

Performance Standards

for Lifeskills

Programming



School District No. 91
Nechako Lakes

First Edition 2010

This project was based on the work of R. Sawka from SD 52
We gratefully acknowledge the concept and initial work that was done
by Reagan Sawka
SD 91 acknowledges the sharing of ideas from SD 52
The spirit of collegiality enriches all our practice

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Introduction

The Performance Standards for Lifeskills Programming was designed by a group of teachers in SD 91 (Nechako Lakes). The document was built on the framework developed by R. Sawka from SD 52 (Prince Rupert).

These performance standards are intended to support teachers in assessing and planning for students in lifeskills programs with modifications.¹ They can be adapted for use with individual students with a variety of disabilities.

How can these performance standards be utilized?

Assessment to facilitate placement, transitioning, and planning

- Student performance on Snapshots can be used to determine entry into existing curricular and/or life skills programs.
- Use the Aspects to facilitate planning for grade and/or school transitions

Planning for individuals and/or programming

- Use the Snapshots to determine focus areas (Functional Reading, Functional Math, Independent Living Skills, Personal Development, and/or Employability Skills) needing to be targeted when developing an individual's IEP goals.
- Use the Performance Standards for each Aspect to determine strengths and needs, thus enabling the development of an individual's specific IEP objectives.
- Use the Performance Standards to determine classroom themes and/or instructional units

1. This document is divided into the five focus areas of performance standards and a section on planning and implementation. The document is designed with function in mind and the binder allows teachers to add additional documents and resources with ease. The snapshots and summary checklist can be used for a variety of purposes.

¹ Please refer to the Manual of Special Education for further information on adaptations and modifications

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SECTION 1: FUNCTIONAL LITERACY

Life Skills Reading Snapshot

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
LIFE SKILLS READING	The student needs one-to-one support to understand reading material or directions	The student is able to read a variety of material and can demonstrate understanding with some support	The student is able to read all required material independently and demonstrate understanding accurately	The student is able to read required material and more advanced materials independently and demonstrates understanding with clear, accurate, and complete answers

Life Skills Reading

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
Finding Information/ Reference Books/ Internet Resources	<p>Given a selection of text resources/internet sites, the student is able to</p> <p>Identify a topic of interest but requires assistance reading available resources</p>	<p>Given a selection of text resources/internet sites, the student is able to</p> <p>Identify a topic of interest.</p> <p>Requires support to narrow the search for desired information</p>	<p>Given a selection of text resources/internet sites, the student is able to</p> <p>Identify a topic of interest</p> <p>Seek information by investigating available resources independently</p>	<p>The student is able to identify information-specific resources</p> <p>The student is able to identify a topic of interest</p> <p>Seek information by investigating available text/internet resources independently</p>
Newspapers	<p>The student can identify</p> <p>The purpose of no more than 3 sections of the newspaper</p>	<p>The student can identify</p> <p>The purpose of all sections of the newspaper</p> <p>The purpose of an index and utilize to locate specific information with adult support</p>	<p>The student can identify</p> <p>The purpose of all sections of the newspaper</p> <p>Is able to utilize an index to locate the section in which information is located.</p> <p>Can locate a specific article with assistance</p>	<p>The student can identify</p> <p>The purpose of all sections of the newspaper.</p> <p>The student can also utilize the index to independently access any section of the newspaper</p> <p>Can locate specific information without assistance</p>
Schedules	<p>The student requires support to identify the sequence of daily activities that are outlined in a personal written schedule</p>	<p>The student can identify the sequence of daily activities outlined in a personal written schedule but may require prompting to move between activities</p>	<p>The student can independently follow a personal daily/weekly schedule</p>	<p>The student can independently follow a personal daily/weekly schedule</p> <p>The student can develop a schedule for the following day and/or week with assistance</p>
Charts And Graphs	<p>The student requires support to read and understand information contained in any type of chart or graph</p>	<p>The student is able to independently read and demonstrate literal comprehension of basic charts/graphs</p>	<p>The student is able to independently read and demonstrate literal comprehension of basic charts/graphs but requires assistance to apply the information</p>	<p>The student can independently read, understand and apply information contained in a wide variety of charts and graphs</p>
Telephone Book	<p>The student requires assistance to access information located in the telephone directory</p>	<p>The student can identify and find the correct section of the telephone directory using an alphabet strip</p>	<p>The student can locate emergency numbers independently</p> <p>He/she can independently locate a name or business in both the white and yellow pages of a telephone directory</p>	<p>The student can locate emergency numbers independently</p> <p>The student can independently locate a name or business in both the white and yellow pages of a telephone directory. The student can also use the information pages and can locate listings in the Government section</p>
See Online Skills In Technology Skills				

Personal Letters	The student requires assistance to read and understand the contents of a personal letter	The student requires minimal assistance to read and understand the contents of a personal letter	The student is able to independently read and understand the contents of a personal letter but may require assistance to “read between the lines”	The student is able to independently read and understand the contents of a personal letter The student is able to use vocabulary and punctuation clues to interpret the author’s state of mind
Bills/Statements	The student requires assistance to consistently locate basic information on a bill and/or statement of account	The student can identify amount payable and due date on a variety of bills and account statements	The student can identify amount payable and due date on a variety of bills and account statements The student can track credits and debits itemized on a statement	The student can independently locate and/or explain information indicated on any part of a bill or statement of account The student can track credits and debits itemized on a statement Has an understanding of how interest is calculated on an outstanding bill
Catalogues/ Order Forms	The student requires assistance to Locate desired items and to read item descriptions	The student is able to Independently read catalogue descriptions Choose desired item from a variety of similar offerings may need assistance Utilize an index with assistance	The student is able to Use the catalogue index in order to locate desired items Independently read catalogue descriptions in order to choose desired item from a variety of similar offerings Identify information required to complete an order form	The student is able to Use the catalogue index in order to locate desired items Independently read catalogue descriptions in order to choose desired item from a variety of similar offerings Identify information required to complete an order form Use measurement guides in order to determine an item size
Legal Notices/ Lease Agreements/ Contracts	The student requires assistance in reading and understanding information required on all sections of a legal agreement	The student is able to explain the concept of a legal agreement and can read basic sections but requires support to read and understand much of the terminology included in the agreement	The student is able to explain the concept of a legal agreement He/she is able to read each section of a legal agreement but may require assistance in understanding some terminology included in the agreement	The student is able to read each section of a legal agreement He/she can explain the options included in the agreement and the consequences of either party breaking the agreement
Job Applications	The student requires assistance in reading and understanding information required on all sections of a basic job application	The student is able to complete personal information section independently but needs clarification of information required on additional sections of a basic job application	The student is able to complete personal information section independently but needs minimal prompts to complete additional sections of a basic job application	The student is able to independently read and explain what information is required to complete all sections of a basic job application

Health Information	The student requires assistance with reading and understanding health-related information	The student can read appointment slips and can read and understand labels on prescription and over-the-counter medication bottles	The student can read appointment slips and can read and understand labels on prescription and over-the-counter medication bottles The student demonstrates a willingness to ask questions when comprehension is difficult	The student can independently access, understand, use, and evaluate health-related information and services including the internet
Safety Labels	The student is not yet able to consistently “read” universal warning symbols	The student consistently recognizes universal warning symbols but requires assistance with written labels	The student is able to read written safety labels	The student is able to read and explain information included in a safety label
Nutritional Labels	The student can read the common name of the product but requires assistance with additional label information	The student can independently read the common name of the product and can determine the place of manufacture In addition, the student can identify the net contents (weight, measure or count) of the product	The student can independently read the common name of the product and can determine where the product was manufactured. In addition, the student can identify the net contents (weight, measure or count) of the product. The student can identify ingredients contained in the product but requires some support to read and explain information contained in the Nutrition Facts panel	The student can independently read the common name of the product and can determine the place of manufacture In addition, the student can identify the net contents (weight, measure or count) of the product The student can identify ingredients contained in the product and can use the Nutrition Facts panel to compare products
Directions/Maps	The student is not yet able to identify the cardinal directions and requires assistance to orient the map correctly The student requires assistance to trace a route between specific places on a map	The student is able to identify cardinal directions on a map and to orient the map correctly The student is able to use the legend to identify specific services available	The student is able to use a map to determine a desired route between two points and to use the legend to identify specific services available The student is able to use coordinates to pinpoint a specified location	The student is able to use a map to determine a desired route between two points and to use the legend to identify specific services available The student is able to use coordinates to pinpoint a specified location He/she is able to use the map scale to calculate the distance to be traveled
Bus Schedules	The student requires assistance to identify and understand information provided on a bus schedule	The student is able to locate and explain information provided on each section of a bus schedule	Given a bus schedule for a given day, the student is able to determine a bus route that will allow him/her to reach a specified destination at a specified time	Given a bus schedule that includes information for weekday, weekend/holiday, regular and express routes, the student is able to determine a route that will allow him/her to reach a specified destination at a specified time
Recipes	The student requires assistance to read and follow the steps outlined in a simple recipe	The student is able to match ingredients to words but needs assistance in carrying out the directions to create a desirable product	The student is able to read the recipe but may need assistance in creating a desirable product	The student is able to independently follow a simple recipe to create a desirable product

<p>Vocabulary</p>	<p>The student has a very limited number of strategies for determining unfamiliar vocabulary (e.g. Sound out, reread, ask for help) The student is not yet able to demonstrate minimal literal comprehension</p>	<p>The student uses a limited number of strategies for determining unfamiliar vocabulary (e.g. Sound out, reread, ask for help) The student demonstrates minimal literal comprehension</p>	<p>The student has a limited number of independent tools and/or strategies that she/she is able to use effectively to determine unfamiliar vocabulary While the student is aware of a variety of additional resources, he/she needs prompts to access these</p>	<p>The student is able to independently identify and use a wide variety of tools and strategies (e.g. glossary, dictionary, context, text features, connections, structural analysis, phonics) to decode/define unfamiliar vocabulary</p>
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RESOURCES

