

Course Number: 7963130 - Unique Skills

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.
- 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.

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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

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)
- 3.4. *Locate a sound source. (Language A 2: I)*
- 3.5. 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: _____
- 3.6. *Respond to a voice or environmental sound. (Language A 1:I)*
- 3.7. 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: _____

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Gestures and Actions

- 3.8. 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
- 3.9. Imitate an adult model engaged in a functional behavior (e.g., holding up arm to assist with dressing). (CL.B.1.Pa.1)
- 3.10. 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)
- 3.11. *Imitate or approximate speech sounds. (Language A 3: I)*
- 3.12. *Imitate or approximate words. (Language A 4: II)*

Persons, Objects, Areas, and Locations

- 3.13. Identify persons, objects, and locations when completing 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: _____
- 3.14. Identify persons, objects, and locations when completing 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: _____
- 3.15. Identify persons, objects, and locations when completing school activities (e.g., in class assignments, homework assignments, reports, taking notes 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: _____

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- 3.16. Identify persons, objects, and locations when completing 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: _____
- 3.17. Identify persons, objects, and locations when completing 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 or hobbies _____ outdoor activities
 _____ sports _____ entertainment _____ other: _____
- 3.18. 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)
- 3.19. 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 or grasp
 _____ other: _____
- 3.20. 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: _____

Pictures

- 3.21. 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: _____
- 3.22. 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: _____
- 3.23. 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)
- 3.24. 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)

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- 3.25. 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)
- 3.26. *Match and discriminate pictures and shapes. (Reading A 2: III)*
- 3.27. *Identify information from a picture. (Reading A 4: IV)*
- 3.28. *Describe pictures or objects. (Language C 24: III)*
- 3.29. 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 and Icons

- 3.30. Identify the meaning of symbols and icons on appliances, equipment, or controls when completing functional 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: _____
- 3.31. Identify the meaning of symbols and icons on machinery, equipment, or controls when completing functional activities in the workplace (e.g., on, off, start, +, -, =). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ duplicating _____ cash register _____ calculator
 _____ construction _____ food preparation _____ cleaning
 _____ other: _____
- 3.32. Identify the meaning of symbols and icons on machinery, equipment, or controls when completing 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: _____
- 3.33. Identify the meaning of symbols and icons used on signs for buildings and public facilities when completing functional activities (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ up, down _____ men, women
 _____ accessible entrance _____ other: _____
- 3.34. *Recognize information communicated by common signs and symbols. (Reading A 1: III)*
- 3.35. *Identify and demonstrate understanding of community signs and symbols. (Reading B 6: IV, V)*

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- 3.36. Identify the meaning of words on signs in stores, restaurants, and other businesses in the community used in functional activities (e.g., grocery shopping, eating at restaurants or fast food chains, going to the movies). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ order here _____ cashier
 _____ no food or drink allowed _____ no smoking
 _____ cost of admission _____ hours of operation
 _____ wait to be seated _____ shirt and shoes required
 _____ other: _____
- 3.37. Identify the meaning of road signs encountered in functional activities (e.g., one-way street, U-turn, yield). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ stop _____ one way _____ right turn
 _____ speed limit _____ no U-turn _____ other: _____
- 3.38. Identify the meaning of symbols and icons used in safety and warning signs when completing functional activities in all areas (e.g., using electric appliances—hair dryer, mixer, iron; 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, uses grounded outlets, 220 volts only
 _____ other: _____
- 3.39. *Demonstrate understanding of safety and warning signs in the environment.*
(*Social and Personal D 37: V*)

Letters and Numerals

- 3.40. Identify letters when completing functional tasks (e.g., locating a name by the first letter, identifying a volume of an encyclopedia, locating a word in the dictionary, locating a book using the Dewey decimal system, throwing away the boxes marked with a “P”). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: a-z _____
- 3.41. *Match and discriminate upper and lower case letters.* (*Reading A 5: IV*)
- 3.42. Identify numerals when completing functional tasks (e.g., locating a phone number, reading a thermometer, identifying an account number, identifying the total on a bill, locating a street or route number). (CL.B.1.In.1, CL.B.1.Su.1)
Specify range: 0-n _____
- 3.43. Identify the time and temperature on electronic signs on buildings in the community. (CL.B.1.In.1, CL.B.1.Su.1)
- 3.44. 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

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- 3.45. 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: _____
- 3.46. 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

- 3.47. Demonstrate awareness of the concept of print (e.g., recognizing the relationship between written and spoken words, identifying upper and lower case 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)
- 3.48. 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: _____
- 3.49. 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: _____
- 3.50. 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: _____
- 3.51. *Identify the meanings of words in context using example clues, direct explanation clues, and synonym clues. (Reading D 15: VI)*
- 3.52. Use the dictionary or other types of 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: _____

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Personal Identification

- 3.53. 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: _____
- 3.54. 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: _____
- 3.55. 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: _____
- 3.56. *Respond to own name. (Language B 5: I)*
- 3.57. *Identify own first name in manuscript. (Reading A 3: III)*
- 3.58. *Identify which documents to show for proper identification for check cashing. (Mathematics E 43: VI)*

