

Florida Department of Education

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

Subject Area:	Supported Levels: 9-12
Course Number:	7961010
Course Title:	Academic Skills for Functional Living
Previous Course Title:	Basic Academic Skills
Credit:	Multiple

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in academic concepts and skills to enable students with disabilities to function at their highest levels and participate effectively in the community. Emphasis will be placed on the practical application of academic skills as they relate to daily living tasks of personal life and the workplace.

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

- communication skills
- mathematical skills
- problem solving

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.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

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

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

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

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

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

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

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

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

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

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requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Demonstrate comprehension of verbal information.

CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Objects, Areas, and Tasks

1.1. Identify objects, areas, and tasks for productive activities in the home (e.g., cleaning the house, cooking a meal, washing clothes, maintaining the yard, fixing a broken shelf).

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

Specify: ___ cleaning—vacuum, glass cleaner, bleach, ammonia, toilet brush
 ___ cooking—kitchen, stove, measuring cups, pots, pans
 ___ laundry—washer, dryer, detergent, bleach, stain remover
 ___ yard work—lawn, rake, lawnmower, shovel, hose
 ___ home repair—garage, workshop, hammer, wrench, drill, plunger
 ___ other: _____

1.2. Identify objects, areas, and tasks for common workplace activities (e.g., answering the phone, copying information, faxing information, taking an order, setting up a work station).

(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, uniform, lounge
 ___ maintenance—broom, wastebasket, cleaning supplies
 ___ other: _____

1.3. Identify objects, areas, and tasks for common school activities (e.g., completing class assignments, recording homework assignments, making reports, taking notes, working in the family and consumer sciences lab, participating in physical education class). (CL.B.1.In.1, CL.B.1.Su.1)

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

Specify: ___ classroom—desks, chalkboard, reference books, computers
 ___ cafeteria—trays, drink containers, waste baskets
 ___ media center, guidance, office, gymnasium, all-purpose room, bus
 ___ lab or workshop—equipment, tools, scales, sink, supplies
 ___ for students—folder, locker, textbook, workbook
 ___ other: _____

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- 1.4. Identify objects, areas, and tasks for productive activities in the community (e.g., city hall, library, mailbox, shopping mall, menu). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ banking _____ shopping _____ using the post office
 _____ eating out _____ using the library _____ other: _____
- 1.5. Identify objects, areas, and tasks for leisure activities (e.g., equipment, supplies, fields, arenas, parks). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ indoor games _____ crafts/hobbies _____ outdoor activities
 _____ sports _____ entertainment _____ other: _____

Pictures

- 1.6. Identify household objects as described and pictured in reference materials, magazines, and newspapers to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ furniture _____ appliances _____ interior design
 _____ supplies _____ entertainment _____ other: _____
- 1.7. Identify objects in the community as described and pictured in reference materials, magazines and newspapers to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ buildings _____ signs _____ landmarks
 _____ other: _____
- 1.8. Identify school-related objects as described and 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)
- 1.9. *Match and discriminate pictures and shapes. (Reading A 2: III)*
- 1.10. *Identify information from a picture. (Reading A 4: IV)*

Frequently Used Words

- 1.11. Identify the meaning of frequently used words to accomplish functional tasks. (e.g., survival words, greetings, names). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ common words
 _____ opposite concepts
 _____ temporal concepts
 _____ categories
 _____ directional concepts
 _____ other: _____
- 1.12. Identify the meaning of compound words and contractions. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.13. Identify the meaning of words with common prefixes, suffixes, and endings to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)