Nutritional labels: <http://www.healthcastle.com/nutrition-food-label.shtml>

Health information: <http://www.cancer.gov/cancertopics/factsheet/Information/internet>
<http://coldflu.about.com/od/whentoseeadoctor/a/healthissues.htm>

SECTION 2: FUNCTIONAL MATH

Job Skills Math Snapshot

Personal Finance Snapshot

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
Job Skills Math	The student needs one-to-one support to understand handle money and solve problems	The student is able to solve a variety of math problems and can demonstrate understanding if given some support	The student is able to solve math problems accurately The student is able to articulate solutions	The student is able to solve more advanced math problems independently and demonstrates understanding with clear, accurate, and complete answers He/she is able to articulate solutions
Personal Finance	The student needs one-to-one support to understand personal finance skills	The student is able to demonstrate skills and understandings if given some support	The student is able to demonstrate skills and understandings accurately and independently	The student is able to demonstrate skills and understandings accurately and independently and can identify applicable situations

JOB SKILLS MATH

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
Handling Money Calculating Change Making Change	The student can recognize and name coins and make small amounts with one to one support	<p>The student can name coins, make amounts up to \$100</p> <p>The student can estimate the amount of change to give/receive with even amounts</p>	<p>The student can name coins & bills, make amounts up to \$1000 in different ways</p> <p>The student can estimate the amount of change to give/receive to the nearest dollar</p> <p>The student can calculate the change needed and count it out</p>	
Calculating Percent Estimating Percent	The student requires adult/peer support for each step in calculating percent	<p>The student can calculate the percent with a calculator and a model of the steps</p> <p>The student can estimate the percent of an amount using a calculator and support</p>	<p>The student can calculate the percent of an amount using a calculator</p> <p>The student can estimate the percent of an amount using a calculator</p>	
Calculating Tax Estimating Tax	The student can calculate tax with extensive adult support	The student can calculate the tax on an amount using a calculator and a model to show the method	<p>The student can calculate tax on an amount using the calculator</p> <p>The student can estimate the tax amount and the total price using supports such as a calculator</p>	The student can estimate and calculate the amount of tax without a calculator
Cashier Training	The student has attended a cashier training course with extensive adult support	The student has taken a cashier training course	The student has taken and passed a cashier training course	The student has taken a cashier training course and can use different types of tills with little support
Money Safety Counterfeit Money	The student can show way to keep money safe with adult support	<p>With a visual model the student can list ways to keep money safe at work</p> <p>The student can list two things to look for to see if a bill is real</p>	<p>The student can list ways to keep money safe at work</p> <p>The student can demonstrate how to safely withdraw money from a bank machine</p> <p>The student can list the attributes to look for in large bills to ensure real and demonstrate</p>	The student can articulate a comprehensive list of money safety techniques and demonstrate the attributes to look for to screen counterfeit money

PERSONAL FINANCE

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
Budgeting	The student requires individual support to understand the concept of budgeting	The student requires minimal assistance to identify expense categories and develop a budget incorporating most areas listed in the process	<p>The student is able to independently:</p> <p>Identify and examine expense categories and spending choices</p> <p>Develop a budget incorporating all areas listed in the process</p> <p>Perform calculations correctly</p>	<p>The student is able to independently:</p> <p>Use budget terms to explain the need for preparing specific budgets as planning tools</p> <p>Keep financial information records to construct a personal spending diary</p> <p>Develop and balance a monthly budget that matches predicted income</p>
Comparison Shopping	The student does not yet understand the concept of comparison shopping	The student is, with assistance, able to apply the concepts of comparison shopping for like items of equal measure	<p>The student is able to independently:</p> <p>Estimate unit prices on items of similar measure</p> <p>Compare purchasing choices on items that he/she uses</p>	<p>The student is able to independently:</p> <p>Use the concept of unit rate to compare prices of like items having different measures</p> <p>Gather appropriate information to determine the best buy on a consumer item and justify the decision</p>
Types Of Bank Accounts	The student requires individual support and numerous prompts in order to engage in discussion	The student is able to state the basic difference between savings and chequing accounts	<p>The student is independently able to:</p> <p>Compare/contrast the advantages and disadvantages of basic savings and chequing accounts</p>	<p>The student is independently able to:</p> <p>Name and describe various types of commonly used consumer bank accounts</p> <p>Understand and explain services offered by and charges resulting from use of a variety of bank accounts</p>
Writing Cheques	<p>The student will, with prompting and some errors or omissions, is able to:</p> <p>Accurately write /record cheques</p> <p>Access & balance account</p>	<p>The student will, with prompting and some errors or omissions, is able to:</p> <p>Identify & apply purpose/use of cheques</p> <p>Accurately write /record cheques with errors or omissions</p> <p>Access & balance account from one source</p>	<p>The student is independently able to:</p> <p>Identify & apply purpose/use of cheques with minor errors</p> <p>Accurately write /record cheques with minor errors</p> <p>Access & balance account from various sources</p>	<p>The student is independently able to:</p> <p>Identify & apply purpose/use of cheques</p> <p>Accurately write /record cheques</p> <p>Access & balance account from various sources</p>

<p>Using Banking Services</p>	<p>The student has minimal knowledge of basic financial services offered by banks</p>	<p>With assistance, the student is able to:</p> <p>Accurately and independently complete a variety of banking forms (signature authorization, deposit form, cheque)</p>	<p>The student is independently:</p> <p>Demonstrates skills needed to maintain a chequing or debit account (maintains a cheque register, interprets an account statement, reconciles a chequing account)</p>	<p>The student is independently able to:</p> <p>Reconcile statements, including cheque books and electronic bank transactions with bank statements</p> <p>Identify different types of bank service charges and their relative costs, including monthly account fees, transaction charges and interest charges</p> <p>Show how a computer can be used to manage bills and finances from home, in a safe and secure manner</p>
<p>Debit Cards</p>	<p>The student requires individual support and numerous prompts in order to:</p> <p>Engage in discussion of the uses of a debit card</p> <p>Access ATM services to make a deposit and/or withdrawal</p>	<p>With assistance, the student is able to:</p> <p>Describe the use of a bank card for automated teller machines (ATMs) and debit payments</p>	<p>The student is able to independently:</p> <p>Access ATM services to make deposits, withdrawals and transfers</p>	<p>The student is able to independently:</p> <p>Track and reconcile transactions</p> <p>Understand and explain service charges resulting from debit card use</p> <p>Compare/contrast the advantages and disadvantages of using cash, debit, and credit cards</p>
<p>Credit Cards</p>	<p>The student has minimal knowledge of credit cards and their uses</p>	<p>With assistance, the student is able to:</p> <p>Demonstrate the use of a credit card to purchase goods, including those that might invoke a tip amount</p> <p>Demonstrate strategies to ensure safety of a credit card</p>	<p>The student is independently able to:</p> <p>Discuss information about credit and it's uses</p> <p>Understand and explain service charges resulting from credit card use</p>	<p>The student is independently able to:</p> <p>Compare/contrast the advantages and disadvantages of using cash, debit, and credit cards</p> <p>Identify ways to establish credit history</p> <p>Use math skills to determine a safe debt load</p> <p>Identify critical action to take when in financial trouble</p>
<p>Borrowing Money</p>	<p>The student has minimal knowledge of financial transactions</p>	<p>The student is aware that interest charges are applicable to borrowed funds and that these rates may vary</p>	<p>The student is independently able to:</p> <p>State the difference between simple and compound interest</p>	<p>The student is able to independently:</p> <p>Explain terminology related to borrowing money</p> <p>Use simple and compound interest calculations to solve</p>

				<p>problems</p> <p>Identify ways to establish credit history</p> <p>Use math skills to determine a safe debt load</p> <p>Identify critical action to take when in financial trouble</p>
Income Tax	The student demonstrates little knowledge of the steps required and needs individual assistance to complete a basic tax form	<p>The student requires support:</p> <p>To complete a basic tax form</p> <p>Aware of the filing deadline</p>	<p>The student is able with to support:</p> <p>Gather documentation necessary to complete a basic tax form although minimal</p>	<p>The student is independently able to:</p> <p>Prepare an income tax form (in both hard copy and on-line formats) for an individual who is single, employed, and without dependents</p>
Employment Income	The student requires individual support to understand employment income concepts	The student is familiar with income/deduction terminology but requires assistance with both interpretation and calculation	<p>The student is able to independently:</p> <ul style="list-style-type: none"> -calculate hours worked and gross pay earned -read and interpret deductions indicated on a pay stub 	<p>The student is independently able to:</p> <ul style="list-style-type: none"> -calculate net income using deduction tables with different pay periods -calculate changes in income -solve problems involving performance-based income, including commission sales, piece work, salary plus commission

RESOURCES

SECTION 3: INDEPENDENT LIVING SKILLS

Managing a Household Snapshot

Healthy Relationships Snapshot

Community Resources Snapshot

MANAGING A HOUSEHOLD	The student requires much further development to prepare for the transition to managing a household	The student will be prepared for the transition to managing a household with some further development	The student has a fully developed skill set and knowledge base to have a successful transition to managing a household	The student has an impressive skill set and knowledge base to have a successful transition to managing a household
HEALTHY RELATIONS	The student requires much further development to demonstrate healthy relationships	The student will be prepared for the transition to developing healthy relationships with some further development	The student has a fully developed skill set and knowledge base to have a successful transition to developing healthy relationships	The student has an impressive skill set and knowledge base to have a successful transition to developing healthy relationships
COMMUNITY RESOURCES	The student needs support in understanding how to access support in the community With assistance he/she will be given the opportunity to develop first-hand experience with making connections	The student has a general knowledge of the supports and networks available to him/her in the community During class trips the student shows some interest in learning to access support	The student shows a growing awareness of the supports and networks available to him/her in the community During class trips the student shows an active interest in learning to access support	The student shows an excellent understanding of the supports and networks available to him/her in the community During class trips the student shows active interest in learning to access support