Frequently Used Words

- 3.59. 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: _____
- 3.60. *Demonstrate an understanding of common words and expressions (e.g., stop, drink your milk, bye bye). (Language B 6: I, II)*
- 3.61. *Comprehend simple opposite concepts (e.g., hot/cold, wet/dry, hard/soft, long/short). (Language B 8: II, III)*
- 3.62. *Demonstrate an understanding of simple category words (e.g., clothing, food, animals). (Language B 11: IV)*
- 3.63. *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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- 3.64. *Read and comprehend frequently used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary). (Reading B 7: V, VI)*
- 3.65. 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 _____
- 3.66. 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 _____
- 3.67. *Read number words, zero to ten. (Mathematics B 11: V)*
- 3.68. *Read number words from eleven to one hundred. (Mathematics B 14: VI)*

School Information

- 3.69. 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)
- 3.70. 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: _____
- 3.71. 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)
- 3.72. 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: _____
- 3.73. 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: _____

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Personal Care Information

- 3.74. 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: _____
- 3.75. 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 drying instructions
 _____ other: _____
- 3.76. 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: _____
- 3.77. 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: _____
- 3.78. 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: _____
- 3.79. Identify the meaning of information found on product labels when completing functional tasks (e.g., storing food after shopping, opening a package received, 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: _____

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Community Information

- 3.80. Identify the meaning of words related to productive activities in the community when completing functional tasks (e.g., registering to vote, 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
_____ voting—election, party, candidate, voter’s registration
_____ other: _____

- 3.81. 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: _____

Workplace Information

- 3.82. Identify the meaning of words related to workplace activities when completing functional tasks (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: _____

- 3.83. Identify the meaning of words found on workplace equipment, tools, and supplies when completing functional tasks (e.g., turning on a machine, opening a package, copying papers, faxing information, cleaning the machines, refilling paper or toner, cleaning an office or home, 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: _____

- 3.84. Identify the meaning of information found on written announcements and memos that must be recorded when completing functional tasks (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: _____

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Leisure Information

- 3.85. 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: _____
- 3.86. 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

- 3.87. 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: _____
- 3.88. Identify abbreviations for locations when completing functional tasks (e.g., addressing an envelope, looking up an address in a phone book, reading an address). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ streets—Rd., Blvd. _____ states—FL, CA
_____ post office—PO _____ buildings—Apt.
_____ countries—USA, UK _____ other: _____
- 3.89. Identify abbreviations and acronyms for agencies and organizations when completing functional tasks (e.g., sending information by overnight or next-day mail, reading articles in the newspaper, watching a news broadcast). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ medical organizations—HMO—Health Maintenance Organization
_____ government agencies—DS—Developmental Services, VR—Vocational Rehabilitation
_____ mail services—UPS—United Parcel Service, USPS—United States Postal Service
_____ other: _____
- 3.90. Identify abbreviations for titles when completing functional tasks (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.A., B.S.
_____ professional—C.P.A., M.D. _____ other: _____
- 3.91. Identify abbreviations and acronyms for information sources and mass media when completing functional tasks (e.g., locating a radio or television station in the newspaper, locating a web address). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ radio—WFSU _____ television—WPBS
_____ web addresses—www.firm.com

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Following Directions

- 3.92. Use strategies to remember and understand directions when completing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ repeat directions _____ paraphrase directions
 _____ follow a diagram _____ use a cue card or check list
 _____ make a list _____ other: _____
- 3.93. Use strategies to remember and understand written directions. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ read aloud _____ paraphrase
 _____ make a drawing or diagram _____ other: _____
- 3.94. Use strategies to remember and understand oral directions. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ repeat directions _____ paraphrase directions
 _____ write directions _____ make a drawing or diagram
 _____ other: _____
- 3.95. 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: _____
- 3.96. Follow a list of events in sequential order (e.g., complete a daily to-do list, complete a to-do list for moving, complete a checklist, complete a guide or plan). (CL.B.1.In.2, CL.B.1.Su.2)
- 3.97. 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)
- 3.98. 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)
- 3.99. 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)
- 3.100. 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

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- 3.101. Follow directions to complete productive activities in the community (e.g., getting a book at the library; voting; assisting in a volunteer service organization or activity—coastal cleanup; participating in a fund-raiser; using 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
- 3.102. Follow directions and instructions for participating in exercise and physical fitness activities (e.g., participating in aerobics, 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
- 3.103. 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
- 3.104. Follow directions to complete workplace tasks (e.g., serve customers, stock shelves, assemble parts, repair motors, write correspondence, file documents). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
 _____ presentation mode—oral, written, pictorial, graphic, demonstration
- 3.105. Follow directions to complete leisure activities (e.g., crafts and hobbies—candle making, collages, pottery, photography, sewing; sport activities—basketball, tennis, soccer, water skiing, hiking; games—card games, board games, video games). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
 _____ presentation mode—oral, written, pictorial, graphic, demonstration
- 3.106. Follow directions and information given on vending machines (e.g., how to select products, cost of products, how to deposit bills or coins, where change return is located). (CL.B.1.In.2, CL.B.1.Su.2)
- 3.107. 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
- 3.108. *Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)*
- 3.109. *Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)*
- 3.110. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 3.111. *Follow verbal directions with more than two steps. (Language B 14: V)*
- 3.112. *Follow written directions with one-step. (Reading C 11: V)*
- 3.113. *Follow written directions with two-steps. (Reading C 13: VI)*