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- 1.14. *Demonstrate an understanding of common words and expressions (e.g., stop, drink your milk, bye bye).* (Language B 6: I, II)
- 1.15. *Comprehend simple opposite concepts (e.g., hot/cold, wet/dry, hard/soft, long/short).* (Language B 8: II, III)
- 1.16. *Demonstrate an understanding of the beginning concepts of time (e.g., today, now, later, yesterday).* (Language B 9: III)
- 1.17. *Demonstrate an understanding of simple category words (e.g., clothing, food, animals).* (Language B 11: IV)
- 1.18. *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)
- 1.19. Identify the meaning of vocabulary when completing academic tasks (e.g., addition, homework, punctuation). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.20. Identify the meaning of vocabulary related to personal care activities (e.g., getting ready for work or school, managing finances, maintaining cleanliness of home or clothing, purchasing items). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ personal grooming and hygiene—brush, floss, shower, deodorant
_____ finances—coins, dollars, savings
_____ caring for clothes—wash, dry clean
_____ purchasing items—discount, sale, tax, charge
_____ other: _____
- 1.21. Identify the meaning of vocabulary related to productive activities in the community (e.g., balancing a checkbook, completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ banking—withdrawal, deposit, account number, balance
_____ library—library card, check out, due date, late charge
_____ post office—letter, stamp, express mail, package
_____ businesses—stores, services, clerk, customer, cashier
_____ volunteer service—organization, responsibilities, schedule
_____ other: _____
- 1.22. Identify the meaning of vocabulary related to leisure activities (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 _____ events
_____ other: _____

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Following Directions

- 1.23. Follow directions to complete productive activities in the home (e.g., following a recipe, preparing food, assembling a bicycle, painting a wall, operating a washing machine). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
 _____ presentation mode—oral, pictorial, demonstration
- 1.24. 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, such as coastal cleanup; participating in a fund-raiser). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
 _____ presentation mode—oral, pictorial, demonstration
- 1.25. Follow directions when completing school tasks (e.g., class assignment, study guide, project, test). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
 _____ presentation mode—oral, pictorial, demonstration
- 1.26. Follow directions to complete leisure activities (e.g., craft and hobbies—candle making, collages, pottery, photography, sewing; sport activities—basketball, tennis, soccer, water skiing, hiking; games—card, board, video). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ number of steps—1, 2, multiple
 _____ presentation mode—oral, pictorial, demonstration
- 1.27. *Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)*
- 1.28. *Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)*
- 1.29. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 1.30. *Follow verbal directions with more than two steps. (Language B 14: V)*

Listening

- 1.31. Identify behaviors that indicate one is listening (e.g., makes eye contact, turns body towards speaker, makes appropriate follow-up comments.) (CO.A.1.In.1, CO.A.1.Su.1)
- 1.32. Use strategies to improve listening (e.g., repeat what you hear, say what you hear in your own words). (CO.A.1.In.1, CO.A.1.Su.1)

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2. Demonstrate expressive language skills.

CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Voice and Articulation

2.1. Use correct articulation to pronounce words correctly. (CO.A.1.In.1, CO.A.1.Su.1)

2.2. *Imitate or approximate speech sounds. (Language A 3: I)*

2.3. *Imitate or approximate words. (Language A 4: II)*

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

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

Greetings and Conversation

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

2.6. 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)

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

2.8. Respond to greetings appropriately (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)

2.9. *Use language to respond to verbal greetings. (Language C 19: II)*

2.10. Use appropriate topics and responses when engaging in conversations (e.g., family—about your day, about personal problems, about school activities; friends—about what is happening in your life, about activities, about schoolwork; familiar persons—about shared interests, about common experiences; unfamiliar persons—weather, sports, jobs or school). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: ___ with family ___ with friends
 ___ with familiar persons ___ with unfamiliar persons

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- 2.11. *Use language to initiate conversation. (Language C 30: VI)*
- 2.12. *Use language to participate appropriately in conversation. (Language C 29:V)*
- 2.13. *Use language to relate recent personal experiences. (Language C 26: IV)*

