10.19. Identify characteristics of feedback that is commonly given for assignments (e.g., points out mistakes, gives guidance to make corrections, identifies what is right). (CO.A.1.In.1, CO.A.1.Su.1)
- 10.20. Respond effectively to feedback regarding assignments (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning). (CO.A.1.In.1, CO.A.1.Su.1)
- 10.21. Use feedback to make changes on assignments (e.g., correct a math problem, pronounce a word correctly, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 10.22. Check the correctness and accuracy of own assignments to complete functional tasks (e.g., turning in a report or homework assignment with few errors, catching spelling errors on a test before handing it in). (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ answers to tests _____ class assignments

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Problem Solving

- 10.23. Identify that a problem exists in completing or performing well on assignments or tests (e.g., grades on tests are consistently low, work is turned in late). (CL.B.4.In.1, CL.B.4.Su.1)
- 10.24. Identify possible reasons for existing problems in completing or performing well on assignments or tests (e.g., lack of study time, ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)
- 10.25. Analyze possible outcomes associated with specific problems in completing or performing well on assignments or tests (e.g., failing courses, getting detention, trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)
- 10.26. Apply a general model for solving problems in completing or performing well on assignments or tests. (CL.B.4.In.1, CL.B.4.Su.1, CL.B.4.In.2, CL.B.4.Su.2)
Specify: _____ identify the problem
 _____ identify alternatives
 _____ choose appropriately from a variety of techniques
 _____ implement solution
 _____ evaluate results
- 10.27. Differentiate between those problems with completing or performing well on assignments and tests that students 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)

Planning and Time Management

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

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- 10.33. 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.2, CL.B.1.Su.2)
Specify: _____ personal _____ school _____ work
- 10.34. Use strategies to pace work so that assignment is completed according to schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify method: _____ track subtasks on calendar
 _____ set an alarm clock as a reminder
 _____ begin subtasks on time
 _____ check off subtasks when completed
 _____ other: _____
Specify setting: _____ personal _____ school _____ work
- 10.35. Identify alternative approaches when faced with difficulty in completing an assignment. (CL.C.2.In.1, CL.C.2.Su.1)
Specify method: _____ try different techniques
 _____ seek advice from others
 _____ seek assistance from others
 _____ reread the instructions or references
 _____ other: _____
Specify setting: _____ personal _____ school _____ work
- 10.36. Complete routine tasks accurately and effectively (e.g., taking care of personal materials and supplies, changing classes, bringing needed materials to class). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ personal _____ school _____ work
- 10.37. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify method: _____ use a checklist with pictures or descriptions of supplies, tools, and equipment
 _____ set up work station with needed supplies, tools, and equipment before starting
 _____ other: _____
Specify setting: _____ personal _____ school _____ work
- 10.38. Organize materials and supplies to complete assignments (e.g., locker, file folders, accordion files, plastic storage containers, desk space). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ personal _____ school _____ work
- 10.39. Use tools, equipment, and supplies safely and correctly for a specific assignment (e.g., use for designated purposes only, wear proper protection, don't overload an electrical outlet, carry scissors with tips down). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ personal _____ school _____ work

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

Specify: _____ personal _____ school _____ work

10.41. Identify the characteristics and importance of being self-directed when completing school assignments (e.g., keep self motivated and enthusiastic, make decisions independently, set goals, do not delay, pace work assignments). (IF.B.2.In.1, IF.B.2.Su.1)

Specify: _____ personal _____ school _____ work

10.42. Demonstrate self-directed behavior when completing assignments (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ personal _____ school _____ work

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

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

Indicate guidance and support necessary for mastery at supported level:

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

11.1. Identify the meaning of vocabulary related to career exploration (e.g., career clusters, characteristics of specific jobs, training requirements). (CL.B.1.In.1, CL.B.1.Su.1)

11.2. Identify the meaning of vocabulary related to workplace activities (e.g., when 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: _____

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

Specify: _____ blueprints _____ floor plans _____ diagrams
 _____ other: _____

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11.4. Identify the meaning of signs 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: _____

11.5. Demonstrate functional communication skills commonly used in the work environment to gain information (e.g., reading manuals and policies, writing correspondence, following instructions). (CL.C.2.In.5, CL.C.2.Su.5)

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

Specify: letters reports forms
 charts other: _____

12. Demonstrate communication skills required for personal needs and functioning in the community (e.g., reading and writing as leisure activities, using the newspaper, using the Internet and e-mail, maintaining personal correspondence, and keeping records).

IF.A.1.In.1 complete productive and leisure activities used in the home and community.
IF.A.2.In.1 select and use community resources and services for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

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

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

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

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

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

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- 12.3. Demonstrate functional communication skills used in leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)
Specify: _____ identifying the location and price of events, e.g., musical performances—concerts, dance performances; theatre and plays; celebrations—holidays, parades, festivals
_____ learning the rules of a game or sport
_____ obtaining information about a hobby or collection or other leisure interest
_____ communicating with others who share the same leisure interests
_____ other: _____
- 12.4. Demonstrate functional communication skills used in selecting and using community resources. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ communicating with others—mail, telephone, e-mail
_____ using public transportation—trains, airplanes
_____ obtaining personal services—haircut, cleaning
_____ shopping—personal items, food, clothing
_____ obtaining emergency services—911, police, fire department
_____ other: _____
- 12.5. Identify sources of information about community service agencies, businesses, or other resources that assist individuals with personal care, leisure activities, transportation, shopping, and emergency needs. (e.g., phone book, flyers, mail, brochures, newspaper, community magazines, word-of-mouth, family, neighbors, friends). (CL.B.1.In.1, CL.B.1.Su.1)
- 12.6. Locate information in the newspaper when completing functional tasks (e.g., looking for a job, finding the weather forecast, identifying current events, clipping coupons, locating sale items, identifying scores). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ headlines
_____ sports
_____ special features
_____ advertisements
_____ other: _____
_____ local news
_____ recreational activities
_____ comics
_____ classified ads