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Comprehension Strategies

- 3.114. 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: _____
- 3.115. 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: _____
- 3.116. *Answer factual questions about paragraphs. (Reading C 9: V)*
- 3.117. 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: _____
- 3.118. 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: _____
- 3.119. 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 newspapers, 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: _____
- 3.120. *Determine main idea stated in a paragraph. (Reading C 8: V)*
- 3.121. *Identify the implied main idea in a paragraph. (Reading D 18: VII)*
- 3.122. *Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)*

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- 3.123. 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, identifying 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: _____
- 3.124. 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 about a new health treatment; 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: _____
- 3.125. *Determine the order of events in a paragraph. (Reading C 10: V)*
- 3.126. *Identify the stated cause and effect of an action or event in a paragraph. (Reading C 12: VI)*
- 3.127. *Identify the implied cause or effect in a paragraph. (Reading D 16: VII)*
- 3.128. 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: _____
- 3.129. 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)
- 3.130. 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: _____
- 3.131. Use strategies to link information with other cues to increase recall and understanding. (CL.B.1.In.2, CL.B.1.Su.2)
- 3.132. 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)

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- 3.133. *Determine a logical conclusion or generalization for a paragraph or passage.* (Reading D 17: VII)
- 3.134. 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

- 3.135. 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: _____
- 3.136. Evaluate the accuracy of materials developed for own school assignments (e.g., turn in a report or homework assignment with few 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: _____
- 3.137. 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: _____
- 3.138. *Distinguish between true and false statements.* (Reading E 19: V)
- 3.139. 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 exaggeration _____ identify accuracy
 _____ evaluate realism _____ other: _____

3.140. *Distinguish between fact and opinion in sentences.* (Reading E 20: VI)

3.141. *Distinguish between facts and opinions in paragraphs.* (Reading E 21: VII)

Organizing Information

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

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- 3.143. Choose format for organization based on proposed use of information. (CL.B.1.In.3)
Specify: _____ chronological _____ alphabetical _____ categorical
 _____ by size _____ by topic or subject _____ hierarchical/outline
 _____ other: _____
- 3.144. 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)
- 3.145. 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)
- 3.146. *Alphabetize words by using the first letter. (Reading F 22: V)*
- 3.147. *Alphabetize words using the first two letters. (Reading F 25: VI)*
- 3.148. Locate an item by category when completing functional tasks (e.g., finding a telephone number in the Yellow Pages, finding a recipe for cookies). (CL.B.1.In.3)
- 3.149. Organize clothes in 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)
- 3.150. 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)
- 3.151. 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)
- 3.152. Organize items by categories when completing functional tasks (e.g., storing tools, putting groceries away). (CL.B.1.In.3)
- 3.153. 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)
- 3.154. 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)
- 3.155. 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 a bill payment, locating a receipt to return a purchased item). (CL.B.1.In.3)
- 3.156. 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)
- 3.157. 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 _____ workplace

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- 3.158. Organize items by topic or subject when completing functional tasks (e.g., planning a wedding, filing bills). (CL.B.1.In.3)
- 3.159. 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)
- 3.160. 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)
- 3.161. Sort similar items together when completing functional tasks (e.g., unloading dishwasher, organizing sewing kit, organizing toolbox). (CL.B.1.In.3)
- 3.162. *Sort like objects. (Social and Personal C 19: II)*
- 3.163. Organize items numerically (e.g., page numbers, outlines, ages). (CL.B.1.In.3)
- 3.164. Organize items by size when completing functional tasks (e.g., putting away clean dishes, sorting nails). (CL.B.1.In.3)
- 3.165. Organize information hierarchically or by outlining when completing functional tasks (e.g., putting together notes for a research report). (CL.B.1.In.3)
- 3.166. 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

- 3.167. 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: _____
- 3.168. *Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)*
- 3.169. 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)
- 3.170. 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)

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Directories

- 3.171. 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 an address for an invitation list, finding the phone number of the community health center). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.172. 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)
- 3.173. Locate information provided in a telephone directory when completing functional tasks (e.g., placing a long distance call, changing telephone services, 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: _____
- 3.174. 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

- 3.175. 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 resource other: _____
- 3.176. 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: _____
- 3.177. 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: _____
- 3.178. 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)

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- 3.179. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VI)*
- 3.180. *Identify the appropriate source to obtain information on goods and services (e.g., newspaper, telephone directory, media). (Reading F 26: VI)*

Consumer Information

- 3.181. 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)
- 3.182. 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)
- 3.183. 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)
- 3.184. 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: _____
- 3.185. 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: _____
- 3.186. 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

- 3.187. 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
 classified ads other: _____
- 3.188. 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)
- 3.189. 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)

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- 3.190. Identify the meaning of information found in newspapers and magazines regarding community activities and resources when completing functional tasks (e.g., community festivals, fairs, concerts, movies, library events or speakers). (CL.B.1.In.2, CL.B.1.Su.2)
- 3.191. 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)
- 3.192. Use information found in classified ads and 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: _____
- 3.193. 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)
- 3.194. Identify information in instructional pamphlets, specialty magazines, computer software, and books on leisure activities when 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

- 3.195. Identify events using a schedule (e.g., television programs, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.196. 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
- 3.197. 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: _____
- 3.198. *Obtain information from charts, graphs, and schedules. (Reading F 24: VI)*