Functional Use of Language

- 2.14. Use appropriate language to express desires effectively in various situations (e.g., “May I have more potatoes?” “I want to finish this job.” “I don’t care for spinach.” “I would rather not go to that movie.”). (CO.A.1.In.1, CO.A.1.Su.1)
Specify purpose: _____ requests _____ refusals _____ other: _____
Specify location: _____ home _____ school _____ community _____ workplace
- 2.15. Use appropriate language to express ideas and feelings clearly in various situations (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 type: _____ opinion _____ fact _____ affection _____ anger
_____ sadness _____ other: _____
Specify location: _____ home _____ school _____ community _____ workplace
- 2.16. Use appropriate language to express need for assistance in various situations (e.g., asks for help, raises hand, calls person’s name, presses a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.17. Use appropriate language to express the need for assistance in emergencies (e.g., alerts others, describes emergency). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.18. *Use language to indicate displeasure or dislike. (Language C 16: I)*
- 2.19. *Express self-identity by telling first name. (Language C 17: II)*
- 2.20. *Use language to give simple commands. (Language C 18: II)*
- 2.21. *Express wants and needs. (Language C 20: II)*
- 2.22. *Express self-identity by telling full name. (Language C 21: III)*
- 2.23. *Use language to indicate danger or give warnings to others. (Language C 22: III)*
- 2.24. Give directions to another person to accomplish a functional task. (CL.B.2.In.2, CL.B.2.Su.2)
Specify: _____ school task—how to look up a word, how to dress for physical education
_____ personal task—how to use the microwave, how to find a location
_____ leisure task—how to pack for vacation, how to take care of a pet
_____ work task—how to clean up at the end of the day

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- 2.25. *State steps to complete a task. (Language C 31: VI)*
- 2.26. Request clarification from teachers, supervisors, family, and peers when needed in various situations (e.g., when you do not understand a class assignment, when you need help on a work project, when you want to know how to do chores). (CL.B.2.In.1, CL.B.2.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 2.27. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 2.28. *Express personal beliefs or opinions. (Language C 28: V)*
- 2.29. Use appropriate vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.2, CL.B.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 2.30. Use appropriate grammar and sentence structure to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in a variety of situations. (CL.B.2.In.2, CL.B.1.Su.2)
Specify: _____ home _____ school _____ community _____ workplace
- 2.31. *Describe pictures or objects. (Language C 24: III)*
- 2.32. *Combine 3-5 words to verbally express phrases and sentences. (Language C 25: III)*

3. Demonstrate functional reading skills necessary for daily living tasks of personal life and the workplace.

- 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.

Indicate guidance and support necessary for mastery at supported level:

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

Signs and Symbols

- 3.1. Identify the meaning of symbols and icons on appliances, equipment, or controls (e.g., off, on, temperature control) to accomplish functional tasks. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ cooking _____ laundry _____ cleaning
 _____ plumbing _____ yard care _____ heating and cooling
 _____ other: _____

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- 3.2. Identify the meaning of symbols and icons used on signs for buildings and public facilities to accomplish functional tasks (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: _____ exit and entrance signs _____ restroom signs
 _____ elevator signs _____ other: _____

- 3.3. Identify the meaning of words and symbols on signs in stores, restaurants, and other businesses in the community to accomplish functional tasks (e.g., shopping for groceries, 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
 _____ name of business _____ hours of operation
 _____ other: _____

- 3.4. *Recognize information communicated by common symbols and signs.*
(Reading A 1: III)

- 3.5. *Identify and demonstrate understanding of community signs and symbols.*
(Reading B 6: IV, V)

Letters

- 3.6. 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, throw away the boxes marked with a “P”). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ upper case _____ lower case
 _____ manuscript _____ cursive

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

Words

- 3.8. Identify personal information in written form to accomplish functional tasks (e.g., completing forms, signing documents). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: _____ name _____ address _____ phone number
 _____ date of birth _____ ethnic group _____ Social Security number
 _____ other: _____

- 3.9. *Identify own first name in manuscript.* (Reading A 3: III)

- 3.10. Identify the meaning of frequently used written words to accomplish functional tasks (e.g., Dolch, survival list). (CL.B.1.In.1, CL.B.1.Su.1)

- 3.11. *Read and comprehend frequently-used words from a specified word list (e.g., Dolch, SAML-R, or survival vocabulary).* (Reading B 7: V, VI)

