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AUTHOR Geiger, William L.
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ABSTRACT

The manual presents 869 instructional objectives for trainable mentally retarded students. Objectives are grouped into three content areas: social competency (self care and personal development skills), basic skills competency (including sensory motor, communication and number skills), and occupational competency (vocational adjustment, domestic service, commercial service and construction). In addition to the behavioral description, the objectives include an evaluation checklist which allows assessment and monitoring of student performance on each objective. It is explained that these checklists help to diagnose specific performance difficulties and assist the teacher in developing individual instructional approaches. The document is accompanied by a foldout chart listing all the objectives in the three categories. (CL)

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A CATALOG OF INSTRUCTIONAL OBJECTIVES

for trainable mentally retarded students



Department of Education • Tallahassee, Florida • Ralph D. Turlington, Commissioner

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A CATALOG OF
INSTRUCTIONAL
OBJECTIVES FOR
TRAINABLE MENTALLY
RETARDED STUDENTS

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**A CATALOG OF
INSTRUCTIONAL
OBJECTIVES**
*for trainable mentally
retarded students*

The Catalog of Instructional Objectives was developed as a product of an EHA, Title VI-B grant awarded Duval County School Board, Jacksonville, Florida; by the Florida Department of Education.

John T. Gunning, Superintendent

Donald W. Johnson, Associate
Superintendent, Curriculum

Julia Wickersham, Director
Exceptional Child Education

William L. Geiger, Project Coordinator

PREFACE

The instructional objectives contained in this volume were identified and written by teachers of trainable mentally retarded students in Duval County (Jacksonville), Florida. These teachers were aided in their efforts by colleagues from Broward, Dade, Hillsborough, Orange, Palm Beach, and Polk counties in Florida. Over one hundred teachers of trainable mentally retarded students from these six counties critically reviewed the objectives in an attempt to identify poorly worded statements and omitted skills. The recommendations of these teachers have been incorporated into the present collection of objectives. It is hoped that sharing the results of this cooperative undertaking will aid fellow teachers and other school personnel in their continuous efforts to design and implement maximally effective programs for trainable mentally retarded students.

This catalog of objectives does not constitute a complete list of all the skills necessary to insure social adequacy for trainable mentally retarded students. However, it does represent an extensive collection of objectives which teachers should feel free to modify and expand in designing instructional programs appropriate for the populations they serve. A rapid survey of the table of contents will reveal that the objectives contained in this volume have been organized into content areas. Such an organizational arrangement provides two major benefits: (1) teachers can easily select specific objectives from a variety of skill areas and weave these objectives into tailor-made instructional programs and (2) catalog content can be modified and expanded without necessitating a major reorganization of the entire catalog.

All of the objectives in this catalog are followed by evaluation checklists which allow teachers to formally assess and monitor student performance on each objective. These checklists can be used to evaluate student progress in mastering an objective and also to help pinpoint exactly where a student's performance on a given objective breaks down. It is hoped that the evaluation/diagnostic function of these checklists will aid teachers in developing instructional programs and techniques that will assist each student to one day enter society as a socially adequate young adult.

This catalog of instructional objectives was produced under a Title VI-B grant for "An Accountability Study of a Program for Trainable Mentally Retarded Children and Youth" awarded to the Duval County School Board by the Bureau of Education for Exceptional Students of the Florida State Department of Education. The collaborative efforts of the following individuals have produced the material contained in this volume: Hazel Barnett, Keith Brown, Gary Collings, Lana Costanzo, Terry Cronis, Myron Cunningham, Verna N. Fields, Charles Forgnone, Janice French, William

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On behalf of all of the individuals who have contributed to this volume, I would like to acknowledge our appreciation to Mrs. Virginia Eaton, Educational Consultant, Bureau of Education for Exceptional Students, Florida State Department of Education; Mrs. Julia Wickersham, Director, Exceptional Student Education, Duval County School Board; and Mrs. Phyllis M. Zardo, Coordinating Principal of TMR Centers, Duval County School Board, for their continuous encouragement and support.