Maps

- 3.199. 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
- 3.200. *Locate a specific place using maps and floor plans. (Reading F 27: VI)*

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- 3.201. 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: _____
- 3.202. 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: _____
- 3.203. 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 and Handwriting

- 3.204. 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: _____
- 3.205. *Reproduce upper and lower case letters of the alphabet. (Writing A 2: IV)*
- 3.206. *Reproduce numerals from 0 to 10. (Mathematics B 10: IV)*
- 3.207. 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: _____
- 3.208. 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

- 3.209. 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: _____

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- 3.210. *Express self-identity by telling first name. (Language C 17: II)*
- 3.211. *Express self-identity by telling full name. (Language C 22: III)*
- 3.212. *Reproduce own first and last name. (Writing A 1: IV)*
- 3.213. *Write from memory or identification card own name, address, telephone number, age, and date of birth. (Writing A 3: V)*

Completing Forms

- 3.214. 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)
- 3.215. Transfer information accurately from documents and sources onto appropriate section of forms. (CL.B.2.In.1, CL.B.2.Su.1)
- 3.216. 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 or married
 _____ employment—employed or self-employed
 _____ other: _____
- 3.217. 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: _____
- 3.218. *Complete forms which require personal data (e.g., W-4, medical history, insurance). (Writing D 13: VII)*
- 3.219. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*
- 3.220. 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: _____
- 3.221. *Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)*
- 3.222. *Complete forms associated with a savings account. (Mathematics E 45: VI)*
- 3.223. Accurately complete order forms to accomplish functional tasks (e.g., order merchandise from a catalogue, order merchandise from the Internet, order free sample products from magazines). (CL.B.2.In.2, CL.B.2.Su.2)

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3.224. *Complete simple order blanks. (Writing D 14: VII)*

Making Lists

3.225. 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)

3.226. 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: _____

Giving Directions

3.227. Give person oral or written directions to a location. (CL.B.2.In.2, CL.B.2.Su.2)

- Specify: _____ home _____ school _____ community

3.228. 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
_____ work task—how to use the cash register, how to fill out a leave form
_____ personal task—how to use a microwave, how to put away groceries
_____ leisure task—how to pack for vacation, how to take care of a pet

3.229. *State steps to complete a task. (Language C 31: VI)*

Organizing Communications

3.230. 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: _____

3.231. 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: _____

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- 3.238. 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: _____
- 3.239. Write a message to accurately record information from telephone calls or personal conversations (e.g., transferring answering machine or voicemail to paper; write 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: _____
- 3.240. *List information (who, what, when, and where) of a given message. (Writing D 11: VI)*
- 3.241. 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
- 3.242. Use proper form when addressing an envelope. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ return address _____ name and address
- 3.243. *Write a letter and address an envelope. (Writing D 12: VI)*

Writing Process

- 3.244. Use the writing process to develop documents and written communications. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ organize ideas _____ write first draft _____ revise and edit
 _____ write final copy _____ other: _____
- 3.245. 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
 _____ word usage _____ formatting—margins, spacing
 _____ sentence structure _____ other: _____
- 3.246. *Proofread to locate and correct spelling errors. (Writing B 5: VI, VII)*
- 3.247. Revise documents and written communications to improve meaning and focus. (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ unity and cohesiveness—words, phrases, and sentences agree and work together
 _____ content—no irrelevant details
 _____ organization—logical order
 _____ style—no run-on sentences or unintentional fragments
 _____ formatting—margins, spacing, legibility
 _____ other: _____

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3.248. Use complete sentences to express desired information. (CL.B.2.In.1, CL.B.2.Su.1)

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

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

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

3.251. 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: _____

3.252. Use forms of verbs and nouns that follow standard English conventions for grammar. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ nouns—singular and plural, possessive
 _____ verbs—present, past, and future tenses, infinitive
 _____ subject-verb agreement

3.253. Use parts of speech appropriately when expressing information in complete sentences. (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ nouns _____ pronouns _____ verbs
 _____ adverbs _____ adjectives _____ prepositions
 _____ conjunctions

3.254. 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: _____

3.255. *Capitalize the first letter of own first and last name. (Writing C 6: IV)*

3.256. *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)*

3.257. 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

3.258. 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 and closing
 _____ apostrophe—contraction, possession
 _____ quotation marks—direct quotation, titles, words used in a special sense
 _____ semi-colon—phrases in a series with commas
 _____ other: _____

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- 3.271. 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
- 3.272. *Demonstrate the use of one-to-one correspondence. (Mathematics B 7: III)*
- 3.273. 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

- 3.274. 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: _____
- 3.275. *Match numerals to corresponding sets of objects, 0 to 10. (Mathematics B 9: IV)*
- 3.276. *Identify numerals which correspond to sets of objects 11 to 100. (Mathematics B 12: V)*
- 3.277. 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; workplace—counting screws to assemble a product, identifying how many rooms to clean). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ to 10 _____ to 100 _____ to 1000 _____ other: _____
- 3.278. *Count from 1 to 5. (Mathematics B 8: III)*
- 3.279. 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
- 3.280. *Count by 2's, 5's, and 10's to 100. (Mathematics B 13: V)*
- 3.281. 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

