

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

**Subject Area:** Academics - Subject Areas  
**Course Number:** 7821030  
**Course Title:** Career Education: 6-8

- A. Major Concepts/Content.** The purpose of this course is to develop the knowledge and skills to enable students with disabilities to design and begin to implement personal plans for achieving their desired post-school outcomes. Emphasis should be placed on exploring careers and gaining knowledge about the expectations, skills, and training required by various careers. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, post-school adult living, and, if needed, daily living skills and functional vocational evaluation.

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

- personal and career planning
- information about careers
- diploma options and postsecondary education
- community involvement and participation
- personal care
- interpersonal relationships
- communication
- use of leisure time

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

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

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

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

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

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

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

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

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

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

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

**1. Use a planning process to begin to establish personal and career goals.**

- IF.B.1.In.1      make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.Su.1      make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Pa.1      participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance    full    partial                       assistive technology    full    partial
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**Using A Planning Process**

- 1.1. Identify personal situations that call for a plan (e.g., planning a course of study for high school, making a shopping trip to the mall, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.2. Identify the benefits of using a planning process to set personal goals (e.g., helps you to stay on track, monitors progress, increases motivation). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.3. List steps to be generally followed when making a plan (e.g., identify goal or outcome, identify needed resources, determine major tasks, schedule tasks). (IF.B.1.In.1, IF.B.1.Su.1)

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- 1.4. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_  individuals—family members, supervisors, teachers  
          \_\_\_\_\_  agencies—government agencies, religious organizations, schools  
          \_\_\_\_\_  other: \_\_\_\_\_

**Personal Planning**

- 1.5. Identify previous personal experiences related to setting and meeting personal goals (e.g., visiting a homeless shelter and then volunteering for a community program, talking about problems with family members and then making improvements in personal relationships). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.6. Use information from a personal appraisal to identify own strengths or weaknesses (e.g., physical appearance, social skills, personality, talents and interests, performance in school, performance outside of school, interests, preferences for activities). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.7. Use the results of personal appraisal to determine personal goals (e.g., determine personal strengths and weaknesses, identify practices that maximize strengths and minimize weaknesses, identify changes that are needed). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.8. Identify how positive view of self affects personal goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.9. Identify choices available to reach personal goals (e.g., weight control—follow Food Guide Pyramid, start exercise program, consult a physician). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.10. Identify the risks and benefits associated with each choice available to reach personal goals (e.g., nutritional risks—may not get necessary vitamins, may become anorexic or bulimic; nutritional benefits—lowers cholesterol, decreases chance of heart attack). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.11. Identify impact or consequences of decisions (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.12. Identify personal goals for school and extracurricular activities (e.g., passing specific courses, joining a tennis team, becoming a club member). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.13. Identify personal goals for leisure activities (e.g., joining a recreational soccer team, reading books, going skating). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.14. Identify personal goals for community activities (e.g., joining a religious organization; volunteering at a community organization; attending city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.15. Accept assistance with and participate in expressing interest or preferences for productive or leisure activities. (IF.B.1.Pa.1)  
Specify: \_\_\_\_\_  home      \_\_\_\_\_  school      \_\_\_\_\_  community

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### Career Planning

- 1.16. Identify the benefits of using a planning process to set career goals (e.g., increases motivation, improves organization, helps to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.17. Identify steps of a process to set career goals (e.g., determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired adult living and employment outcomes). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.18. List the steps to be used for making a career plan (e.g., identify goal or outcome, identify resources, determine needed training and experience, schedule tasks). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.19. Identify possible occupational choices (e.g., identify personal strengths and weaknesses; evaluate experiences and education; identify jobs that correlate with strengths, experiences, and education). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.20. Identify goals relating to own plan for high school and postsecondary training (e.g., receiving a diploma, graduating by age 18, attending trade school). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.21. 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)
- 1.22. Accept assistance with and participate in expressing interest in community or work activity. (IF.B.1.Pa.1)

### 2. Demonstrate awareness of career options.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

physical assistance    full    partial                       assistive technology    full    partial

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- 2.1. Identify the differences between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 2.2. Identify general characteristics of different career clusters (e.g., health sciences occupations, construction, marketing, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)

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- 2.3. Identify specific jobs associated with each career cluster (e.g., health sciences occupations—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall hanger; marketing—cashier, sales person; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
- 2.4. Identify personal leisure activities that relate to potential careers (e.g., sewing—seamstress; cooking—working in a restaurant; playing with animals—pet caregiver; gardening—landscaper). (CL.C.1.In.1, CL.C.1.Su.1)
- 2.5. Accept assistance with and show willingness to participate in preferred work or volunteer activities. (CL.C.1.Pa.1)