MANAGING A HOUSEHOLD

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
Managing a household	<p>The student requires support to provide knowledge of the key components of household management</p> <p>With further support he/she will be able to develop an awareness of the responsibility involved in renting a home, paying bills, maintaining a cleanly environment, and caring for oneself</p> <p>He/she requires assistance in each practical application of these skills</p>	<p>The student can demonstrate a general knowledge of the key components of household management</p> <p>He/she is developing an awareness of the responsibility involved in renting a home, paying bills, maintaining a cleanly environment, and caring for oneself</p> <p>He/she is showing improvement in each practical application of these skills</p>	<p>The student can demonstrate competency in a variety of the key components of household management</p> <p>He/she can provide evidence of an awareness of the responsibility involved in renting a home, paying bills, maintaining a cleanly environment, and caring for oneself</p> <p>He/she proved capable of each practical application of these skills</p>	<p>The student can demonstrate a thorough knowledge of each of the key components of household management</p> <p>He/she can provide evidence of an acute awareness of the responsibility involved in renting a home, paying bills, maintaining a cleanly environment, and caring for oneself</p> <p>He/she proved exceptionally capable of each practical application of these skills</p>
Finding A Home	<p>With support he/she will be able to improve his/her knowledge of the key components of finding a home</p> <p>Requires assistance in recognizing the need for home, and searching for a home</p>	<p>The student can demonstrate a general knowledge of the key components of finding a home</p> <p>Independently recognizes the need for a home but requires assistance in searching for a home</p>	<p>The student can demonstrate competency in a variety of the key components of finding a home</p> <p>Can identify the need for housing and demonstrate 3 ways to search for a home based on a given criteria</p>	<p>The student can demonstrate a thorough knowledge of each of the key components of finding a home</p> <p>Can identify need, search and assess, for suitable housing based on independently developed criteria</p>
Renting	<p>With further support he/she will be able to develop an awareness of the responsibility involved in renting a home</p> <p>With further support they will explore a rental agreement</p> <p>Will require support to demonstrate the expectations of a rental agreement</p>	<p>He/she is developing an awareness of the responsibility involved in renting a home</p> <p>Will explore a rental agreement and with prompting has a basic understanding of the key components</p> <p>With reminders can demonstrate the expectations of the rental agreement</p>	<p>He/she can provide evidence of an awareness of the responsibility involved in renting a home</p> <p>Understand the components of a rental agreement and know where to access rental agreement information</p> <p>Can independently follow the expectations of the rental agreement and participates in role-play conflicts</p>	<p>He/she can provide evidence of an acute awareness of the responsibility involved in renting a home</p> <p>Fully understands and can name 3 key components of a rental agreement and more than one way of accessing rental agreement information</p> <p>Can follow the expectations of the rental agreement and can successfully resolve role-play conflicts</p>

<p>Setting Up a Home</p>	<p>With support he/she will be able to develop an awareness of the components of setting up a home</p> <p>Verbalize some necessities for a functional home</p> <p>List 3 utility services that may be required</p>	<p>He/she is developing an awareness of the components of setting up a home</p> <p>Understands the need to obtain basic necessities for a home</p> <p>List 3 utility services that may be required</p> <p>Student identifies what insurance is</p>	<p>He/she can provide evidence of an awareness of the components of setting up a home</p> <p>Knows 3 different ways of acquiring furniture</p> <p>Discusses the basic necessities for a functional home</p> <p>Lists multiple services that may be required and have some understanding of where to access services</p> <p>Understands what insurance is and why is it important</p>	<p>He/she can provide evidence of an acute awareness of the components of setting up a home</p> <p>Demonstrate knowledge of ways of acquiring furniture</p> <p>Identify what is needed for a functional home</p> <p>Demonstrate knowledge of multiple services and are able to access and set-up services</p> <p>Identify what insurance is, why is it important and where to go to get it</p>
<p>Financial Roles</p>	<p>With further support he/she will be able to develop an awareness of the financial responsibility involved in managing a home</p> <p>Identify some of the components of a budget</p> <p>Identify the need to pay a bill on time</p> <p>Develop a basic shopping list</p> <p>Purchase items</p>	<p>With prompting, he/she is developing an awareness of the financial responsibilities involved in managing a home</p> <p>Complete a basic budget that contains a minimum of 5 key items</p> <p>Find payment due date on a bill and understand that bill needs to be paid</p> <p>Create a shopping list for basic household necessities</p> <p>Find and purchase items</p>	<p>He/she can provide evidence of an awareness of financial responsibilities involved in managing a home</p> <p>Complete a basic income/expenditure budget containing a minimum of 5 key items</p> <p>Find payment due date on a variety of bills</p> <p>Identify one method of payment</p> <p>Create a shopping list & independently find & purchase items in the store</p>	<p>He/she can provide evidence of an acute awareness of the financial responsibilities involved in managing a home</p> <p>Complete and modify a detailed budget in response to changing criteria</p> <p>Can find payment due date on bill</p> <p>Can identify several payment options</p> <p>Can independently create a functional shopping list, find and purchase items in the store, and stay within their budget</p>
<p>Home Maintenance</p>	<p>With further support he/she will be able to develop an awareness of the maintenance needs of a home and requires assistance in each practical application of these skills</p> <p>Demonstrate some of the skills required to maintain a safe and hygienic environment</p> <p>Identify when repairs are necessary</p> <p>Identify that there is a pest problem</p>	<p>He/she is developing an awareness of the maintenance needs of a home and is showing improvement in practical application of these skills</p> <p>With prompting can identify and demonstrate the basic requirements for maintaining a safe and hygienic environment</p> <p>They can identify when repairs are necessary but require assistance with problem solving</p> <p>Can identify when pest control is necessary and with support can</p>	<p>He/she can provide evidence of an awareness of the maintenance needs of a home and has proved capable of each practical application of these skills</p> <p>Can identify and demonstrate the requirements for maintaining a safe and hygienic environment</p> <p>Can identify when repairs are necessary and can verbalize at least one possible solution</p> <p>Can independently identify when pest</p>	<p>He/she can provide evidence of an acute awareness of the maintenance needs of a home and has proved exceptionally capable of the practical application of these skills</p> <p>Can independently fully identify and demonstrate all the requirements for maintaining a safe and hygienic environment</p> <p>Can independently identify when repairs are necessary, identify solutions until problem resolved</p>

		identify one safe method of control	control is necessary, verbalize one safe method of control, and implement	Can independently identify when pest control is necessary, weigh the pros and cons of various methods of control, and implement the safest method for their specific situation
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HEALTHY RELATIONSHIPS

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
Healthy Relationships	<p>The student faces challenges and requires more assistance, in communicating with empathy, caring, and respect</p> <p>When faced with conflict, the student either attempts to win or gives up and retreats from interaction</p> <p>Perceived stressors can overwhelm him/her and lead to frustration and unproductive interactions with roommates</p> <p>Problems often seem too large or complex to solve independently</p>	<p>During interactive lessons and role-plays the student exhibits a limited set of skills to communicate with empathy, caring, and respect</p> <p>The student is able to establish and maintain peer relationships within the program and within the larger community</p> <p>He/she can utilize conflict resolution strategies to diffuse situations of disagreement to reach a positive outcome</p> <p>The student can articulate methods of stress reduction, relaxation, and creative problem solving</p>	<p>During interactive lessons and role-plays the student exhibits a proficient set of skills to communicate with empathy, caring, and respect</p> <p>The student is able to establish and maintain peer relationships within the program and within the larger community</p> <p>He/she can utilize conflict resolution strategies to diffuse situations of disagreement to reach a positive outcome</p> <p>The student can articulate methods of stress reduction, relaxation, and creative problem solving</p>	
Roommates	<p>The student is unable to demonstrate knowledge about successfully being a roommate:</p> <p>Respect for the property of others</p> <p>Respect for the ideas and feelings of others</p> <p>Sharing space</p> <p>Sharing household duties</p> <p>Sharing expenses</p> <p>Conflict resolution</p>	<p>The student is able, with assistance, to demonstrate knowledge about successfully being a roommate:</p> <p>Respect for the property of others</p> <p>Respect for the ideas and feelings of others</p> <p>Sharing space</p> <p>Sharing household duties</p> <p>Sharing expenses</p> <p>Conflict resolution</p>	<p>The student demonstrates knowledge about successfully being a roommate:</p> <p>Respect for the property of others</p> <p>Respect for the ideas and feelings of others</p> <p>Sharing space</p> <p>Sharing household duties</p> <p>Sharing expenses</p> <p>Conflict resolution</p>	<p>The student provides innovative information about successfully being a roommate:</p> <p>Respect for the property of others</p> <p>Respect for the ideas and feelings of others</p> <p>Sharing space</p> <p>Sharing household duties</p> <p>Sharing expenses</p> <p>Conflict resolution</p>
Friends and/or Partners	<p>The student is unable to identify the components of friendship He/she has a transient group of friends or identifies more strongly with persons outside his/her peer range</p>	<p>During interactive lessons and role-plays, the student exhibits an emergent knowledge of friendship-building skills and behaviors</p> <p>The student is somewhat adept at</p>	<p>During interactive lessons and role-plays, the student exhibits a proficient knowledge of friendship-building skills and behaviors</p> <p>He/she establishes and maintains</p>	<p>During interactive lessons and role-plays, the student exhibits expert knowledge of friendship-building skills and behaviors</p> <p>He/she establishes and maintains strong</p>

		establishing and maintaining peer relationships	friendships	and healthy friendships
Family	The student is unable to identify roles and responsibilities involved in being a family member	During interactive lessons and role-plays, the student is somewhat adept at identifying individual roles and responsibilities within a family	During interactive lessons and role-plays, the student identifies and demonstrates individual roles and responsibilities of being a family member	During interactive lessons and role-plays, the student demonstrates individual roles and responsibilities of being a family member The student problem-solves solutions to potential family conflicts
Children	The student is unable to display age appropriate interactions	During interactive lessons and role-plays, the student is somewhat able to display age-appropriate interactions	During interactive lessons and role-plays, the student identifies and demonstrates age appropriate interactions	The student demonstrates age appropriate relationships within the program and within the larger community
Social Interactions	The student is unable to differentiate between relationships and more casual social interactions	The student requires intermittent prompting regarding appropriate social interactions and/or personal space	The student is able to greet people while maintaining appropriate personal space	The student is able to explain the difference between relationships and acquaintances