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- 3.12. *Read number words, zero to ten. (Mathematics B 11: V)*
- 3.13. *Read number words from eleven to one hundred. (Mathematics B 14: VI)*
- 3.14. Identify the meaning of written words related to school activities (e.g., lunch menu, class schedule, after-school activities, clinic hours). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.15. Identify the meaning of written directions used in the school environment. (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ class assignments _____ tests _____ homework assignments
_____ other: _____
- 3.16. Identify the meaning of written words when completing academic tasks (e.g., add, subtract, homework, task). (CL.B.1.In.1, CL.B.1.Su.1)
- 3.17. Identify the meaning of written words related to personal care activities (e.g., getting ready for work or school, managing own finances, maintaining cleanliness of home or clothing, purchasing items—food, clothes). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ personal grooming and hygiene—products, equipment
_____ caring for clothes—labels, products
_____ purchasing items—costs, signs
_____ other: _____
- 3.18. Identify the meaning of written words related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books from the library, using the post office). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ library—library card, signs, sections, activities
_____ post office—addresses, postage fees
_____ businesses—signs, services, hours of operation
_____ volunteering—name of organization, activities, locations
_____ other: _____
- 3.19. Identify the meaning of written words related to leisure activities (e.g., reading directions for a game, selecting a movie from the newspaper listings, playing a board game, reading an article in a sports magazine). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: _____ indoor games _____ outdoor activities _____ sports
_____ entertainment _____ hobbies _____ games
_____ other: _____

Phrases, Sentences, and Text

- 3.20. Restate the meaning of a written word, phrase, or sentence to clarify meaning to accomplish functional tasks (e.g., repeating directions, asking for clarification, requesting additional information). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ information _____ questions
_____ directions _____ commands
_____ requests _____ other: _____

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3.21. Use cues to locate specific information in a book, magazine, or picture to accomplish functional tasks (e.g., school tasks—find picture in a book; personal care—find recipe for dessert; leisure—find information on a specific location, person, or event). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: _____ highlighted words _____ numbers _____ dates
 _____ charts _____ pictures _____ maps
 _____ answers to questions _____ other: _____

3.22. Obtain needed written information from an appropriate source to accomplish functional tasks (e.g., getting information about a community activity, finding a phone number). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ newspaper _____ magazine _____ reference book
 _____ brochure _____ directory _____ manual
 _____ instruction _____ guide _____ Internet resources
 _____ other: _____

3.23. Identify events using a schedule (e.g., television, movies, religious services, performances). (CL.B.1.In.2, CL.B.1.Su.2)

Following Written Directions

3.24. Follow written directions to complete productive activities in the home and community (e.g., following a recipe, preparing food, assembling a bicycle, painting a wall, operating a washing machine). (CL.B.1.In.2, CL.B.1.Su.2)

Specify: _____ number of steps—1, 2, multiple

3.25. Follow written directions to complete 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

3.26. Follow written directions in booklets, magazines, pamphlets, computer software to complete leisure activities (e.g., candle making, collages, pottery, photography, sewing). (CL.B.1.In.2, CL.B.1.Su.2)

3.27. Follow written directions and information given on vending machines to obtain desired item (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)

3.28. *Follow verbal directions with prompts to complete a one-step task. (Language B 7: II)*

3.29. *Follow verbal directions without prompts to complete a one-step task. (Language B 10: III)*

3.30. *Follow written directions with one-step. (Reading C 11: V)*

3.31. *Follow written directions with two-steps. (Reading C 13: VI)*

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4. Demonstrate functional writing skills necessary for daily living tasks of personal life and the workplace.

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.

Indicate guidance and support necessary for mastery at supported level:

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

General Writing Skills

4.1. Use appropriate modes in writing for personal needs to complete functional tasks (e.g., writing a letter, leaving a message, writing in a journal, writing a to-do list, completing homework). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: ___ handwriting ___ typewriter or word processor
 ___ other: _____

4.2. *Reproduce upper and lower case letters of the alphabet. (Writing A 2: IV)*

4.3. *Reproduce numerals from 0 to 10. (Mathematics B 10: IV)*

4.4. *Write money values not to exceed \$10. (Mathematics E 38: V)*

4.5. Use legible handwriting to complete functional tasks (e.g., writing messages or notes, completing forms, signing documents, writing checks). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: ___ style—manuscript or cursive ___ spacing ___ size
 ___ letter formation ___ orientation
 ___ other: _____