**3. Demonstrate awareness of entry-level job responsibilities and social competencies necessary for successful employment.**

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance    full    partial                       assistive technology    full    partial

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- 3.1. Identify entry-level skills needed to fulfill performance requirements for specific jobs within a career cluster (e.g., secretary—reading, writing, keyboarding; seamstress—sewing, taking measurements, using fractions; truck driving—reading maps, writing in travel logs, passing licensing exams; dishwasher—stacking dishes, operating equipment). (CL.C.1.In.1, CL.C.1.Su.1)
  - 3.2. Identify the characteristics and importance of being reliable when working (e.g., work is done efficiently, work is done consistently, work always meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)
  - 3.3. Identify the characteristics and importance of being flexible when working (e.g., adapt to changes in time, expectation, and processes; compromise with others; be open to others’ opinions). (CL.C.2.In.3, CL.C.2.Su.3)
  - 3.4. Identify the characteristics and importance of being responsible and having self-control when working (e.g., control emotions, have willpower and self-restraint, accept criticism, accept blame, admit when wrong). (CL.C.2.In.3, CL.C.2.Su.3)
  - 3.5. Identify the characteristics and importance of paying attention to details when working (e.g., stay focused, meet expectations, impress supervisors). (CL.C.2.In.3, CL.C.2.Su.3)

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- 3.6. Identify reasons for regular attendance and punctuality when working (e.g., meets expectations of job, facilitates meeting deadlines). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.7. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.8. Identify appropriate verbal responses to interactions with authority figures and peers (e.g., sir, ma'am, please, thank you, excuse me). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.9. Identify types of inappropriate physical contact with others when working (e.g., hugging, patting, kissing, hitting, pushing). (CL.C.2.In.3, CL.C.2.Su.3)

**4. Evaluate own interests and abilities as related to career and postsecondary educational opportunities.**

IF.B.1.In.1      make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.Su.1      make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

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- 4.1. Identify personal strengths which affect preferred career choices (e.g., desire to please, problem solving, communication, self-management, following directions, cheerfulness, cooperation, accepting of criticism, manual dexterity, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)
- 4.2. Identify personal limitations that may negatively affect career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)
- 4.3. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., social skills, ambition, talents, previous experiences, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)
- 4.4. Evaluate the results of personal appraisal to determine possible career goals. (IF.B.1.In.1, IF.B.1.Su.1)
- 4.5. Determine if goals for own high school and postsecondary training are appropriately related to desired career (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving a college degree). (IF.B.1.In.1, IF.B.1.Su.1)

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4.6. Complete an initial personal appraisal to determine current status related to career plans. (IF.B.1.In.1, IF.B.1.Su.1)

- Specify: \_\_\_\_\_  self-concept and values clarification  
\_\_\_\_\_  personality characteristics and personal style  
\_\_\_\_\_  motivational patterns and personal preferences  
\_\_\_\_\_  occupational interests  
\_\_\_\_\_  personal and educational background  
\_\_\_\_\_  key accomplishments and successes  
\_\_\_\_\_  satisfying and dissatisfying experiences  
\_\_\_\_\_  test scores  
\_\_\_\_\_  physical strengths  
\_\_\_\_\_  other: \_\_\_\_\_

**5. Demonstrate awareness of options for high school diploma and requirements for post-school training that relate to desired career and post-school outcomes.**

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- \_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial
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5.1. Identify educational and training requirements for specific jobs within various career clusters (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school diploma or equivalent and technical school training; millwright—apprenticeship; cashier—high school education and on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)

5.2. Identify the characteristics of postsecondary education and training opportunities within career clusters (e.g., computer courses, apprenticeships, trade school) available to provide the skills associated with specific job types. (CL.C.1.In.1, CL.C.1.Su.1)

5.3. Identify desired long-term outcomes for high school diploma and postsecondary education. (IF.B.1.In.1, IF.B.1.Su.1)

- Specify: \_\_\_\_\_  in-school—course of study, diploma, extracurricular activities  
\_\_\_\_\_  post-school—postsecondary training, employment  
\_\_\_\_\_  other: \_\_\_\_\_

5.4. Identify high school diploma options and requirements for each (e.g., standard diploma—number of credits, grade point average, testing requirements; special diploma—mastery of standards, number and type of courses).

5.5. Identify benefits and limitations of each high school diploma option (e.g., standard diploma—accepted by colleges and armed services; special diploma—accepted by employers, but not by the military).

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5.6. Describe how knowledge and understanding of diploma options are used in planning high school courses.