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- 3.282. 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
- 3.283. 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 5th _____ to 10th _____ to 100th
- 3.284. *Identify the first and last member of a group of objects. (Mathematics A 3: III)*
- 3.285. *Demonstrate understanding of the concept of middle. (Mathematics A 4: IV)*
- 3.286. 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 _____
- 3.287. 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 _____
- 3.288. 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 _____
- 3.289. 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

- 3.290. 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
- 3.291. 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

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Fractions and Decimals

- 3.292. 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

- 3.293. *Identify halves and fourths of an area. (Mathematics J 74: V)*

- 3.294. 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)

- 3.295. 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: _____

- 3.296. 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 _____

- 3.297. 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 _____

- 3.298. 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 _____

- 3.299. 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

- 3.300. 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)

- 3.301. 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)

- 3.302. 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)

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- 3.303. 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)
- 3.304. 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)
- 3.305. Estimate the solution to problems involving capacity or volume to accomplish functional tasks (e.g., selecting the right-sized bowl to use in cooking). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.306. 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

- 3.307. 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)
- 3.308. 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)
- 3.309. 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: _____
- 3.310. *Add two sets of objects, sums through 12. (Mathematics C 15: IV)*
- 3.311. *Add a 2-digit number to a 2-digit number without regrouping, sums through 99. (Mathematics C 16: V)*
- 3.312. *Add two numbers each having no more than two decimal places. (Mathematics J 77: VII)*
- 3.313. *Add a 1 or 2-digit number to a 2-digit number with no more than one regrouping. (Mathematics C 19: VI)*
- 3.314. *Add one 2 or 3-digit number to a 3-digit number with regrouping. (Mathematics C 21: VII)*

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- 3.315. 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: _____
- 3.316. *Apply addition skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics C 17: III)*
- 3.317. *Apply addition skills involving two 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics C 20: VI)*
- 3.318. *Use addition skills involving 2-digit numbers to solve one-step applied problems with regrouping. (Mathematics C 22: VI)*
- 3.319. 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)
- 3.320. 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
- 3.321. *Use addition and subtraction to solve applied problems involving simple fractions and percents. (Mathematics J 76: VII)*

Subtraction

- 3.322. 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)
- 3.323. 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)
- 3.324. 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: _____
- 3.325. *Subtract one set of objects from another set no larger than 12. (Mathematics D 23: IV)*

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- 3.326. *Subtract a 2-digit number from a 2-digit number without regrouping.* (Mathematics D 24: V)
- 3.327. *Apply subtraction skills involving two 1-digit numbers to solve one-step applied problems.* (Mathematics D 25: V)
- 3.328. *Subtract a 2- or 3-digit number from a 3-digit number with no more than one regrouping.* (Mathematics D 27: VI)
- 3.329. *Apply subtraction skills involving 2-digit numbers to solve one-step applied problems without regrouping.* (Mathematics D 28: VI)
- 3.330. *Subtract a 3-digit number from a 3-digit number with regrouping.* (Mathematics D 29: VII)
- 3.331. *Use subtraction skills involving 2-digit numbers to solve one-step applied problems with regrouping.* (Mathematics D 30: VII)
- 3.332. 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: _____
- 3.333. 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)
- 3.334. 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

- 3.335. 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)
- 3.336. 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)

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3.337. 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: _____

3.338. *Identify products of multiplication facts through 81. (Mathematics H 67: VI)*

3.339. *Multiply a 2-digit number by a 1-digit number. (Mathematics H 68: VI)*

3.340. 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: _____

3.341. *Apply multiplication skills to solve one-step applied problems. (Mathematics H 70: VII)*

3.342. 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)

3.343. 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

Division

3.344. 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)

3.345. 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)

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3.346. 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: _____

3.347. *Identify basic division facts products through 81. (Mathematics I 71: VI)*

3.348. 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: _____

3.349. *Use division to solve one-step applied problems. (Mathematics I 72: VII)*

3.350. 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)

3.351. 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

3.352. 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

3.353. 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)

3.354. 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)

3.355. 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, calculating 15% gratuity on a bill). (CL.B.3.In.1, CL.B.3.Su.1)

3.356. 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)

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- 3.357. *Identify simple fraction and percent equivalents (e.g., $1/2 = 50%$, $1/4 = 25%$).*
(Mathematics J 75: VI)
- 3.358. 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 _____
- 3.359. Solve problems involving percents when completing functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)
- 3.360. Identify the meaning of ratio (e.g., relation in number or quantity between things).
(CL.B.3.In.1, CL.B.3.Su.1)
- 3.361. 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)
- 3.362. Solve problems involving ratios when completing functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)
- 3.363. Identify the meaning of proportion (e.g., relation in number or quantity of one part to another). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.364. 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)
- 3.365. Solve problems involving proportions when completing functional tasks.
(CL.B.3.In.2, CL.B.3.Su.2)

Linear Measurement

- 3.366. *Determine which of three or more objects is smallest, largest, shortest, tallest.*
(Mathematics A 5: IV)
- 3.367. 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 of a trip). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ inches _____ feet _____ yards _____ miles _____ meters
_____ other: _____
- 3.368. 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. yd., sq. ft.
_____ other: _____
- 3.369. 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 _____ yardstick
_____ other: _____