COMMUNITY RESOURCES

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
Clubs	The student is able to identify different purposes for clubs	The student is able to identify clubs available to him/her	The student is able to identify clubs available to him/her along with information about how to join at least one of those clubs	The student is able to identify clubs available to him/her along with contact information on joining at least two of those clubs
Choosing A Hobby	The student is able to list some hobbies	The student is able to list hobbies and define a reason for maintaining a hobby	The student is able to list hobbies along with tools necessary for at least one hobby and can define a reason for maintaining a hobby	The student demonstrates knowledge of hobbies and maintains his/her own hobby
Using A Directory	The student is able to identify the directory from a sample of photos	The student is able to use one type of directory to identify the presence of a person or business e.g telephone, mall, apartment	The student is able to use a directory to identify and locate various businesses (or people)	The student is able to differentiate between directory types and choose the one that best suits the search
Recreation	The student can define recreation	The student is able to identify at least three recreational activities and the equipment for each	The student is able to identify at least three recreational activities, the equipment and benefits of each	The student is able to identify at least three recreational activities, the equipment, benefits and can demonstrate knowledge on how to become involved in at least one activity
Volunteering	The student is able to identify the difference between a volunteer and a paid worker	The student is able to identify at least three situations where a volunteer benefits a community	The student is able to identify at least three volunteer situations and the benefits of each to the community	The student is able to identify at least three volunteer situations and the benefits to both the community and the volunteer
Support	The student is able to identify at least one support person in his/her life	The student is able to identify at least three persons and/or places to go to for personal support	The student is able to identify and access at least three persons for personal support	The student is able to identify how to access personal support and when to use it
Advocacy	The student is able to define "advocate"	The student is able to identify one person who would be an advocate for him/her	The student is able to identify a personal advocate and at least one situation where an advocate helps	The student is able to identify a personal advocate and at least one person that the student can be an advocate for

Services	The student is able to identify at least two services available in the community	The student is able to identify and access at least two services in the community	The student is able to discriminate between community services to match services to need	The student is able to research beyond the community for service as necessary
Asking For Help	The student is able to call for help using a cell phone	The student is able to demonstrate how to ask a stranger for help	The student is able to ask for help using at least two different methods	The student is able to identify when another person needs help and then get it

RESOURCES

SECTION 4: PERSONAL DEVELOPMENT

Social Skills Snapshot

Healthy Lifestyle Snapshot

Personal Safety Snapshot

Success at School Snapshot

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SOCIAL SKILLS	The student requires much further development to successfully adapt to social situations	The student is developing a set of skills and knowledge to adapt to social situations	The student has a fully developed set of skills and knowledge to adapt to social situations	The student has an impressive set of skills and knowledge to adapt to social situations
HEALTHY RELATIONS	The student requires much further development to demonstrate healthy relationships	The student will be prepared for the transition to developing healthy relationships with some further development	The student has a fully developed skill set and knowledge base to have a successful transition to developing healthy relationships	The student has an impressive skill set and knowledge base to have a successful transition to developing healthy relationships
PERSONAL SAFETY	The student requires much further practice in personal safety	The student is developing a base of knowledge regarding personal safety	The student has a well developed knowledge base and sense of personal safety	The student is able to demonstrate personal safety in the classroom and community
SUCCESS AT SCHOOL	The student requires much further development to become independently successful at school	The student is developing a set of skills and knowledge to be successful at school	The student has a fully developed set of skills and knowledge to be successful at school	The student has an impressive set of skills and knowledge to independently be successful at school

SOCIAL SKILLS

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
Listening	<p>The student requires further instruction and practice in listening skills</p> <p>Is not able to demonstrate active listening</p> <p>Can remember one item only from a list</p> <p>Incorrectly identifies speaker mood</p> <p>Interrupts conversation to change the topic</p> <p>Conversation is disjointed</p>	<p>The student is able to demonstrate listening skills when prompted</p> <p>Can identify some active listening skills</p> <p>Can remember two-step instructions</p> <p>May not always identify mood of the speaker</p> <p>Interrupts during conversation</p> <p>Loses track of conversational flow</p>	<p>The student is able to demonstrate a variety of listening skills</p> <p>Practices active listening in many situations</p> <p>Can remember multi-step instructions</p> <p>Is able to identify mood of speaker</p> <p>Takes turns during conversation</p> <p>Is able to maintain conversational flow</p>	<p>The student is able to demonstrate a variety of listening skills and actively practices them</p> <p>Is an active listener</p> <p>Can remember multi-step instructions</p> <p>Reflects mood of the speaker</p> <p>Takes turns during conversation</p> <p>Is able to maintain conversational flow</p>
Negotiation	<p>The student requires much further instruction and practice in negotiation</p> <p>Often does not identify negotiation as a possible course of action</p> <p>Shows little or no respect for dignity</p> <p>Is unwilling or unable to accept alternative to a win for him/her self outcome</p>	<p>The student is able to negotiate in a simple manner</p> <p>Will accept negotiation as a possible course of action</p> <p>Is able to keep his/ her own dignity</p> <p>Can identify and accept that there are various outcomes to negotiation</p>	<p>The student negotiates with skill for him/her self</p> <p>Is able to identify when there is a need for negotiation</p> <p>Maintains dignity of self and others during negotiation</p> <p>Can identify the three examples of negotiated outcomes (win/win, win/loss, loss/loss)</p>	<p>The student is able to negotiate for him/her self and/or others</p> <p>Is able to identify the need for negotiation and initiates negotiation by him/her self</p> <p>Maintains dignity of self and others, shows respect for ethics and morals</p> <p>Can identify and give examples of the three negotiated outcomes</p>
Reading Body Language	<p>The student requires more practice in reading body language</p> <p>Has difficulty making eye contact</p> <p>May correctly identify 5 facial expressions</p> <p>Is unaware of levels of proximity</p> <p>May misinterpret body posture</p> <p>Use and knowledge of gestures is limited</p>	<p>The student is able to read body language correctly in most role play situations</p> <p>Makes eye contact</p> <p>Correctly identifies 7 facial expressions</p> <p>Demonstrates a knowledge of proximity</p> <p>Demonstrates five different postures</p> <p>Uses gestures and knows the difference between appropriate and inappropriate gestures</p>	<p>The student is able to correctly interpret body language in social and observed situations</p> <p>Makes and maintains eye contact</p> <p>Correctly identifies 10 facial expressions</p> <p>Can describe the role of proximity</p> <p>Can identify five different postures and their meaning</p> <p>Demonstrates the use of ten culturally appropriate gestures</p>	<p>The student reads body language and reflects back appropriately</p> <p>Uses eye contact effectively</p> <p>Correctly identifies 15 facial expressions</p> <p>Demonstrates the use of proximity</p> <p>Identifies eight different postures, their meaning and reflection</p> <p>Demonstrates and identifies ten culturally appropriate gestures in use</p>

<p>Different Points of View</p>	<p>The student needs to continue working on understanding different points of view</p> <p>Avoids people who are different from self</p> <p>Role-play reflects bias and/or racial tendencies</p>	<p>Through role play and interactive lessons, the student is able at times to demonstrate an ability to take the point of view of another</p> <p>Understands empathy</p> <p>Recognizes differences</p>	<p>Through role play and interactive lessons, the student is able to demonstrate an ability to take the point of view of another</p> <p>Shows empathy</p> <p>Accepting of differences</p>	<p>The student seeks to learn how different points of view affect one's life experience</p> <p>Shows empathy</p> <p>Accepting of differences</p> <p>Advocates for others</p>
<p>Opinion/Fact</p>	<p>The student often confuses personal opinion for fact</p> <p>Quotes erroneous statements</p> <p>Is unwilling to explore other ideas</p>	<p>The student can identify the difference between a fact and opinion</p> <p>Matches statements with facts they reflect</p> <p>Is able to present a personal opinion</p>	<p>The student is able to express an opinion in a respectful manner and can demonstrate understanding of the difference between fact and opinion</p> <p>Presents a personal opinion on a variety of topics</p> <p>Is able to maintain personal opinion in the face of persuasion</p>	<p>The student seeks to learn whether he/she is being offered a fact or an opinion</p> <p>Seldom takes information at face value</p> <p>Questions others</p>
<p>Working as a Team</p>	<p>The student needs to continue practicing being a team participant</p> <p>May be able to name team roles and responsibilities</p> <p>May be willing to work with others</p>	<p>The student is aware of the roles individuals play in team work</p> <p>Can name roles and match with responsibilities</p> <p>Is willing to work with others</p>	<p>The student demonstrates an ability to be a team member</p> <p>Knows the roles and responsibilities of team members</p> <p>Works with others in a harmonious fashion</p>	<p>The student demonstrates an ability to be an effective team member</p> <p>Knows roles and responsibilities</p> <p>Is willing to complete all portions of his/her role</p> <p>May take a leadership role</p>
<p>Decision Making</p>	<p>The student needs support in listing the steps of decision making</p> <p>May have difficulty recognizing the need for making decisions</p> <p>May use one or more steps in the decision making process</p> <p>Makes harmful decisions</p>	<p>The student is able to order the steps involved in making a decision</p> <p>May recognize the need for making decisions</p> <p>Uses parts of the decision making process but is ineffective</p>	<p>The student is able to explain the steps involved in making a decision</p> <p>Define the problem List alternatives State criteria to consider Evaluate alternatives in terms of chosen criteria, through a chart Interpret the chart to arrive at a decision</p>	<p>The student uses a decision making process in his/her personal life</p> <p>List the steps of the decision making model in the correct order</p> <p>Apply the six steps of the decision making model to a story or written passage</p> <p>Demonstrate knowledge of decision making skills through role play</p> <p>Differentiate between healthy and harmful decisions</p> <p>Make decisions that promote a healthy lifestyle inside and outside of the classroom</p>