**6. Demonstrate awareness of the role of self-advocacy in personal life and in the workplace.**

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

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6.1. Identify characteristics of self-advocacy (e.g., decisiveness, reflects independent thinking, reflects belief in own abilities). (CL.C.1.In.2, CL.C.1.Su.2)

6.2. Identify examples and non-examples of self-advocating behavior (examples—identifying personal strengths, stating own needs; non-examples—not being able to identify personal strengths when asked by a supervisor, talking negatively about oneself, not standing up for self). (CL.C.1.In.2, CL.C.1.Su.2)

6.3. Identify factors that promote self-advocating behaviors in various situations (e.g., opportunities for self-advocacy, reinforcement for self-advocating behaviors, training in self-advocacy). (CL.C.1.In.2, CL.C.1.Su.2)

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

**7. 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

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

7.2. Identify the benefits of participation in own IEP meetings (e.g., in-school planning, post-school planning). (IF.B.1.In.1, IF.B.1.Su.1)

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- 7.3. Identify steps in IEP development (e.g., determine desired long-term outcomes, determine present level of performance, develop annual goals and related objectives, assign responsibility for objectives, identify needed modifications and services). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_  employment  
          \_\_\_\_\_  continuing education  
          \_\_\_\_\_  community participation  
          \_\_\_\_\_  independent living  
          \_\_\_\_\_  agency support  
          \_\_\_\_\_  daily living skills  
          \_\_\_\_\_  other: \_\_\_\_\_
- 7.5. Identify required and optional IEP meeting participants. (IF.B.1.In.1, IF.B.1.Su.1)
- 7.6. 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)
- 7.7. 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
- 7.8. 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)
- 7.9. Identify self-advocacy and self-determination skills that will assist in IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussions; make wants and desires known to team members; make preferences known to team members; express disagreement, as appropriate). (IF.B.1.In.1, IF.B.1.Su.1)
- 7.10. Assist in identifying alternatives and choices available to reach IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 7.11. Assist in identifying the risks and benefits of each option in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 7.12. Assist in setting annual goals and objectives, considering desired school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 7.13. Commit to engage in activities that are related to the IEP goals and objectives. (IF.B.1.In.2, IF.B.1.Su.2)
- 7.14. Undertake new tasks and adapt to changes in routine when carrying out plans related to the IEP goals and objectives (e.g., if competencies are not mastered in a course—retake exam, alter exit point). (IF.B.1.In.2, IF.B.1.Su.2)
- 7.15. Accept assistance with and participate in the development of own IEP. (IF.B.1.Pa.1)

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**8. Identify strategies and problem-solving skills for completing tasks at school, in the home, and in the community.**

- 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.Su.1 plan and implement personal work assignments—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

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**Solving Problems**

- 8.1. Identify that a problem exists in school or personal life; a discrepancy between what is and what should or could be (e.g., school—consistent low grades on tests, fighting with peers, habitual tardiness; personal life—gaining weight, not completing chores). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.2. Identify possible reasons for existing problems in school or personal life (e.g., lack of study time, ineffective study habits, difficulty of material, part-time employment takes too much time). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.3. Identify problems that lead to the breakdown of major goals in school or personal life (e.g., not completing school homework assignments, watching too much television, getting into fights, procrastinating, inappropriate friends). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.4. Predict possible outcomes associated with specific problems in school or personal life (e.g., failing courses, getting detention, trouble with parents or local authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.5. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.2, CL.B.4.Su.2)  
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  
\_\_\_  trouble shooting—finding problems within a work process  
\_\_\_  creative thinking—when multiple solutions are acceptable  
\_\_\_  modeling—basing actions on those of a good example  
\_\_\_  other: \_\_\_\_\_

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- 8.6. Select the most appropriate problem-solving strategy based on the needs of the problem situation. (CL.B.4.In.2, CL.B.4.Su.2)
- 8.7. Identify alternative courses of action for solving a particular problem at school or personal life (e.g., missed the bus—catch next bus, get a ride, walk, ride bike; gained 10 pounds—start exercise program, talk to a physician, eat healthier foods). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.8. Accept assistance with and participate in solving problems related to tasks. (CL.B.4.Pa.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

**Planning and Completing Assignments**

- 8.9. Identify purposes of planning assignments and tasks (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)
- 8.10. Identify components of a plan to complete assignments and tasks (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)
- 8.11. Follow a systematic procedure to complete assignments and tasks. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  identify assignment or 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 classroom standards  
          \_\_\_\_\_  evaluate own task performance using classroom standards  
          \_\_\_\_\_  other: \_\_\_\_\_
- 8.12. Complete routine tasks accurately and effectively (e.g., organizing materials for school, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 8.13. 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: \_\_\_\_\_