4.6. Produce written communications accurately (e.g., brief message, list of information for a form). (CL.B.2.In.1, CL.B.2.Su.1)

Specify: ___ messages ___ notes ___ lists
 ___ other: _____

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

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

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Personal Information

- 4.9. Reproduce required personal information from an identification card to accomplish functional tasks (e.g., completing forms, signing documents, addressing a letter). (CL.B.2.Su.1)
Specify: _____ name _____ address _____ phone number
 _____ date of birth _____ ethnic group _____ other: _____
- 4.10. *Reproduce own first and last name. (Writing A 1: IV)*
- 4.11. *Capitalize the first letter of own first and last name. (Writing C 6: IV)*
- 4.12. Write required personal information to accomplish functional tasks (e.g., signing documents, addressing a letter, giving information to others). (CL.B.2.In.1)
Specify: _____ name _____ address _____ phone number
 _____ date of birth _____ ethnic group _____ other: _____
- 4.13. *Write from memory or identification card own name, address, telephone number, age, and date of birth. (Writing A 3: V)*

Forms

- 4.14. Determine information needed in order to have the proper documents ready to complete specified forms (e.g., Social Security card, State of Florida identification card). (CL.B.2.In.1, CL.B.2.Su.1)
- 4.15. Transfer information accurately from sources such as a personal identification card or Social Security card onto appropriate section of forms (e.g., disability, benefits, insurance information). (CL.B.2.In.2, CL.B.2.Su.2)
- 4.16. Write needed information accurately on forms to accomplish functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ application forms
 _____ order blanks
 _____ personal history
 _____ other: _____
- 4.17. *Complete forms which require personal data (e.g., W-4, medical history, insurance). (Writing D 13 VII)*
- 4.18. *Complete simple order blanks. (Writing D 14: VII)*

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5. Demonstrate functional number concepts and computation skills necessary for daily living tasks of personal life and the workplace.

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.

Indicate guidance and support necessary for mastery at supported level:

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

General Skills

- 5.1. Identify equal and unequal quantities to accomplish functional tasks (e.g., cutting a sandwich in half, sharing a plate of cookies, mixing water and vinegar for cleaning, dealing cards for a game). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.2. *Distinguish between all, some, and none. (Mathematics A 1: III)*
- 5.3. *Demonstrate the use of one-to-one correspondence. (Mathematics B 7: III)*
- 5.4. 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
- 5.5. 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

Whole Numbers

- 5.6. 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 car, 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
- 5.7. *Match numerals to corresponding sets of objects, 0 to 10. (Mathematics B 9: IV)*
- 5.8. *Identify numerals which correspond to sets of objects 11 to 100. (Mathematics B 12: V)*

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- 5.9. Count objects to accomplish functional tasks (e.g., home—counting silverware for setting the table, getting out towels for guests; leisure—counting the number of seconds to go in a basketball game; workplace—counting screws to assemble an object, checking how many rooms to clean). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ to 10 _____ to 100 _____ to 1000
- 5.10. *Count from 1 to 5. (Mathematics B 8: III)*
- 5.11. Use skip counting to accomplish functional tasks (e.g., counting large numbers of objects, counting money, counting items for an inventory, counting off individuals to form teams, 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 2's _____ by 5's _____ by 10's _____ by 100's
- 5.12. *Count by 2's, 5's, and 10's to 100. (Mathematics B 13: V)*
- 5.13. 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, filing charts according to numerical order). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ to 10 _____ to 100 _____ to 1000 _____ to 10,000
- 5.14. Compare numbers to accomplish functional tasks (e.g., placing numbered pages in the correct order, comparing prices, comparing ages, 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 1000 _____ to 10,000
- 5.15. *Identify one and one more. (Mathematics A 2: III)*
- 5.16. Identify objects in a series by ordinal position to accomplish tasks (e.g., identifying the third game in a playoff, 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 _____ other: _____
- 5.17. *Identify the first and last member in a group of objects. (Mathematics A 3: III)*
- 5.18. *Demonstrate understanding of the concept of middle. (Mathematics A 4: IV)*
- 5.19. Identify the meaning of fractional parts of an object, area, or set of items to accomplish functional tasks (e.g., measuring 1/3 cup of milk, sawing a piece of wood in half). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ halves _____ thirds _____ fourths
 _____ other: _____
- 5.20. *Identify halves and fourths of an area. (Mathematics J 74: V)*