Consequences	The student still needs to practice making the connection between action and consequence	The student demonstrates knowledge of consequences	The student is able to list both positive and negative consequences to a given situation	The student is able to look for outcomes with the most positive consequences for all participants
Positive Attitude	With support the student can list benefits of a positive attitude Knows the difference between positive and negative self-talk	The student displays attempts to portray a positive attitude Can list two positive self-talk statements Can explain how outlook affects emotion	The student maintains a positive attitude in class Can list three positive self-talk statements Demonstrates the ability to shift mood to the positive	The student maintains a positive attitude in and outside of class Can list four positive self-talk statements Demonstrates the ability to shift mood to the positive Encourages others to seek a positive outlook
Understanding Emotion	When presented with a chart of emotional responses, the student is able to correctly identify fewer than 50%	When presented with a chart of emotional responses, the student is able to correctly identify 50% Recognizes "I" statements	When presented with a chart of emotional responses, the student is able to correctly identify 80% Recognizes a reactive response Able to give examples of "I" statements	When presented with a chart of emotional responses, the student is able to correctly identify more than 80% Able to temper reactive responses Maintains "I" statements when discussing emotion
Teasing	With support, the student is able to list at least one effective strategy for dealing with being teased	Through role play or interactive lessons the student the student is able, with support, to demonstrate an effective strategy for dealing with being teased	Through role play or interactive lessons the student is able to demonstrate two effective strategies for dealing with being teased	Through role play or interactive lessons the student is able to demonstrate more than two effective strategies for dealing with being teased Meets teasing with acts of kindness
Humor	The student needs support to seek humor that is appropriate for school settings	The student has a healthy sense of humor	The student demonstrates a positive sense of humor	The student encourages a positive sense of humor in self and others
Conflict Resolution	The student often confuses conflict with violence	The student is able to identify three methods of dealing with conflict as: Avoidance, confrontation, problem-solving	The student demonstrates an understanding of how conflict can be resolved Negotiate, mediate, arbitrate, litigate, legislate	The student demonstrates an understanding of the difference between conflict and violence
Relationship Cycle	The student has some difficulty in recognizing that all relationships move through cycles	Through interactive lessons and role play the student may differentiate between various stages in a relationship	Through interactive lessons and role-play, the student is able to demonstrate understanding of the various stages a relationship	The student is able to maintain a variety of relationships in his/her personal life

Social Responsibility	The student needs direction and support in order to share in classroom and school communities	The student shares in the classroom and school communities with some direction and support	The student shares in the classroom and school communities Shares responsibility for social and physical environment	The student takes a leadership role in the classroom and school community
Personal Rights	Through interactive lessons and role play, the student is able to demonstrate understanding of his/her personal rights only	Through interactive lessons and role play, the student is able to demonstrate understanding of his/her rights with support as they reflect with the rights of others	Through interactive lessons and role play, the student is able to demonstrate understanding of his/her rights as they reflect with the rights of others	The student demonstrates understanding of his/her rights as they reflect with the rights of others in the classroom and community
Dealing with Authority	The student needs reminders in how to respond appropriately to authority	The student is able to recognize the roles of authority	The student is able to recognize roles of authority and responds in an appropriate manner	The student demonstrates the ability to act with authority in limited situations
Handling Frustration	Through role play, the student is able to demonstrate the role of frustration with direction	Through role play, the student is able to demonstrate the role of frustration in a person's life How perception leads to frustration	The student is able to use the language of frustration Identifies frustrating feelings	The student is able to use the language of frustration and demonstrates the ability to redirect frustration to non-aggressive outcomes Faces frustration Makes changes Can accept defeat
Disappointment	The student is challenged by disappointment and needs to continue practicing strategies for handling disappointment	The student is able to list some strategies for how to deal with disappointment	The student demonstrates some strategies for how to handle disappointment with grace	The student demonstrates the ability to handle disappointment with grace in his/her personal life
Anger Management	The student is able to identify points in the anger cycle and with support and prompting is able to list strategies for managing anger	The student is able to identify points in the anger cycle and can list strategies for managing anger	The student demonstrates understanding of the anger cycle and can list strategies for managing anger	The student demonstrates the ability to manage his/her anger
Peer Pressure	The student is able to identify peer pressure	The student is able to identify both positive and negative peer pressure	The student identifies peer pressure and demonstrates through role play some strategies for saying "no" to negative pressure	The student identifies peer pressure in his/her personal life
Anti-bullying	The student is unable to identify bullying	The student is able to identify two power statements as effective self-advocacy tools	Through role play, the student is able to effectively use anti-bullying power talk	The student uses anti-bullying power talk as an advocacy for others

Anti-discrimination	Given a list of examples, the student is able to identify the overt discrimination	The student is able to identify overt discrimination with no prompting	The student is able to identify overt and covert discrimination	The student is able to identify overt, covert and systemic discrimination
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HEALTHY LIFESTYLE

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
First Aid	The student requires assistance in identifying the basic guidelines for first aid for any life-threatening injuries	The student is able to identify the basic guidelines for first aid for less than five life-threatening injuries	The student is able to identify the basic guidelines for first aid for five life-threatening injuries	The student is able to identify the basic guidelines for first aid for more than five life-threatening injuries
Illnesses	<p>The student requires assistance in being able to: explain the causes of acquired and inherited diseases,</p> <p>Identify some of the body's barriers to infection,</p> <p>Explain how the immune system works</p>	<p>The student is able to: explain some of the causes of acquired and inherited diseases,</p> <p>Identify some of the body's barriers to infection, and minimally</p> <p>Explain how the immune system works</p>	<p>The student is able to: explain the causes of acquired and inherited diseases,</p> <p>Identify some of the body's barriers to infection,</p> <p>Explain how the immune system works</p>	<p>The student is able to do the following in an adept manner:</p> <p>Explain the causes of acquired and inherited diseases</p> <p>Identify some of the body's barriers to infection,</p> <p>Explain how the immune system works</p>
Medicine	<p>The student requires assistance in doing the following:</p> <p>Explain the types and purposes of common medicines (over-the-counter and prescription),</p> <p>Understand dosages, and identify some cautions to follow when taking medications</p>	<p>The student is able to:</p> <p>Explain some types and purposes of common medicines (over-the-counter and prescription),</p> <p>Understand dosages, and identify some cautions to follow when taking medications</p>	<p>The student is able to:</p> <p>Explain the types and purposes of common medicines (over-the-counter and prescription),</p> <p>Understand dosages, and identify some cautions to follow when taking medications</p>	<p>The student is able to do the following in an adept manner:</p> <p>Explain the types and purposes of common medicines (over-the-counter and prescription)</p> <p>Understand dosages, and identify some cautions to follow when taking medications</p>
Emotions / Stress	<p>The students needs help to identify the ranges and purposes of emotions</p> <p>Has little understanding of mental health affects,</p>	<p>The student is able to:</p> <p>Identify some ranges and purposes of emotions</p> <p>Identify some levels of basic human needs,</p> <p>Has some understanding of how mental health affects physical health</p> <p>Identify some ways to cope with stress</p>	<p>The student is able to:</p> <p>Identify a range of emotions</p> <p>Explain the purpose of emotions and why they happen</p> <p>Describe the different levels of basic human needs</p> <p>Explain how mental health affects physical health</p> <p>Identify ways to cope with stress</p>	<p>The student is able to:</p> <p>Identify the full range of emotions</p> <p>Explains and interprets the purpose of emotions, and different levels of human need</p> <p>Fully understands how mental health affects physical health</p>
Healthy Relationships	The student needs help to identify the factors of a healthy relationship:	The student is able to identify some factors of a healthy relationship:	The student is able to identify the factors of a healthy relationship:	The student is able to identify and interpret the major factors of a healthy relationship: satisfaction of both