**Course Number: 7821030 - Career Education: 6-8**

**9. Demonstrate awareness of contributing factors for positive self-esteem and personal feelings of efficacy.**

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

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- 9.1. Identify ways that planning and goal setting affect one’s feeling of self-control and effectiveness (e.g., anticipate problems, work around barriers, make own choices). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.2. Identify ways that lack of planning can result in negative outcomes for personal situations (e.g., may not have enough time or resources to complete tasks, can’t handle emergencies, may lack direction). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.3. Identify ways that planning and goal-setting affect one’s feelings of self-control and effectiveness (e.g., anticipate problems, work around barriers, make own choices). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.4. Identify ways that lack of planning can result in negative outcomes for personal situations (e.g., may not have enough time or resources, can’t handle emergencies, may lack direction). (IF.B.1.In.1, IF.B.1.Su.1)
- 9.5. Identify characteristics of self-esteem (e.g., pride, confidence, self-respect, positive attitude, setting high goals for self). (IF.B.2.In.1, IF.B.2.Su.1)
- 9.6. Identify examples and non-examples of behaviors that reflect positive self-esteem (examples—having self-confidence to say no to peer pressure, setting high yet attainable goals; non-examples—having a negative attitude about self, lacking self-confidence, putting self or others down). (IF.B.2.In.1, IF.B.2.Su.1)
- 9.7. Identify factors that promote self-esteem (e.g., opportunities for self-esteem, training in self-esteem, reinforcement for self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_  home                      \_\_\_  school                      \_\_\_  community

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**10. Demonstrate personal care skills that meet demands of situations at school, in the home, and in the community.**

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

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**Eating**

**10.1. Identify common personal care activities involved in eating. (IF.A.1.In.2, IF.A.1.Su.2)**

Specify: \_\_\_  selecting and using utensils properly  
          \_\_\_  using correct table manners  
          \_\_\_  cleaning up when finished  
          \_\_\_  other: \_\_\_\_\_

**10.2. Demonstrate specific skills in completing personal care activities involved in eating (e.g., selecting the appropriate utensil or glass, cutting food correctly, using a napkin). (IF.A.1.In.2, IF.A.1.Su.2)**

Specify skills: \_\_\_\_\_

**10.3. Accept assistance with and participate in routine activities that involve eating. (IF.A.1.Pa.2)**

Specify activities: \_\_\_\_\_

**Dressing**

**10.4. Identify common personal care activities involved in dressing. (IF.A.1.In.2, IF.A.1.Su.2)**

Specify: \_\_\_  selecting appropriate clothing for weather or occasion  
          \_\_\_  putting on clothing, closing fasteners  
          \_\_\_  taking off clothing, opening fasteners  
          \_\_\_  other: \_\_\_\_\_

**10.5. Identify when personal care activities involved in dressing are needed (e.g., when you wake up and dress for the day; when clothes need to be changed to fit an occasion—dressy event, exercise, casual dinner; when clothes are soiled and need to be changed; at the end of the day to get ready for bed). (IF.A.1.In.2, IF.A.1.Su.2)**

**10.6. Demonstrate specific skills in completing personal care activities involved in dressing (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, dressing appropriately to fit occasion, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)**

Specify skills: \_\_\_\_\_

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- 10.7. Accept assistance with and participate in routine activities that involve dressing. (IF.A.1.Pa.2)  
Specify activities: \_\_\_\_\_  
Specify adaptations: \_\_\_\_\_

**Grooming**

- 10.8. Identify common personal care activities involved in grooming. (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  hair—shampooing, drying, combing, styling, cutting  
\_\_\_\_\_  nails—cutting, polishing, cleaning, filing  
\_\_\_\_\_  cosmetics—applying, removing  
\_\_\_\_\_  shaving  
\_\_\_\_\_  other: \_\_\_\_\_
- 10.9. Demonstrate specific skills in completing grooming activities (e.g., hair—part hair evenly, fix hair according to style; nails—clean, file evenly; cosmetics—correctly apply makeup). (IF.A.1.In.2, IF.A.1.Su.2)  
Specify skills: \_\_\_\_\_
- 10.10. Identify when personal care activities involved in grooming are needed (e.g., hair—wash when taking a shower, brush when messy or tangled, cut when too long; nails—cut when too long, file when uneven, clean when dirty). (IF.A.1.In.2, IF.A.1.Su.2)
- 10.11. Demonstrate specific skills related to grooming when completing activities (e.g., hair—knowing the difference between shampoo and conditioner; nails—knowing desired length, knowing how to clean and file). (IF.A.1.In.2, IF.A.1.Su.2)  
Specify skills: \_\_\_\_\_
- 10.12. Accept assistance with and participate in routine activities that involve grooming. (IF.A.1.Pa.2)  
Specify activities: \_\_\_\_\_