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- 3.370. *Identify ruler, yardstick, and tape measure. (Mathematics F 47: IV)*
- 3.371. 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 _____ yardstick
 _____ other: _____
- 3.372. *Measure an object to the nearest inch. (Mathematics F 50: V)*
- 3.373. *Identify the length, width, or height of an object. (Mathematics F 54: VII)*
- 3.374. Identify equivalents for commonly used linear measurements to accomplish functional tasks (e.g., determining the length of 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: _____
- 3.375. Solve problems involving linear measurement to accomplish functional tasks (e.g., determining which rope is longer, determining miles to 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
- 3.376. *Solve applied problems involving measurement using addition or subtraction. (Mathematics F 55: VII)*
- 3.377. 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 or augmentative device _____ other: _____

Volume and Capacity

- 3.378. 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: _____
- 3.379. Identify abbreviations for volume or capacity measurement units when completing functional tasks (e.g., reading the ingredients in a recipe). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ tsp., tbs., c. _____ pt., qt., gal., l.
 _____ other: _____
- 3.380. 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: _____

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3.381. *Demonstrate an understanding of capacity concepts (e.g., least, most, empty, full).* (Mathematics A 6: IV)

3.382. 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 _____ gallon
_____ liter _____ other: _____

3.383. *Identify a cup, quart, and gallon as tools to measure capacity.* (Mathematics F 49: V)

3.384. 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: _____

3.385. *Determine capacity by measuring to the nearest cup, quart, or gallon.* (Mathematics F 51: VI)

3.386. Solve problems involving volume or capacity 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

3.387. 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: _____

3.388. 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., 1 g. _____ other: _____

3.389. 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: _____

3.390. Measure weight accurately using the appropriate tool when accomplishing functional tasks (e.g., weighing yourself, weighing 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: _____

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- 3.391. *Determine weight by measuring to the nearest pound. (Mathematics F 52: VI)*
- 3.392. 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
- 3.393. Solve problems involving weight (e.g., determining how many tons of gravel are needed for a walkway, determining how many ounces of cocoa are in a package). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ no conversion _____ conversion

Time

- 3.394. 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: _____
- 3.395. 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: _____
- 3.396. *Associate activities with morning, afternoon, and night (e.g., eating breakfast, going to bed). (Mathematics G 56: III)*
- 3.397. *Demonstrate an understanding of the beginning concepts of time (e.g., today, now, later, yesterday). (Language B 9: III)*
- 3.398. *Tell which day comes before and after a given day. (Mathematics G 60: V)*
- 3.399. *Identify the seven days of the week. (Mathematics G 58: IV)*
- 3.400. *Indicate the date by month, day, and year in numerical form (e.g., 5/13/88). (Mathematics G 64: VI)*
- 3.401. *Distinguish between a.m. and p.m. to describe time of day. (Mathematics G 62: VI)*
- 3.402. 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: _____
- 3.403. *Identify time equivalencies (e.g., 12 months = 1 year; 60 minutes = 1 hour; 24 hours = 1 day; 30 minutes = 1/2 hour, and 1 week = 7 days). (Mathematics G 63: VI)*

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- 3.404. 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
- 3.405. *Tell time to the hour. (Mathematics G 57: IV)*
- 3.406. *Tell time to the hour and half hour. (Mathematics G 59: V)*
- 3.407. *Indicate time in hours and minutes using proper notation (e.g., 1:28). (Mathematics G 65: VI)*
- 3.408. 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)
- 3.409. *Given a date, identify the day of the week on a calendar. (Mathematics G 61: V)*
- 3.410. 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 a test, determining if warranty is still good). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ conversion _____ no conversion
- 3.411. 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)
- 3.412. *Using addition and subtraction, solve applied problems involving years, months, weeks, days, or hours. (Mathematics G 66: VII)*
- 3.413. 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 or assistive device _____ other: _____

Temperature

- 3.414. 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
- 3.415. 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: _____
- 3.416. Identify the time and temperature on 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)

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- 3.417. 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: _____
- 3.418. *Identify tools to measure temperature (e.g., thermometer, thermostat). (Mathematics F 48: IV)*
- 3.419. 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, motor
_____ other: _____
- 3.420. *Determine the temperature using a Fahrenheit thermometer. (Mathematics F 53: VI)*
- 3.421. 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

- 3.422. 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: _____
- 3.423. *Identify coins as money. (Mathematics E 31: III)*
- 3.424. *Identify the coins: penny, nickel, dime, and quarter. (Mathematics E 32: IV)*
- 3.425. *Identify the cent (¢) sign and the dollar (\$) sign. (Mathematics E 33: IV)*
- 3.426. *Identify the cent value of a penny, a nickel, a dime, a quarter, and the dollar value of bills through \$10. (Mathematics E 35: V)*
- 3.427. *Identify money values not to exceed \$100.00 (e.g., \$62.43). (Mathematics E 42: VI)*
- 3.428. 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
- 3.429. 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)