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Addition

- 5.21. 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)
- 5.22. Add numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ single digit _____ multiple digits
Specify method: _____ use a table or chart _____ use counters or tallies
 _____ use a calculator _____ other: _____
- 5.23. *Add two sets of objects, sums through 12. (Mathematics C 15: IV)*
- 5.24. *Add a 2-digit number to a 2-digit number without regrouping, sums through 99. (Mathematics C 16: V)*
- 5.25. *Add two numbers each having no more than two decimal places. (Mathematics J 77: VII)*
- 5.26. *Add a 1 or 2-digit number to a 2-digit number with no more than one regrouping. (Mathematics C 19: VI)*
- 5.27. *Add one 2 or 3-digit number to a 3-digit number with regrouping. (Mathematics C 21: VII)*

Subtraction

- 5.28. 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 are left to work, determining how many miles are left to be driven). (CL.B.3.In.1, CL.B.3.Su.1)
- 5.29. Subtract numbers accurately to accomplish functional tasks. (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ single digit _____ multiple digits
Specify method: _____ use a table or chart _____ use counters or tallies
 _____ use a calculator _____ other: _____
- 5.30. *Subtract one set of objects from another set no larger than 12. (Mathematics D 23: IV)*
- 5.31. *Subtract a 2-digit number from a 2-digit number without regrouping. (Mathematics D 24: V)*
- 5.32. *Subtract a 3-digit number from a 3-digit number with regrouping. (Mathematics D 29: VII)*
- 5.33. *Subtract a 2 or 3-digit number from a 3-digit number with no more than one regrouping. (Mathematics D 27: VI)*

Multiplication

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5.34. 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)

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

Specify: _____ single digit _____ multiple digits
Specify method: _____ use a table or chart _____ use counters or tallies
 _____ use a calculator _____ other: _____

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

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

Division

5.38. 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 months). (CL.B.3.In.1, CL.B.3.Su.1)

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

Specify: _____ single digit _____ multiple digits
Specify method: _____ use a table or chart _____ use counters or tallies
 _____ use a calculator _____ other: _____

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

Problem Solving

5.41. Use alternate methods to express mathematical problems to accomplish functional tasks. (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ draw pictures or diagrams _____ use concrete objects
 _____ state in own words _____ use models
 _____ other: _____

5.42. 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, 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
Specify method: _____ use a table or chart _____ use counters or tallies
 _____ use a calculator _____ other: _____

5.43. *Apply addition skills involving two 1-digit numbers to solve one-step addition problems. (Mathematics C 17: III)*

5.44. *Apply addition skills involving two 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics C 20: VI)*

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5.45. 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
Specify method: _____ use a table or chart _____ use counters or tallies
 _____ use a calculator _____ other: _____

5.46. *Apply subtraction skills involving two 1-digit numbers to solve one-step applied problems. (Mathematics D 25: V)*

5.47. *Apply subtraction skills involving 2-digit numbers to solve one-step applied problems without regrouping. (Mathematics D 28: V)*

5.48. Solve problems involving multiplication or division of whole numbers to accomplish tasks (e.g., determining how many tickets are needed for a family of four to attend eight games, determining how many people can travel on 20 buses, determining the cost per ounce of a box of cereal). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ single digit _____ multiple digits
Specify method: _____ use a table or chart _____ use counters or tallies
 _____ use a calculator _____ other: _____

5.49. *Use a calculator to perform complex addition computations. (Mathematics C 18: VI)*

5.50. *Use a calculator to perform complex subtraction computations. (Mathematics C 26: VI)*

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

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

6. Use basic measurement concepts involving length, weight, and volume to solve problems related to daily living and the workplace.

