

**Florida Department of Education**

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

<b>Subject Area:</b>	Supported Levels: 9-12
<b>Course Number:</b>	7961010
<b>Course Title:</b>	Academic Skills for Functional Living
<b>Previous Course Title:</b>	Basic Academic Skills
<b>Credit:</b>	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: \_\_\_\_\_

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### 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: \_\_\_\_\_

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### 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: \_\_\_\_\_

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**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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### 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: \_\_\_\_\_

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### 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: \_\_\_\_\_

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### 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)