W.G.

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- 299. Reproduces family member words
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- 301. Reproduces physical environment words
- 302. Reproduces sporting activity words
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- 308. Produces clothing words
- 309. Produces shelter words
- 310. Produces household item words
- 311. Produces transportation words
- 312. Produces classmates', teacher's names
- 313. Produces holiday words
- 314. Produces living thing words
- 315. Produces color words
- 316. Produces family member words
- 317. Produces community helper words
- 318. Produces physical environment words
- 319. Produces sporting activity words
- 320. Produces sporting equipment words
- 321. Produces toy words
- 322. Produces mood words
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- 331. Identifies living thing words
- 332. Identifies color words
- 333. Identifies family member words

- 334.. Identifies community helper words
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- 336. Identifies sporting activity words
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- 350. Comprehends family member words
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- 352. Comprehends physical environment words
- 353. Comprehends sporting activity words
- 354. Comprehends sporting equipment words
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- 377. Reproduces sh
- 378. Reproduces h
- 379. Reproduces ch and j
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- 387. Reproduces f and v
- 388. Reproduces th
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- 390. Reproduces sh and zh
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- 403. Produces p and b
- 404. Produces t and d
- 405. Produces k and g
- 406. Produces f and v
- 407. Produces th (unvoiced)
- 408. Produces s and z
- 409. Produces sh
- 410. Produces h
- 411. Produces ch and j
- 412. Produces m and n
- 413. Produces l and r
- 414. Produces y
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- 417. Produces t and d
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- 419. Produces f and v
- 420. Produces th
- 421. Produces s and z
- 422. Produces sh and zh
- 423. Produces ch and j
- 424. Produces m and n
- 425. Produces l and r
- 426. Produces ng

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- 427. Produces r cluster
- 428. Produces s cluster
- 429. Produces l cluster
- 430. Produces w cluster

PRODUCTION OF FINAL CLUSTERS (STATES INDEPENDENTLY) . . . 187

- 431. Produces r cluster

- 432. Produces s cluster
- 433. Produces l cluster
- 434. Produces ks, nd, mp, nk, nt clusters

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- 447. Traces first name
- 448. Traces first, last name
- 449. Traces street address
- 450. Traces street address with city, state

REPRODUCTION - COPYING FROM VISUAL CUES 196

- 451. Copies vertical, horizontal lines
- 452. Copies diagonal lines
- 453. Copies shapes
- 454. Copies letters
- 455. Copies pairs of letters
- 456. Copies age
- 457. Copies telephone number
- 458. Copies numbers
- 459. Copies first name
- 460. Copies first, last name
- 461. Copies street address
- 462. Copies street address with city, state

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| <u>PRODUCTION (WRITES INDEPENDENTLY)</u> | 204 |
| 463. Writes age | |
| 464. Writes telephone number | |
| 465. Writes first name | |
| 466. Writes first, last name | |
| 467. Writes street address | |
| 468. Writes street address including city, state | |
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| <u>READING</u> | 209 |
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| <u>VISUAL DISCRIMINATION</u> | 209 |
| 469. Discriminates by color | |
| 470. Discriminates by shape | |
| 471. Discriminates by size | |
| 472. Matches objects | |
| 473. Classifies objects | |
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| <u>VISUAL MEMORY</u> | 211 |
| 474. Displays visual memory | |
| 475. Displays visual sequential memory (series of 4) | |
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| <u>IDENTIFICATION OF LETTERS</u> | 212 |
| 476. Identifies upper case letters | |
| 477. Identifies lower case letters | |
| 478. Identifies both upper and lower case letters | |
| | |
| <u>NAMING LETTERS</u> | 214 |
| 479. Names upper case letters | |
| 480. Names lower case letters | |
| | |
| <u>NAMING SIGHT VOCABULARY</u> | 215 |
| 481. Names safety words | |
| 482. Names public sign words | |
| 483. Names public building title words | |
| 484. Names directional words | |
| 485. Names months of year | |
| 486. Names abbreviations of months of year | |
| 487. Names days of week | |