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.

Indicate guidance and support necessary for mastery at supported level:

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

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Linear Measurement

- 6.1. Identify the meaning of units of linear measurement to accomplish functional tasks (e.g., measuring a person's height, calculating the length of a room, determining distance on a trip). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ inches _____ feet _____ yards
 _____ miles _____ other: _____
- 6.2. Measure the length, width, or height of an object or area accurately, using appropriate tools or equipment to accomplish functional tasks (e.g., using a ruler to measure a short line, using a tape measure to measure a room). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ ruler _____ tape measure
 _____ yard stick _____ other: _____
- 6.3. *Determine which of three or more objects is smallest, largest, shortest, tallest. (Mathematics A 5: IV)*
- 6.4. *Identify ruler, yardstick, and tape measure. (Mathematics F 47: IV)*
- 6.5. *Measure an object to the nearest inch. (Mathematics F 50: V)*
- 6.6. *Identify the length, width, or height of an object. (Mathematics F 54: VII)*
- 6.7. Identify equivalents for commonly used linear measurements to accomplish functional tasks (e.g., determining how many feet on a football field, determining if a 4-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: _____

Weight

- 6.8. Identify the meaning of units of weight to accomplish functional tasks (e.g., weighing an infant, ordering gravel for a driveway, buying produce). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ ounce _____ pound _____ ton _____ other: _____
- 6.9. Measure weight accurately using the appropriate tool to accomplish 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: _____
- 6.10. *Determine weight by measuring to the nearest pound. (Mathematics F 52: VI)*
- 6.11. Identify equivalents for units of weight to accomplish functional tasks (e.g., determining cost of mailing a box, determining if truck is strong enough to carry load of gravel). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ 16 ounces = 1 pound _____ 2000 pounds = 1 ton
 _____ other: _____

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Volume/Capacity

- 6.12. Identify the meaning of units of volume or capacity to accomplish functional tasks (e.g., preparing a recipe, adding oil to the car, purchasing a quantity of soft drinks). (CL.B.3.In.1, CL.B.3.Su.1)

Specify: _____ teaspoon _____ tablespoon _____ cup _____ pint
 _____ quart _____ gallon _____ liter
 _____ other: _____

- 6.13. Measure volume or capacity accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., measuring a cup of bleach for the laundry, pouring gas into a tank for a lawnmower, measuring quarts of water for tea, measuring a teaspoon of medicine). (CL.B.3.In.2, CL.B.3.Su.2)

Specify: _____ teaspoon _____ tablespoon _____ cup _____ pint
 _____ quart _____ gallon _____ liter
 _____ other: _____

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

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

- 6.16. Identify volume or capacity measurement equivalents to accomplish functional tasks (e.g., determining how many cups of water are needed for two quarts of lemonade, determining how many pint jars are needed to store 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: _____

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

7. Use basic measurement concepts involving time, temperature, and money to solve problems related to daily living and the workplace (e.g., schedules, consumer activity).

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.

Indicate guidance and support necessary for mastery at supported level:

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

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Time

- 7.1. Identify the meaning of commonly used concepts and measurement 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
 _____ other: _____
- 7.2. Associate activities with morning, afternoon, and night (i.e., eating breakfast, going to bed). (Mathematics G 56: III)
- 7.3. Identify the days of the week. (Mathematics G 58: IV)
- 7.4. Tell which day of the week comes before and after a given day. (Mathematics G 60: V)
- 7.5. Indicate the date by month, day, and year in numerical form (e.g., 5/13/88). (Mathematics G 64: VI)
- 7.6. Identify equivalent units of time to accomplish 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 minutes _____ 60 minutes = 1 hour
 _____ 24 hours = 1 day _____ 7 days = 1 week
 _____ other: _____
- 7.7. Identify time equivalencies (e.g., 12 months = 1 year, 60 minutes = 1 hour, 24 hours = 1 day, 30 minutes = 1 half hour, and 1 week = 7 days). (Mathematics G 63: VI)
- 7.8. Identify time on a clock to accomplish functional tasks (e.g., timing a runner, setting the alarm, 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
- 7.9. Tell time to the hour. (Mathematics G 57: IV)
- 7.10. Tell time to the hour and half hour. (Mathematics G 59: V)
- 7.11. Indicate time in hours and minutes using proper notation (e.g., 1:28). (Mathematics G 65: VI)
- 7.12. 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)
- 7.13. Given a date, identify the day of the week on a calendar. (Mathematics G 61: V)
- 7.14. Distinguish between a.m. and p.m. to describe time of day. (Mathematics G 62: VI)