**Hygiene**

- 10.13. Identify common personal care activities involved in hygiene. (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  washing and bathing  
\_\_\_\_\_  dental care  
\_\_\_\_\_  toileting  
\_\_\_\_\_  menstrual care  
\_\_\_\_\_  other: \_\_\_\_\_
- 10.14. Identify when personal care activities involved in hygiene are needed (e.g., hand washing—when hands are dirty, before meals, after the bathroom is used; bathing—at least once a day (morning or evening), after a sporting event, after playing outdoors; using the toilet—before getting in the car for a long trip, before bed, after meals; dental hygiene—brush teeth after meals, when you wake up, and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)

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10.15. Demonstrate specific skills in completing hygiene activities (e.g., correctly brushing and flossing teeth, using the toilet, using deodorant, knowing how to make the water the correct temperature for bathing or hand washing, knowing how to flush toilet, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)

Specify skills: \_\_\_\_\_

10.16. Accept assistance with and participate in routine activities that involve hygiene. (IF.A.1.Pa.2)

Specify activities: \_\_\_\_\_

**Motor Control and Self-management**

10.17. Identify personal needs involved in motor control and managing self. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: \_\_\_\_\_  strength, stamina, endurance, and muscular flexibility  
\_\_\_\_\_  postural alignment for sitting, standing, lifting, and movement  
\_\_\_\_\_  proximity to objects  
\_\_\_\_\_  other: \_\_\_\_\_

10.18. Identify when activities are needed for motor control and managing self (e.g., weight training or physical therapy—to build muscles, to complete daily tasks; cardiovascular exercise—to increase stamina and endurance; using assistive devices—to correct posture). (IF.A.1.In.2, IF.A.1.Su.2)

10.19. Demonstrate specific skills in completing activities needed for motor control and managing self (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift by yourself). (IF.A.1.In.2, IF.A.1.Su.2)

Specify skills: \_\_\_\_\_

10.20. Accept assistance with and participate in routine activities that involve motor control and managing self. (IF.A.1.Pa.2)

Specify activities: \_\_\_\_\_

**11. Demonstrate knowledge of budgeting to manage personal funds effectively.**

IF.A.1.In.1 complete productive and leisure activities used in the home and community.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—  
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

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- 11.1. Identify activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  allocating allowance or earned money for activities and personal needs  
          \_\_\_\_\_  saving money  
          \_\_\_\_\_  comparative shopping  
          \_\_\_\_\_  other: \_\_\_\_\_
- 11.2. Identify the purposes of budgeting to manage personal finances. (IF.A.1.In.1, IF.A.1.Su.1)
- 11.3. Demonstrate knowledge or skills and strategies used in managing own money, including budgeting. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_
- 11.4. 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 a 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
- 11.5. Determine the total cost of items to accomplish functional tasks (e.g., determining how much you spent in total, determining how much money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)
- 11.6. 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)
- 11.7. Calculate correct change to accomplish functional tasks (e.g., verify change from a cashier, verify change given from a vending machine, count change for a customer, pay a cashier for a purchase). (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
- 11.8. Demonstrate knowledge and skills needed to use financial services in the community. (IF.A.2.In.1, IF.A.2.Su.1)  
Specify: \_\_\_\_\_  banking—checking and savings accounts, debit cards  
          \_\_\_\_\_  credit cards  
          \_\_\_\_\_  other: \_\_\_\_\_

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**12. Demonstrate safe travel skills within the school and community including using public or private transportation, if appropriate.**

- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
- IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—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
- 

**General Transportation**

- 12.1. Identify the advantages and disadvantages of various means of transportation (e.g., walking, biking, riding in a car, using public transportation, using private transportation). (IF.A.2.In.2, IF.A.2.Su.2)  
Specify: \_\_\_  cost                      \_\_\_  handicap accessibility                      \_\_\_  routes  
             \_\_\_  hours of operation                      \_\_\_  other: \_\_\_\_\_
- 12.2. Select appropriate transportation (e.g., is financially feasible, offers appropriate schedule, meets individual needs). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.3. Identify various means of transportation for people with disabilities (e.g., walking, special transit services, trains, airlines, taxis). (IF.A.2.In.2, IF.A.2.Su.2)

**Moving within a Building**

- 12.4. Identify and find appropriate areas in a room (e.g., vacant seat in a classroom). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.5. Move to appropriate location in a room safely and efficiently (e.g., use least obtrusive route, allow time to reach desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.6. Identify and locate specific areas in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)  
Specify: \_\_\_  school  
             \_\_\_  home or apartment  
             \_\_\_  stores and restaurants  
             \_\_\_  community buildings  
             \_\_\_  other: \_\_\_\_\_