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- 3.430. 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: _____
- 3.431. *Determine equivalent amounts using pennies, nickels, dimes, and quarters (not to exceed \$1). (Mathematics E 37: V)*
- 3.432. *Determine equivalent amounts not to exceed \$10.00 using coins and paper currency. (Mathematics E 41: VI)*
- 3.433. 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: _____
- 3.434. *Write money values not to exceed \$10. (Mathematics E 38: V)*
- 3.435. Determine the total cost of items to accomplish functional tasks (e.g., determining how much money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.436. 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)
- 3.437. *Identify which costs more or less through \$5.00, given the cost of two items. (Mathematics E 36: V)*
- 3.438. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*
- 3.439. Calculate correct change to accomplish functional tasks (e.g., verifying change from a cashier, 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: _____
- 3.440. *Determine the change to be received from a \$5 bill after a purchase (with calculator, if needed). (Mathematics E 40: VI)*
- 3.441. 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)
- 3.442. 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)
- 3.443. Identify purposes and functions of banks and credit unions (e.g., completing financial transactions, maintaining a savings account). (IF.A.2.In.1, IF.A.2.Su.1)
- 3.444. *Associate the financial institution (e.g., bank, credit union) with money. (Mathematics E 34: IV)*

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3.445. *Identify the purposes of a checking and savings account. (Mathematics E 39: V)*

Geometry

3.446. 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: _____

3.447. 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: _____

3.448. 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)

3.449. 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)

3.450. 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)

3.451. 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)

3.452. 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)

3.453. 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
 touch use assistive/augmentative device
 other: _____

Specify setting: home school community

3.454. 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

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Algebraic Thinking

- 3.455. 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)
- 3.456. 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)
- 3.457. Identify the variables and operations expressed by a formula to accomplish functional tasks (e.g., determining tip for a restaurant bill—total bill \times 15%; calculating unit costs—price is 3 lbs. for a dollar). (CL.B.3.In.1, CL.B.3.Su.1)
- 3.458. Use a formula or equation to solve a problem involving mathematical concepts (e.g., to determining the area of a room—length \times width, finding out how long it will take two people to finish a job—time of person A + time of person B; to determine the overdue book fine—days \times fine each day). (CL.B.3.In.2, CL.B.3.Su.2)
- 3.459. 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)
- 3.460. 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

- 3.461. 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: _____
- 3.462. 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)
- 3.463. 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: _____

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Probability and Chance

- 3.464. 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)
- 3.465. 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)
- 3.466. Make a prediction of the likelihood of a simple event occurring (e.g., likelihood of the high school football team winning the next game). (CL.B.3.In.2, CL.B.Su.2)
- 3.467. 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)

Interpreting Graphs, Tables, and Data Displays

- 3.468. 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)
- 3.469. 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
- 3.470. 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)
- 3.471. 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
- 3.472. 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

- 3.473. 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)
- 3.474. 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)

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- 3.475. 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: _____
- 3.476. 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)
- 3.477. *Use a calculator to perform complex addition computations. (Mathematics C 18: VI)*
- 3.478. *Use a calculator to perform complex subtraction computations. (Mathematics D 26: VI)*
- 3.479. *Use a calculator to perform complex division computations. (Mathematics I 73: VII)*
- 3.480. *Use a calculator to perform complex multiplication problems. (Mathematics H 69: VII)*

PROBLEM SOLVING

Identifying Problems

- 3.481. 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)
- 3.482. 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)
- 3.483. Identify problems that lead to the breakdown of major goals in school (e.g., not completing homework assignments, watching too much television, getting in fights). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.484. 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)

Applying Problem-Solving Strategies

- 3.485. Identify that a problem exists at work, a discrepancy between what is and what should or could be (e.g., work tasks continually being completed late, not staying on task, frequent mistakes on assigned tasks, frequent arguments with co-workers). (CL.B.4.In.1, CL.B.4.Su.1)

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- 3.486. Identify possible reasons for existing problems at work (e.g., did not understand what is expected, not staying on task, frequent absence from work, not given enough time). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.487. Identify problems that lead to the breakdown of major goals at work (e.g., turning in incomplete work, disagreements with co-workers, frequent tardiness, treating customers with disrespect). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.488. Analyze possible outcomes associated with specific problems at work (e.g., will not gain respect of others, may be overlooked for promotions, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.489. 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)
- 3.490. 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)
- 3.491. 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)
- 3.492. 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)
- 3.493. 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)
- 3.494. Accept assistance with and participate in identifying problem in a leisure activity (e.g., indicates TV is not on). (CL.B.4.Pa.1)

Applying Problem-Solving Strategies

- 3.495. 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 _____ workplace
- 3.496. 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)
- 3.497. 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)

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3.498. 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: _____

3.499. 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)

3.500. 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)

3.501. 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)

3.502. 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)

3.503. 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)

3.504. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)

3.505. 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; work—design a brochure or pamphlet, re-arrange workstation for greater productivity; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.1, CL.B.4.Su.1)

3.506. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify habits of successful students, develop similar habits; work—identify techniques used by most productive employee, use these techniques to improve own performance; 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)

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Evaluate Alternative Solutions

- 3.507. Identify alternative courses of action for solving a particular problem at school (e.g., missed the bus: catch next bus, get a ride, ride bike). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.508. Analyze consequences of each alternative course of action for solving a particular problem at school (e.g., missed the bus so walk to school—takes longer, may be late for school). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.509. Identify alternative courses of action for solving a particular problem at work (e.g., missed the bus—catch next bus, get a ride, ride bike; project not complete at deadline—work extra hours, ask for assistance, take work home). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.510. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.511. Identify alternative courses of action for solving a particular problem in personal life (e.g., gained 10 pounds—start exercise program, talk to a physician, eat more nutritious foods). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.512. 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)
- 3.513. Demonstrate awareness of cause and 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/workplace
- 3.514. Demonstrate awareness of object permanence during functional activities (e.g., looks at place where favorite object usually is placed, even if object is not there). (CL.B.4.Pa.1)
Specify setting: _____ home _____ school _____ community/workplace