<p>Your Body / Puberty / Sexual Health</p>	<p>The students needs help identifying the stages of the life cycle, and changes that take place at puberty</p>	<p>The students is able to:</p> <p>Identify some stages of the life cycle</p> <p>Identify some of the changes that take place at puberty,</p> <p>Name facts about sexual health and STD's</p>	<p>The students is able to:</p> <p>Identify stages of the life cycle</p> <p>Identify changes that take place at puberty,</p> <p>List the stages of pregnancy and childbirth,</p> <p>List facts about sexual health and STD's</p>	<p>The students is able to:</p> <p>Identify stages of the life cycle</p> <p>Identify changes that take place at puberty,</p> <p>List the stages of pregnancy and childbirth,</p> <p>List facts about sexual health and STD's</p>
<p>Exercise & Nutrition</p>	<p>The student needs help to explain:</p> <p>The benefits of regular exercise</p> <p>The key components of good nutrition based on dietary guidelines</p>	<p>The student is able to explain:</p> <p>Some of the benefits of regular exercise</p> <p>Can identify some components of good nutrition based on dietary guidelines</p>	<p>The student is able to explain:</p> <p>Regular exercise improves fitness, increases energy, reduces illness, maintains weight, and reduces stress</p> <p>Can identify the components of good nutrition based on dietary guidelines</p>	<p>The student is able to explain and interpret:</p> <p>Regular exercise improves fitness, increases energy, reduces illness, maintains weight, and reduces stress</p> <p>Can identify the components of good nutrition based on dietary guidelines</p>
<p>Drugs / Alcohol</p>	<p>The student requires assistance in doing the following:</p> <p>Explain the difference between stimulants, depressants, narcotics, and hallucinogens</p> <p>Identify the defining factors and risks of alcoholism, drug dependence</p> <p>Understand the basics of treatment and recovery</p>	<p>The student is minimally able to do the following:</p> <p>Explain the difference between stimulants, depressants, narcotics, and hallucinogens</p> <p>Identify the defining factors and risks of alcoholism, drug dependence</p> <p>Understand the basics of treatment and recovery</p>	<p>The student is able to:</p> <p>Explain the difference between stimulants, depressants, narcotics, and hallucinogens</p> <p>Identify the defining factors and risks of alcoholism, drug dependence</p> <p>Understand the basics of treatment and recovery</p>	<p>The student is able to do the following in a proficient manner:</p> <p>Explain the difference between stimulants, depressants, narcotics, and hallucinogens</p> <p>Identify the defining factors and risks of alcoholism, drug dependence</p> <p>Understand the basics of treatment and recovery</p>

PERSONAL SAFETY

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<p>Safety Symbols</p> <p>flammable corrosive poison Explosive</p> <p>1 – danger 2 – warning 3 – caution</p>	<p>The student can match hazardous symbols to meanings but does not yet differentiate between degrees of hazard</p>	<p>The student can:</p> <p>Identify some of the main hazardous symbols</p> <p>May correctly match the shape to the degree of hazard</p>	<p>The student is able to :</p> <p>Identify the four main hazardous symbols</p> <p>Differentiate between the three symbol shapes</p> <p>-</p>	<p>The student is able to:</p> <p>Identifies the four main hazardous symbols and shapes along with a variety of other symbols such as</p> <ul style="list-style-type: none"> - radiation - chemical - electrical
<p>Road Signs</p>	<p>The student needs help in identifying up to 50% of the road signs from the ICBC driver's manual</p>	<p>The student is able to correctly identify between 50-80% of the road signs as found in the ICBC driver's manual</p>	<p>The student can correctly identify 80% of the road signs as found in the ICBC driver's manual</p>	<p>The student correctly identifies and interprets 80% of road signs as found in the ICBC driver's manual</p>
<p>Anti-Violence</p>	<p>The student needs help to identify types of violence</p> <p>May have difficulty remembering how to get help</p>	<p>The student is able to:</p> <p>Identify up to three types of violence</p> <p>Identify one way to get help</p>	<p>The student is able to:</p> <p>Identify at least four types of violence</p> <p>Can name at least two places to go for help</p>	<p>The student is able to:</p> <p>Identify at least four types of violence</p> <p>Can name and locate at least two places to go for help</p>
<p>At Home</p>	<p>The student needs further help in identifying the need for personal safety at home and is unaware of risks</p>	<p>The student is able to:</p> <p>Identify risks at home</p> <p>Identify at least two ways to stay safe at home</p>	<p>The student is able to:</p> <p>Identify the at least five ways to stay safe at home</p>	<p>The student is able to</p> <p>Identify ways to safe at home</p> <p>Demonstrate application of the knowledge</p>
<p>With Strangers</p> <p><i>stay in one place if lost or in danger</i> <i>try to attract attention for help</i> <i>memorize address & phone number</i> <i>how to find a safe adult</i></p>	<p>The student needs further help in identifying the need for personal safety outside of the home</p>	<p>The student is able to:</p> <p>Identify risks outside of the home</p> <p>Identify a minimum of two key ways to stay safe outside of the home</p>	<p>The student is able to:</p> <p>Identify the following ways to stay safe outside of the home</p>	<p>The student is able to</p> <p>Identify ways to safe outside the home</p> <p>Demonstrate application of the knowledge</p>

Work Safety	The student needs further help in identifying the need for safety in the work place and is unaware of the risks	The student is able to: Identify a minimum of two key ways to stay safe in the workplace	The student is able to: Identify the following ways to stay safe at work <i>WHMIS</i> <i>refusal of unsafe work</i> <i>sexual harassment at work</i>	The student is able to: Identify ways to stay safe at work Demonstrate understanding of the importance of safe practices
Vehicle Safety	The student is still unclear about the differences between safe and unsafe driving practices	The student is able to differentiate between safe and unsafe driving practices	The student is able to identify all ways to stay safe as a driver, as per the ICBC driver's training manual	The student is able to demonstrate vehicle safety
Bicycle Safety	The student is still working on basic bicycle safety practices	The student is able to: Identify basic bicycle safety practices Show some bicycle maintenance	The student is able to: Identify the ways to stay safe as a bicyclist Demonstrate bike maintenance such as the ABC quick-check Name and use safety gear Identify hand signals	The student is able to: Identify the ways to stay safe as a bicyclist Demonstrate bike maintenance such as the ABC quick-check Name and use safety gear Identify and use hand signals
Pedestrian Safety <i>eye contact</i> <i>designated crossing points</i> <i>bright-colored clothing / reflectors</i> <i>walking without sidewalks</i>	The student demonstrates unsafe pedestrian habits	The student is able to: Identify a minimum of three ways to stay safe as a pedestrian	The student is able to: Identify ways to stay safe as a pedestrian	The student is able to: Demonstrate pedestrian safety in role play and the community
Sun Safety	The student may be able to recall the SLIP-SLAP-SLOP mnemonic of sun safety, but is unable to identify all components	The student identifies the sun safety mnemonic and all components	The student is able to: Identify the following ways to stay safe during exposure to the sun - hat/sunglasses - UVA/UVB protective clothing - sunscreen use - shade	The student is able to: Identify the effectiveness of each way to stay safe during sun exposure
Water Safety <i>wear a life jacket</i> <i>be sober</i> <i>swim in supervised areas only</i> <i>check before you dive</i> <i>rules for pools</i> <i>ice safety</i>	The student is able to: Identify two ways to be safe in and around the water:	The student is able to: Identify the at least four ways to stay safe in and around the water:	The student is able to: Identify at least six ways to stay safe in and around water	The student is able to: Identify the at least six ways to stay safe in and around water Name at least three rules of boat safety

<p>Natural Disasters</p>	<p>The student is able with support to identify a minimum of two natural disasters likely in home area:</p>	<p>The student is able to:</p> <p>Identify an appropriate response to one natural disaster</p> <p><i>safe home exits</i> <i>family meeting place</i> <i>contact persons</i></p>	<p>The student is able to:</p> <p>Identify ways to respond and stay safe during and after natural disasters</p>	<p>The student is able to:</p> <p>Identify and explain the 3 steps for staying safe during and after natural disasters:</p> <p><i>know the risks</i> <i>make a plan</i> <i>prepare a kit</i></p>
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SUCCESS AT SCHOOL

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
Goal Setting	The student is able to set and achieve a short-term goal	The student is able to differentiate between a short-term goal, a long-term goal and a dream	The student is able to set both a short-term and long-term goal	The student is able to set, revise and track a long-term goal
Organization	The student is able to demonstrate an understanding of the importance of organization	The student is able to identify how organization helps lead to success	The student is able to organize his/her school belongings	The student is able to maintain his/her school belongings in an organized fashion
Code of Conduct	The student is able to define "code of conduct"	The student is able to locate the code of conduct for the school and explain at least one segment	The student demonstrates familiarity with the school code of conduct and is able to explain why it is important	The student is able to demonstrate an understanding of the school code of conduct
Rights Responsibilities	The student is able to name at least one of his/her personal rights	The student is able to name at least one of his/her personal rights and responsibilities	The student is able to demonstrate an understanding of the relationship between rights and responsibilities	The student is able to explain the relationship between rights and responsibilities with specific examples
Agenda Books	The student is able to produce an agenda book with assistance	The student is able to produce an agenda book upon request and makes entries into the book	The student is able to use an agenda book to make entries independently	The student makes entries in an agenda book and monitors the entries on an on-going basis
Time Management Being on Time	The student needs further practice in basic time management practices	The student is able to demonstrate basic time management practices such as arriving on time to class	The student is able to demonstrate a variety of time management strategies	The student is able to demonstrate through practice a variety of time management strategies
Attitude / Participation	The student needs further practice in displaying a positive attitude or participating at school	The student is able to display a positive attitude with reminders and participates when invited	The student participates with a positive attitude at school	The student displays a positive attitude and encourages others to participate
Getting Help	The student is able to get help at school	The student is able to get help using acceptable methods	The student is able to discriminate between people to ask for help in specific instances	The student is able to access help beyond his/her normal class routines
Learning Styles	The student is able to demonstrate an awareness of different learning styles	The student needs assistance in identifying his/her learning style	The student is able to identify his/her own learning style and explain how it impacts learning	The student is able to identify his/her own learning style and advocate for the ability to work within that style