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- 12.7. Locate a specific room, apartment, or office in a building (e.g., use directional signs, numbers or letters on doors, directories). (IF.A.2.In.2, IF.A.2.Su.2)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community
- 12.8. Locate exits and entrances when traveling in familiar and unfamiliar buildings (e.g., use directional signs, use emergency exit diagram). (IF.A.2.In.2, IF.A.2.Su.2)  
Specify: \_\_\_\_\_  school    \_\_\_\_\_  community
- 12.9. Operate a self-service elevator when moving about in familiar and unfamiliar buildings (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.10. Use an escalator safely (e.g., step on, hold on to rail, step off). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.11. Enter and exit buildings through appropriate doorways (e.g., attend to “In,” “Out,” “Enter,” “Exit,” and “Authorized Personnel Only” designations on doors). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.12. Accept assistance when moving from one area to another within a building. (IF.A.2.Pa.2)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community

### **Traveling in the Community**

- 12.13. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find city, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.14. Find a desired location in the community by street signs and number (e.g., determine desired location, identify surrounding streets, follow signs to desired location, determine address of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.15. Use available modes of transportation to safely reach desired locations in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.16. Locate the bus stop for a desired bus (e.g., obtain schedule, identify bus stops, identify closest stop). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.17. Signal a bus to stop from numeral and destination names appearing on the bus. (IF.A.2.In.2, IF.A.2.Su.2)
- 12.18. Use maps to travel on a bus and other mass transit vehicles and systems as appropriate to the community (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination). (IF.A.2.In.2, IF.A.2.Su.2)

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- 12.19. Practice safety procedures when moving about in the immediate neighborhood (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 12.20. Demonstrate basic personal safety skills when traveling (e.g., by car—wear seat belt, lock doors; by bus—remain in seat, don't put hands outside windows, don't fight; by cab—determine route in advance, inform driver of destination; by foot—watch for cars, look both ways, don't talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)  
Specify: \_\_\_\_\_  to/from home    \_\_\_\_\_  to/from school    \_\_\_\_\_  to/from community
- 12.21. Accept assistance and travel within the community. (IF.A.2.Pa.2)  
Specify: \_\_\_\_\_  with family    \_\_\_\_\_  school bus    \_\_\_\_\_  public transportation  
\_\_\_\_\_  other: \_\_\_\_\_

**13. Demonstrate awareness of appropriate activities for recreation and leisure.**

- IF.A.1.In.1    complete productive and leisure activities used in the home and community.  
IF.A.1.Su.1    complete productive and leisure activities used in the home and community—  
with guidance and support.  
IF.A.1.Pa.1    participate in routines of productive and leisure activities used in the home and  
community—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
- 

- 13.1. Identify the benefits of leisure and recreational activities (e.g., meeting new people, relieving stress, keeping mind off worries, learning new things, keeping you active, occupying leisure time). (IF.A.1.In.1, IF.A.1.Su.1)
- 13.2. Identify requirements of leisure and recreational activities (e.g., equipment, directions to play the game, space to play, rules of the game). (IF.A.1.In.1, IF.A.1.Su.1)
- 13.3. Identify common leisure activities involved in playing games with others. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  indoor card and board games—bingo, checkers, rummy  
\_\_\_\_\_  outdoor team or pairs sports—softball, horseshoes, tennis, volleyball  
\_\_\_\_\_  other: \_\_\_\_\_
- 13.4. Identify appropriate times and occasions for leisure activities involved in playing games with others (e.g., sporting events, field days). (IF.A.1.In.1, IF.A.1.Su.1)

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- 13.5. Identify common leisure activities involving attending cultural events. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  musical performances—concerts, dance performances  
          \_\_\_\_\_  theatre and plays  
          \_\_\_\_\_  celebrations—holidays, parades, festivals, exhibits  
          \_\_\_\_\_  other: \_\_\_\_\_
- 13.6. Identify appropriate times and occasions for attending cultural events (e.g., on holidays, when a performer is on tour, when transportation is available). (IF.A.1.In.1, IF.A.1.Su.1)
- 13.7. Identify hobbies used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  arts and crafts  
          \_\_\_\_\_  collections  
          \_\_\_\_\_  watching movies, reading, playing video games, listening to music  
          \_\_\_\_\_  other: \_\_\_\_\_
- 13.8. Identify appropriate times for leisure activities involving hobbies (e.g., when objects that you collect are available, when you are alone). (IF.A.1.In.1, IF.A.1.Su.1)
- 13.9. Identify common pet care activities. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  selecting the pet  
          \_\_\_\_\_  caring for the pet—take for walks, feed at appropriate time, train, groom  
          \_\_\_\_\_  other: \_\_\_\_\_
- 13.10. Identify appropriate times for activities involving pet care (e.g., take your pet to the vet when sick, feed your pet twice a day, take your pet for a walk every day, play with your pet during free time). (IF.A.1.In.1, IF.A.1.Su.1)
- 13.11. Accept assistance with and participate in leisure and recreation activities. (IF.A.1.Pa.1)  
Specify: \_\_\_\_\_

**14. Demonstrate awareness of the nature and importance of community involvement and participation for all citizens.**

- IF.A.2.In.1      select and use community resources and services for specified purposes.
- IF.A.2.Su.1      use community resources and services for specified purposes—with guidance and support.
- IF.A.2.Pa.1      participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

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

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14.1. Identify common productive activities in the community involved in citizenship.