Implementing Solutions

- 3.515. 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)
- 3.516. 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)
- 3.517. 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—seek help from tutor, teacher, family member). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.518. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)

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- 3.519. Use appropriate techniques or tools to solve problems at work (e.g., apply active listening skills, make a checklist of work to be accomplished). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.520. Seek assistance when needed to solve problems at work (e.g., consult supervisor, co-workers, or special assistance centers). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.521. 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)
- 3.522. 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)
- 3.523. 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)
- 3.524. 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/workplace
- 3.525. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)
Specify: _____ home _____ school _____ community/workplace
- 3.526. 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/workplace

Evaluate Effectiveness of Solution

- 3.527. 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)
- 3.528. 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

- 3.529. 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)
- 3.530. 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)

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- 3.531. 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)
- 3.532. 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: _____

Implementing Work Assignments

- 3.533. 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: _____
- 3.534. 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: _____
- 3.535. 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 co-worker to review _____ ask supervisor to review
 _____ other: _____
- 3.536. 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: _____
- 3.537. 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)
- 3.538. 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)
- 3.539. Accept assistance with and participate in the sequence of tasks or activities of completing work or volunteer activities. (CL.C.2.Pa.1)
Specify: _____

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Using Tools, Equipment, and Supplies

- 3.540. 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: _____
- 3.541. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 3.542. 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: _____
- 3.543. 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)
- 3.544. 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)
- 3.545. 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 tips facing down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.546. *Safely handle potentially harmful objects and materials. (Social and Personal C 34: IV)*
- 3.547. Use new tools, equipment, and supplies by following instructions from an experienced user or from a manual. (CL.C.2.In.2, CL.C.2.Su.2)
- 3.548. 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)
- 3.549. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 3.550. 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)
- 3.551. 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: _____

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- 3.552. 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: _____

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, do not have to have constant eye contact). (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. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*
- 4.6. 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: _____

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- 4.17. *Express personal beliefs or opinions. (Language C 28: V)*
- 4.18. 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 or augmentative device _____ other: _____
- 4.19. *Express wants and needs. (Language C 20: II)*
- 4.20. 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 or augmentative device _____ other: _____
- 4.21. 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: _____
- 4.22. *Use language to indicate displeasure or dislike. (Language C 16: I)*
- 4.23. Use appropriate language to express need for assistance in various situations (e.g., ask for help, raise hand, call person’s name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 4.24. *Use language to give simple commands. (Language C 18: II)*
- 4.25. 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 _____ workplace
- 4.26. Participate in requesting help or assistance. (CO.A.1.Pa.1)
Specify method: _____ vocalize or gesture _____ verbalize or sign
_____ use assistive or augmentative device _____ other: _____
- 4.27. *Use language to indicate danger or give warnings to others. (Language C 22: III)*

Respond to Communication

- 4.28. 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 _____ workplace
- 4.29. 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 _____ workplace

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- 4.30. Respond to other's generosity by stating appreciation (e.g., thanking the person, telling them how much you like the gift 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 _____ workplace
- 4.31. 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 _____ workplace
- 4.32. 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 _____ workplace
- 4.33. 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
- 4.34. 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: _____
- 4.35. 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: _____
- 4.36. Respond to cued commands (e.g., verbal—saying someone's name; nonverbal signs—come here, stop, one minute). (CO.A.1.Pa.1)
Specify: _____ vocalize or gesture _____ body movements
 _____ facial expressions _____ verbalize or sign

Using Greetings and Conversations

- 4.37. 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 _____ workplace
- 4.38. 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 _____ workplace

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- 4.39. 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 _____ workplace
- 4.40. *Use language to initiate social greeting. (Language C 23: III)*
- 4.41. 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 _____ workplace
- 4.42. *Use language to respond to verbal greetings. (Language C 19: II)*
- 4.43. 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 _____ workplace
- 4.44. *Use language to participate appropriately in conversation. (Language C 29:V)*
- 4.45. *Use language to initiate conversation. (Language C 30: VI)*
- 4.46. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 4.47. 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 _____ workplace
- 4.48. 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)
- 4.49. 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 _____ workplace
- 4.50. 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: _____

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Feedback

- 4.51. 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)
- 4.52. 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 _____ workplace
- 4.53. 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 _____ workplace
- 4.54. 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 _____ workplace

Communication Systems

- 4.55. 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)
- 4.56. 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: _____
- 4.57. 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 _____ workplace
- 4.58. Initiate communication using augmentative communication system in various situations. (CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 4.59. Identify and use basic maintenance procedures for own communication system. (CO.A.1.In.1, CO.A.1.Su.1)

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- 4.60. 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: _____

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

Specify: objects realistic pictures
 blackened drawings icons (multiple meanings)
 written words other: _____

- 4.62. 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: _____

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

Specify: home school community workplace

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)

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- 5.3. Identify characteristics of steps in the 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
- 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 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)

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- 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)