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Temperature

- 7.15. Identify 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 point of water _____ normal body temperature
 _____ comfortable room temperature _____ other: _____
- 7.16. *Identify tools to measure temperature (e.g., thermometer, thermostat).* (Mathematics F 48: IV)
- 7.17. Measure temperature accurately using the appropriate tool or equipment to accomplish functional tasks (e.g., using a meat thermometer to determine if a roast is fully cooked, reading the thermostat to find the temperature in a room). (CL.B.3.In.2, CL.B.3.Su.2)
Specify: _____ thermometer—weather, oral, cooking
 _____ thermostat—furnace, car, tool motor
 _____ other: _____
- 7.18. *Determine the temperature using a Fahrenheit thermometer.* (Mathematics F 53: VI)

Money

- 7.19. 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 cab fare). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$10.00
 _____ to \$20.00 _____ to \$100.00 _____ other: _____
- 7.20. *Identify coins as money.* (Mathematics E 31: III)
- 7.21. *Identify the coins: penny, nickel, dime, and quarter.* (Mathematics E 32: IV)
- 7.22. *Identify the cent (¢) sign and the dollar (\$) sign.* (Mathematics E 33: IV)
- 7.23. *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)
- 7.24. *Identify money values not to exceed \$100.00 (e.g., \$62.43).* (Mathematics E 42: VI)
- 7.25. Count coins and bills to accomplish functional tasks (e.g., making penny rolls 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 \$10.00
 _____ to \$20.00 _____ to \$100.00 _____ other: _____
- 7.26. 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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- 7.27. Determine equivalent amounts of money using coins and paper currency to accomplish functional tasks (e.g., giving change for a dollar, collecting money from a customer). (CL.B.3.In.1, CL.B.3.Su.1)
Specify: _____ to \$1.00 _____ to \$5.00 _____ to \$10.00
 _____ to \$20.00 _____ to \$100.00 _____ other: _____
- 7.28. *Determine equivalent amounts using pennies, nickels, dimes, and quarters (not to exceed \$1). (Mathematics E 37: V)*
- 7.29. *Determine equivalent amounts not to exceed \$10 using coins and paper currency. (Mathematics E 41: VI)*
- 7.30. *Identify which costs more through \$5, given the cost of two items. (Mathematics E 36: V)*
- 7.31. *Determine the change to be received from a \$5 bill after a purchase (with a calculator, if needed). (Mathematics E 40: VI)*
- 7.32. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*

8. Use systematic approaches to solve problems encountered in school, home, and community.

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

Indicate guidance and support necessary for mastery at supported level:

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

- 8.1. Apply a general model for solving problems (e.g., identify the problem, identify alternatives, choose a technique, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ home _____ school _____ community _____ workplace
- 8.2. 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)
- 8.3. 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)
- 8.4. 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). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.5. 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)

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- 8.6. Complete tasks needed to solve problems at school (e.g., limited time to do homework assignments—talk to teacher about extended time on some assignments). (CL.B.4.In.2, CL.B.4.Su.2)
- 8.7. 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)
- 8.8. 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 being allowed to see friends). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.9. 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 healthier foods). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.10. Complete identified tasks to solve problems in personal life (e.g., flat tire—identify 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)
- 8.11. 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)
- 8.12. Determine impact of decisions and activities related to solving the problem (e.g., determine if the solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)