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

- Specify: \_\_\_\_\_  registering to vote and voting  
\_\_\_\_\_  knowing community leaders and elected officials  
\_\_\_\_\_  learning about and obeying local, state, and federal laws  
\_\_\_\_\_  volunteering for community service  
\_\_\_\_\_  other: \_\_\_\_\_

14.2. Identify when specific productive activities in the community are needed for citizenship (e.g., helping with elections, keeping up with news, volunteering on holidays or in times of disaster). (IF.A.1.In.1, IF.A.1.Su.1)

14.3. Identify when service activities in the community are needed for community groups or organizations (e.g., participating in coastal cleanup; helping certain groups, like the elderly; raising money for charity). (IF.A.2.In.1, IF.A.2.Su.1)

14.4. Accept assistance with and participate in activities related to citizenship in the community. (IF.A.2.Pa.1)

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

**15. Demonstrate effective communication skills used in school, home, and community settings.**

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
- 

15.1. 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: \_\_\_\_\_

15.2. Use appropriate nonverbal language and gestures when communicating.

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

- Specify: \_\_\_\_\_  facial expressions                      \_\_\_\_\_  sounds  
\_\_\_\_\_  gestures                      \_\_\_\_\_  body language  
\_\_\_\_\_  hand signals                      \_\_\_\_\_  other: \_\_\_\_\_

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- 15.3. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 15.4. Use voice and fluency appropriate for the social situation (e.g., eating meals, attending a religious service, cheering at a sports event, talking in the halls in school). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  tone of voice                      \_\_\_\_\_  pitch                      \_\_\_\_\_  fluency (rate and rhythm)  
                    \_\_\_\_\_  loudness                      \_\_\_\_\_  duration  
                    \_\_\_\_\_  other: \_\_\_\_\_  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 15.5. Respond to verbal and nonverbal messages in ways that demonstrate understanding (e.g., answer a question, contribute to the conversation, ask a relevant question, restate a person's statements and their implication, nod head). (CO.A.1.In.1, CO.A.1.Su.1)
- 15.6. Respond appropriately to basic questions, directions, and informational statements (e.g., ask for more information related to the topic being discussed, answer a question correctly, comment by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
- 15.7. Use appropriate greetings when meeting other persons (e.g., formal—Hello...; informal—"Hi!" "How are you?" "Nice to see you."). (CO.A.1.In.1, CO.A.1.Su.1)
- 15.8. Respond to greetings appropriately (e.g., "Hello." "Thank you for inviting me." "It is nice to see you, too." "I am doing well, and you?"). (CO.A.1.In.1, CO.A.1.Su.1)
- 15.9. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, about finances, about your future, about personal problems, about school problems; friends—about what is happening in other friends' lives, about schoolwork; familiar persons—about shared interests, about common experiences; unfamiliar persons—about weather, sports, jobs/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
- 15.10. Identify correct verbal responses in telephone interaction (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)
- 15.11. Identify situations when feedback is commonly given (e.g., after you have answered a question, after you have finished a project, after you have cleaned your room or house, when you need help with a task, after you have participated in a sport). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 15.12. 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

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- 15.13. Use feedback to make changes (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
- 15.14. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., use "I" statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community
- 15.15. Respond 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
- 15.16. 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: \_\_\_\_\_
- 15.17. Show interest in communicating (e.g., turn head, make nonverbal or verbal response, indicate attention or interest). (CO.A.1.Pa.1)  
Specify: \_\_\_\_\_  with family                      \_\_\_\_\_  with friends  
              \_\_\_\_\_  with other familiar persons                      \_\_\_\_\_  with unfamiliar persons
- 15.18. 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  
              \_\_\_\_\_  gestures—head nod  
              \_\_\_\_\_  other: \_\_\_\_\_
- 15.19. Respond to cued commands (e.g., verbal—saying someone's name; nonverbal signs—gestures indicating come here, stop, one minute) through one or more observable behaviors. (CO.A.1.Pa.1)  
Specify: \_\_\_\_\_  vocalization                      \_\_\_\_\_  body movements  
              \_\_\_\_\_  facial expressions                      \_\_\_\_\_  gestures  
              \_\_\_\_\_  other: \_\_\_\_\_