IEP's and Grades	The student needs a constant reminder for identifying his/her IEP goals	The student is able to identify goals as set in his/her IEP	The student participates in goal setting for his/her IEP	The student is able to identify the connection between IEP goals and grades
Homework	The student is not yet able to complete homework	The student is able to complete homework on a sporadic basis	The student completes homework on a regular basis	The student completes homework without reminders on a regular basis
Attendance	The student is not yet attending school on a regular basis	The student attends school on a regular basis	The student attends school on a regular basis with excused absences	The student attends school on a regular basis with a minimum of excused absences
Teamwork	The student needs reminders to cooperate when working in a team	The student is able to identify the skills necessary for effective teamwork	The student displays teamwork skills	The student is able to participate in a team in any role
Making Friends	The student is able to make friends	The student is able to invite acquaintances into activities	The student is able to differentiate between friends and acquaintances	The student demonstrates the ability to maintain friends through differences
Extracurricular Activities	The student is able to define an extra-curricular activity	The student is able to list the extracurricular activities available in the school	The student is able to identify the skills needed for different extracurricular activities within the school	The student shows interest in participating in an extracurricular activity

RESOURCES

http://www.teach-nology.com/teachers/lesson_plans/health/decisions/

Positive Attitude (keyword: positive attitude)

http://www.recoverymedicine.com/developing_a_positive_attitude.htm

Understanding Emotions (keyword: understanding emotion)

<http://www.trans4mind.com/heart/emotions.html>

Teasing/Humor (keyword: teasing)

<http://www.parenting-ed.org/handout3/>

[Specific%20Concerns%20and%20Problems/teasing.htm](http://www.parenting-ed.org/handout3/Specific%20Concerns%20and%20Problems/teasing.htm)

http://www.nasponline.org/resources/handouts/name-calling%20template%209_04.pdf

Conflict Resolution (keywords: teach conflict resolution)

http://www.teach-nology.com/teachers/lesson_plans/health/conflict/

<http://www.canteach.ca/elementary/fnations61.html>

<http://people.bu.edu/pstring/2.html>

Relationship Cycle (relationships teach)

<http://www.bygpub.com/books/tg2rw/dating.htm>

Social Responsibility

<http://www.teachervision.fen.com/classroom-discipline/resource/3038.html>

BC curriculum

Personal Rights

<http://www.unhchr.ch/html/menu6/2/abc.htm>

Authority

http://www.civiced.org/index.php?page=constitution_day

Disappointment

<http://www.vanderbilt.edu/csefel/modules/module2/handout7.pdf>

Anger Management

<http://www.angriesout.com/>

Peer Pressure

<http://learningdisabilities.about.com/od/parentingldteens/qt/peerpressure.htm>

Bullying

<http://people.bu.edu/pstring/3.html>

Strangers

<http://www.safety-council.org/info/child/strangers.html>

Cycling safety

<http://www.mto.gov.on.ca/english/safety/cycling/youngcyclist.htm>

Pedestrian safety

http://www.icbc.com/road_safety/roadsafety_tips_pedestrian.asp

Sun Safety

http://www.cancer.ca/ccs/internet/standard/0,3182,3172_1046449084_1049640780_langId-en,00.html

Water Safety

<http://www.safety-council.org/info/child/water.html>

<http://www.canadian-health-network.ca/servlet/ContentServer?cid=1086984315498&pagename=CHN-RCS%2FCHNResource%2FCHNResourcePageTemplate&lang=En&c=CHNResource>

Natural Disasters

http://www.epweek.ca/index_e.asp

http://www.getprepared.ca/kit/kit_e.asp

Time Management

http://www.mindtools.com/pages/main/newMN_HTE.htm

<http://www.moneyinstructor.com/lesson/timemanagementlp.asp> (printables)

Point of View (key words: teach/point of view/empathy)

Role Playing Idea

1. Lucas, a Caucasian, is friends with Jeremy, the only African American student in his school. As they are walking to their class together, another boy passing by mutters a racial slur under his breath, but just loudly enough for both of them to hear. Act out how you think Lucas and Jeremy should handle this.

2. Maggie, a high school student, wants to try out for the wrestling team. When she arrives at tryouts, the coach is surprised and she suspects he secretly doesn't want her on the team because she's a girl. However, she is determined to prove that she would be an asset to the team. At the end of the week, she knows that she did her best and deserved to be on the team. But when she looked at the list of those who had made the cut, Maggie is not on the list. She decides to speak with the coach about the decision. Act out this conversation.

3. A deaf student has been in your class for two weeks now but you and your friend have noticed that no one has attempted to talk to her, even though she always has a translator with her. You ask your friend to approach this student with you but she seems really hesitant. Act out a conversation where you are trying to convince your friend to approach the deaf student.

SECTION 5: JOB SKILLS

Career Awareness and Employability Skills Snapshot

Information Technology Snapshot

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
Career Awareness	The student does not participate in career/life transition planning	The student is beginning to participate in career/life transition planning	The student participates actively in career/life transition planning and IEP development Student sets career/life goals	The student manages own career/life transition planning Student sets realistic goals
Information Technology	The student needs further development to use technology independently	The student is able to use technology with assistance	The student is able to use technology with a minimum of assistance	The student is independent in his/her use of technology

CAREER AWARENESS AND EMPLOYABILITY SKILLS

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<p>Resume And Cover Letter Skills</p> <p><i>Resume includes:</i> personal contact information career objectives education work experience skills and training certificates extracurricular activities reference contact information</p>	<p>Student can produce a general outline of a resume but has not completed it or the cover letter</p> <p>Student is unable to complete a resume independently</p>	<p>Student can produce a resume may have some errors</p> <p>Student is able to write a cover letter using the business letter format that explains the position they are looking for and attempts to promote the student's attributes</p>	<p>Student can produce a neat resume with correct grammar and spelling</p> <p>Student is able to write both a cover letter using the business letter format that communicates interest in a specific position and highlights positive attributes the student can bring to the work place</p>	<p>Student can produce a neat resume with correct grammar and spelling</p> <p>Student is able to write both a cover letter using the business letter format that communicates interest in a specific position and highlights positive attributes the student can bring to the work place</p> <p>Student can demonstrate that they are using the cover letter and resume in the community to gain employment or work experience opportunities</p>
<p>Job Search Skills</p>	<p>Student has an unclear understanding of how and where to look for available jobs</p> <p>Student requires support to complete a job search</p>	<p>Student can explain at least three methods of finding information about available positions</p> <p>He/she can describe how to locate community resources available for locating work</p>	<p>Student can explain at least three methods of finding information about available positions</p> <p>He/she can find community resources available for locating work</p> <p>Able to produce some job ads in their search</p>	<p>Student can demonstrate explain three or more methods of a job search, locate community resources</p> <p>He/she can demonstrate knowledge by locating jobs in a variety of categories based on necessary qualifications, expected wages, and part-time, full- time, and seasonal work</p>
<p>Job Applications</p>	<p>Student is unable to complete a few job applications without mistakes</p> <p>He/she has difficulty reading and understanding most of the sections to be completed</p>	<p>Student is able to complete a few job applications with few mistakes</p> <p>Student makes an attempt to read over and proofread their job application</p> <p>He/she can read and understand most of the sections to be completed or asks for assistance from school staff</p>	<p>Student is able to complete a wide variety of job applications neatly and accurately</p> <p>Student demonstrates that they are able to proofread their job application carefully for errors</p> <p>He/she can read and understand each of the sections to be completed</p> <p>Student identifies community resources</p>	<p>Student is able to complete a wide variety of job applications neatly and accurately</p> <p>Student demonstrates that they are able to proofread their job application carefully for errors</p> <p>He/she can read and understand each of the sections to be completed</p> <p>Student can demonstrate that he/she has completed job applications in the community OR student has developed a wide variety of supports to assist</p> <p>Student identifies and uses community resources</p>

<p>Outline Career Goals And Action Plan</p>	<p>Student has a vague idea of a goal area and is unsure of elective courses that interest him/her</p>	<p>Student has a general idea of his/her career interests</p> <p>He/she has completed a basic action plan that outlines their elective course planning</p> <p>Attended work experience placement consistent with his/her goals</p>	<p>Student has clearly stated his/her goal area</p> <p>Action plan includes elective course planning and possibly post-secondary training, may also include a list of necessary certificates and training</p> <p>Student selects work experience consistent with goals</p>	<p>Student has clearly expressed his/her goal area and completed a detailed action plan</p> <p>Student has enrolled in, or completed, training/certification toward the intended goal</p>
<p>Interview Skills</p> <p>www.jobsetc.ca/toolbox/checklists/interview.jsp (Services Canada Link)</p>	<p>Student is unsure of how to dress for an interview</p> <p>Not clear on what a typical interview question is</p> <p>Student was unable or unwilling to participate in an interview simulation</p>	<p>Student is able to explain the appropriate dress and hygiene preparation prior to an interview</p> <p>He/she is able to describe some of behaviors/manners that are suitable for an interview situation</p> <p>The student can answer at least 3 typical interview questions and 1 specific to careers in their interest area</p> <p>He/she participated in an interview simulation</p>	<p>Student is able to explain the appropriate dress and hygiene preparation prior to an interview</p> <p>He/she is able to describe a list of behaviors/manners that are suitable for an interview situation</p> <p>The student can answer at least 5 typical interview questions, and 3 specific to careers in their interest area</p> <p>He/she did well on their interview simulations</p>	<p>Student is able to explain the appropriate dress and hygiene preparation prior to an interview</p> <p>He/she is able to describe an extensive list of behaviors/manners that are suitable for an interview situation</p> <p>The student can create and answer at more than 5 typical interview questions, and 3 specific to careers in their interest area</p> <p>He/she did exceptionally well on their interview simulations</p>
<p>Career Research</p>	<p>Student has difficulty selecting a career area to research</p> <p>Student needs to further develop requisite skills for conducting research (independently) before completing this task</p>	<p>Student has conducted a career research project in their interest area and was able to include some of the following information: wages, working conditions, job availability, and necessary qualifications on less than 5 jobs</p>	<p>Student has conducted a career research project in their interest area</p> <p>He/she was able to articulate the expected wages, working conditions, job availability, and necessary qualifications for at least 5 jobs</p>	<p>Student has conducted a career research project in their interest area</p> <p>He/she was able to articulate the expected wages, working conditions, job availability, and necessary qualifications for 5+ jobs</p> <p>Was able to interview persons in this field and/or indicate positions available in their community</p>
<p>Work Experience</p> <p><i>Student participates in: volunteer work experience work-site tours and presentations job shadowing other opportunities With assistance of an EA</i></p>	<p>Student does not know job demands and requirements</p> <p>Student can verbalize job-finding and job-keeping skills</p>	<p>Student knows job demands and requirements</p> <p>Student can verbalize job-finding and job-keeping skills</p>	<p>Student knows job demands and requirements</p> <p>Student can verbalize job-finding and job-keeping skills</p>	<p>Student knows job demands and requirements and demonstrates appropriate work habits and behavior</p> <p>Knows occupation-specific employability skills</p> <p>Student can verbalize job-finding and job-keeping skills</p>