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**16. Demonstrate personal and social skills, including working in groups and conflict resolution, necessary for success on the job and in the community.**

- SE.A.1.In.1 cooperate in a variety of group situations.
- SE.A.1.In.2 assist in establishing and meeting group goals.
- SE.A.1.In.3 function effectively within formal organizations.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
- SE.A.1.Pa.1 participate effectively in group situations—with assistance.
- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- SE.A.2.Pa.1 engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance    full    partial                       assistive technology    full    partial
- 

**Skills for Working in Groups**

- 16.1. Demonstrate behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes, helping others, completing proper share of group activities, showing self-control when disagreeing, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)
- 16.2. Demonstrate appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, do not interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)
- 16.3. Demonstrate steps for group problem solving (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, determine most likely cause(s), implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)
- 16.4. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

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- 16.5. Volunteer and assist in the completion of tasks requiring group effort (e.g., volunteering for Special Olympics programs, participating in fund-raisers, taking part in charities, organizing a dance, decorating for a club or organization). (SE.A.1.In.1, SE.A.1.Su.1)
- 16.6. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak while no one else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 16.7. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of a lineup, exhibiting fair play and sportsmanship, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 16.8. Accept assistance with and participate in group situations. (SE.A.1.Pa.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

### Interpersonal Skills

- 16.9. Demonstrate responsibilities individuals have to their friends, peers, and co-workers (e.g., keeping a trusting relationship, being dependable, not talking behind others' backs, helping others through hard times, sharing with others). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.10. Use appropriate techniques to invite a peer to join a group (e.g., gain attention, check if interested, give time to consider invitation and respond, show appreciation, show understanding if refused). (SE.A.2.In.1, SE.A.2.In.1)
- 16.11. Display acceptance for persons with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.12. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.13. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, asking another's name, stating what your role is in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.14. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all are seated, let cars pass in front, let a pedestrian walk across first). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.15. Respond appropriately to humorous situations (e.g., telling jokes—laugh, smile, giggle, do not laugh loudly). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.16. Respond appropriately to situations involving teasing (e.g., ignore, ask person to stop, call for assistance). (SE.A.2.In.1, SE.A.2.Su.1)

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- 16.17. Demonstrate respect for others' rights and property (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.18. Display self-control in social situations (e.g., control temper, accept friendly teasing, accept disappointments, accept constructive criticism). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.19. Use conflict resolution skills when faced with a problem (e.g., identify the conflict; deal with feelings; pinpoint the cause of conflict; choose a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, or mediation techniques; allow time for negotiation). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.20. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; display of friendship—patting on back, shaking hands, giving a hug; display of love—giving a hug, giving a kiss, a pat on the back). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.21. Use effective responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.22. Ask for assistance if one experiences inappropriate physical contact from others (e.g., call for a neighbor's help, ask a peer for help, ask a family member for help, call for a teacher's assistance, call a police officer for help, ask a pedestrian for assistance). (SE.A.2.In.1, SE.A.2.Su.1)
- 16.23. Accept assistance with and engage in routine patterns of interaction with others. (SE.A.2.Pa.1)  
Specify: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

**Leadership Skills**

- 16.24. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, being knowledgeable, being respected, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)
- 16.25. Identify the effects that different kinds of leaders have on a group's effectiveness. (SE.A.1.In.2)  
Specify: \_\_\_\_\_  supportive leaders—more participation by group members  
          \_\_\_\_\_  controlling leaders—group members may operate in fear  
          \_\_\_\_\_  negligent leaders—group members may not stay on task  
          \_\_\_\_\_  other: \_\_\_\_\_
- 16.26. Identify behaviors that are used by leaders to keep group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action, keep lines of communication open). (SE.A.1.In.2)

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**Functioning in Organizations**

- 16.27. Identify organizations in which individuals may participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)
- 16.28. Identify common characteristics of formal organizations (e.g., structures, rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)
- 16.29. Identify existing rules and code of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)  
Specify: \_\_\_\_\_  policy manuals  
          \_\_\_\_\_  rules and regulations  
          \_\_\_\_\_  security systems  
          \_\_\_\_\_  other: \_\_\_\_\_
- 16.30. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)  
Specify: \_\_\_\_\_  school                   \_\_\_\_\_  community
- 16.31. Demonstrate behavior that meets the expectations of the organization. (SE.A.1.In.3, SE.A.1.Su.2)  
Specify: \_\_\_\_\_  school                   \_\_\_\_\_  community
- 16.32. Demonstrate behavior that complies with the existing rules and code of conduct of the organization (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)