INFORMATION TECHNOLOGY

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
Computer Usage	The student is able to turn a computer off and on for basic use	The student is able to open and use no more than two types of software (e.g. games, internet browser)	The student is able to name parts of the computer and describe usage <ul style="list-style-type: none"> - desktop - monitor - keyboard - hard drive - screen - RAM/ROM - cursor 	The student is able to add and remove programs from the computer and perform basic maintenance tasks <ul style="list-style-type: none"> - defrag - virus scan
Word Processing	The student is able to produce a basic document with considerable support	The student is able to produce a basic document with minimal guidance	The student is able to use a word processor independently for assignments	The student is able to use a word processor to format documents <ul style="list-style-type: none"> - tables - tabs - fonts
Internet Search	The student is able to conduct an internet search using his/her preferred search engine	The student is able to conduct an internet search using at least two different search engines with support and reminders	The student can independently conduct an effective internet search using at least two different search engines	The student conducts an effective internet search using advanced search techniques
Internet Safety	The student needs much further instruction to be able to identify internet safety concerns	The student is able to identify internet safety concerns <ul style="list-style-type: none"> - predators - unwanted sites 	The student is able to identify at least two ways to respond to breaches of internet safety	The student is able to take action to prevent unsafe actions on the internet
Cyber Bullying	The student needs much further instruction to be able to recognize cyber bullying	The student is able to define cyber bullying and can identify it with prompting	The student is able to identify cyber bullying and at least two ways of responding	The student is able to be proactive about cyber bullying
Information Retrieval	The student needs constant support and monitoring when retrieving information from the internet	The student is able to locate, copy and store/print information with support	The student is able to retrieve information from the internet independently	The student is able to retrieve information and store it in a variety of methods <ul style="list-style-type: none"> - download
Power Point	The student is able to open and view an existing power point presentation	The student is able to create a simple power point presentation	The student is able to create a power point presentation with varied slide transitions	The student is able to create a power point presentation with varied text animations
On-Line Activities	The student is able to navigate well-known websites. The student uses such sites within acceptable limits	The student is able to explore web sites, follow links and return to his/her original entry point	The student is able to use the internet as a tool to support everyday transactions	The student is able to identify and rate websites according to their usefulness and reliability as tools

RESOURCES

Certifications easily available from SD91 Nechako Lakes

WHIMIS certification – life long validity: Computer based

Food safe Certification – can complete online: recommend ESD component to start

Work Safe BC Certification – could be modified

The Best Drivers Program – resource available digitally (lots of material).

Online resources:

canlearn.ca http://www.mcf.gov.bc.ca/spec_needs/adulthood.htm

http://www.arts.ubc.ca/fileadmin/template/main/images/departments/Community_Living/documents/Young_Adults_Transition_Document_feb07.pdf

The College of New Caledonia in Prince George and Quesnel has a Job Education and Training Program that teaches adults with developmental disabilities how to find and retain employment. This program includes unpaid entry level job placements.

NAME: _____

DATE: _____

SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5
FUNCTIONAL LITERACY	FUNCTIONAL MATH	INDEPENDENT LIVING SKILLS	PERSONAL DEVELOPMENT	JOB SKILLS
Life Skills Reading	Job Skills Math	Managing a Household	Social Skills	Career Awareness & Employability Skills

NAME: _____
 SCHOOL: _____

DATE: _____

FUNCTIONAL SKILLS CURRICULUM SNAPSHOTS

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
LIFE SKILLS READING	The student needs one-to-one support to understand reading material or directions	The student is able to read a variety of material and can demonstrate understanding with some support	The student is able to read all required material independently and demonstrate understanding accurately	The student is able to read required material and more advanced materials independently and demonstrates understanding with clear, accurate, and complete answers
JOB SKILLS MATH	The student needs one-to-one support to understand handle money and solve problems	The student is able to solve a variety of math problems and can demonstrate understanding with some support	The student is able to solve math problems accurately The student is able to articulate solutions	The student is able to solve more advanced math problems independently and demonstrates understanding with clear, accurate, and complete answers He/she is able to articulate solutions
PERSONAL FINANCE	The student needs one-to-one support to understand personal finance skills	The student is able to demonstrate skills and understanding if given some support	The student is able to demonstrate skills and understandings accurately and independently	The student is able to demonstrate skills and understandings accurately and independently and can identify applicable situations
MANAGING A HOUSEHOLD	The student requires much further development to prepare for the transition to managing a household	The student will be prepared for the transition to managing a household with some further development	The student has a fully developed skill set and knowledge base to have a successful transition to managing a household	The student has an impressive skill set and knowledge base to have a successful transition to managing a household
SELF CARE	The student requires much further practice in knowing the key elements of a healthy lifestyle	The student is developing a base of knowledge regarding the elements of a healthy lifestyle	The student has a well developed knowledge base and sense of the elements of a healthy lifestyle	The student is able to demonstrate elements of a healthy lifestyle
HEALTHY RELATIONS	The student requires much further development to demonstrate healthy relationships	The student will be prepared for the transition to developing healthy relationships with some further development	The student has a fully developed skill set and knowledge base to have a successful transition to developing healthy relationships	The student has an impressive skill set and knowledge base to have a successful transition to developing healthy relationships
COMMUNITY RESOURCES	The student needs support in understanding how to access support in the community With assistance he/she will be given the opportunity to develop first-hand experience with making connections	The student has a general knowledge of the supports and networks available to him/her in the community During class trips the student shows some interest in learning to access support	The student shows a growing awareness of the supports and networks available to him/her in the community During class trips the student shows an active interest in learning to access support	The student shows an excellent understanding of the supports and networks available to him/her in the community During class trips the student shows active interest in learning to access support

SOCIAL SKILLS	The student requires much further development to successfully adapt to social situations	The student is developing a set of skills and knowledge to adapt to social situations	The student has a fully developed set of skills and knowledge to adapt to social situations	The student has an impressive set of skills and knowledge to adapt to social situations
PERSONAL SAFETY	The student requires much further practice in personal safety	The student is developing a base of knowledge regarding personal safety	The student has a well developed knowledge base and sense of personal safety	The student is able to demonstrate personal safety in the classroom and community
SUCCESS AT SCHOOL	The student requires much further development to become independently successful at school	The student is developing a set of skills and knowledge to be successful at school	The student has a fully developed set of skills and knowledge to be successful at school	The student has an impressive set of skills and knowledge to independently be successful at school
CAREER PORTFOLIO / INFORMATION/TECHNOLOGY	The student needs further development to use technology independently	The student is able to use technology with assistance	The student is able to use technology with a minimum of assistance	The student is independent in his/her use of technology

PRIORITIES FOR PLANNING:

- 1.
- 2.
- 3.

PLANNING

Planning:

Performance standards can be used to create an Individual Education Plan for the student. In order to write the plan we need to know student skill level. The snapshots can be used to identify areas of student strengths and needs.

Creating a Plan:

1. Using the Appendix of Snapshots you can assess current performance and prioritize skill acquisition. If more information is needed about various aspects then refer back to the individual performance standards.

1. A parent meeting

- a. Discuss what areas in the curriculum that the parent would like to focus – highlight the areas of parent interests.
- b. Discuss where the current level of performance looks like for the student. Highlight on the snapshot. Date the color of the highlighter on the sheet.
- c. Using student need and parent concerns prioritize² skill needs. Record prioritized on bottom of snapshot appendix.

2. A team meeting

- a. Discuss the current level of performance based on past performance information. (This may require discussion with previous teachers).
- b. Highlight current performance on the sheet (Date the color used).
- c. Prioritize skills that need to be worked on first. Record on bottom of snapshot appendix.

2. Skill levels, from the prioritized planning list from the Appendix of Snapshots that fall in the Not Yet Within or Meets Expectations require that you go back to the performance standards.

- a. Highlight the performance standards that accurately represent student current level of performance.
- b. Goals and objectives will be developed from the skills that are in the Not Yet Within or Meets Expectations categories.

² Goal priorities are based three characteristics:

1. Covers weakest skills
2. Covers a range of adaptive skill
3. Achievable in the current year