- 488. Names abbreviations of days of week
- 489. Names public titles
- 490. Names family titles
- 491. Names color words
- 492. Names weather words
- 493. Names essential helping words

COMPREHENSION OF SIGHT VOCABULARY 219

- 494. Comprehends written safety words
- 495. Comprehends written public sign words
- 496. Comprehends written public building title words
- 497. Comprehends written directional words
- 498. Comprehends written teacher's, classmates' names
- 499. Comprehends written color words

NUMBER SKILLS

COUNTING AND NUMERAL IDENTIFICATION 225

ORAL COUNTING 225

- 500. Counts orally (1-10)
- 501. Counts orally (1-25)
- 502. Counts orally (1-100)
- 503. Counts orally by 10s to 100
- 504. Counts orally by 5s to 100
- 505. Counts orally by 2s to 20

COUNTING OBJECTS 227

- 506. Counts objects (1-10)
- 507. Counts objects (1-30)
- 508. Counts objects (1-100)
- 509. Selects given number of objects from group

NUMERAL IDENTIFICATION 229

- 510. Identifies numerals (0-10)
- 511. Identifies numerals (0-25)

NAMING NUMERALS 230

- 512. Names numerals (0-10)



- 513. Names numerals (0-25)
- 514. Names numerals (0-100)

QUANTITATIVE CONCEPTS 232

- 515. Understands concepts: one - more than one
- 516. Understands concepts: all-some-none
- 517. Understands concepts: first-second-third-tenth-last
- 518. Understands concept: dozen
- 519. Understands concepts: more-less (numbers)
- 520. Names symbols

MONEY HANDLING SKILLS 236

COIN IDENTIFICATION 236

- 521. Identifies coins
- 522. Names coins

PAPER MONEY IDENTIFICATION 236

- 523. Identifies bills up to \$20.00
- 524. Names bills up to \$20.00

READING PRICE TAGS 237

- 525. Reads prices under \$1.00
- 526. Reads prices over \$1 00

NAMING COIN COMBINATION VALUES 238

- 527. States cent value of 5 coins
- 528. States cent value of coin combinations

MONEY CONCEPTS 239

- 529. Differentiates worth of coins, currency
- 530. Differentiates worth of commercial goods

MONETARY EXCHANGE 240

- 531. States number of pennies in nickel; nickels in dime, quarter; quarters in half dollar, dollar

- 532. Exchanges money (1¢ - 10¢)
- 533. Exchanges money (11¢ - 25¢)
- 534. Exchanges money (26¢ - 50¢)
- 535. Exchanges money for checks up to \$15.00

MAKING CHANGE UP TO \$1.00 242

- 536. Makes change up to \$.10
- 537. Makes change up to \$.25
- 538. Makes change up to \$.50
- 539. Makes change up to \$1.00

SHOPPING 243

- 540. Shops for 4 items in grocery store

MEASUREMENT 245

SIZE DISCRIMINATION 245

- Understands concepts:
- 541. Big-little; large-small
 - 542. Long-short; tall-short
 - 543. Fat-thin; wide-narrow

WEIGHT 246

- 544. Reads scale
- 545. Understands concepts: heavy-light

TEMPERATURE 247

- 546. Reads thermometer

TIME - CALENDAR KNOWLEDGE 248

- 547. Names days
- 548. Names months
- 549. Understands concepts: night-day
- 550. States number of days in week; months in year; weeks in year

TIME - CALENDAR USE 250

- 551. Locates month
- 552. Locates day
- 553. Locates holidays
- 554. Locates day, month, date on calendar
- 555. States correct date for today, tomorrow, yesterday

TELLING TIME WITH A CLOCK 252

- 556. Tells time on hour
- 557. Tells time on half hour
- 558. Tells time on quarter hour
- 559. Understands concepts: before-after
- 560. Tells time to minute

DRY MEASURE 253

- 561. Identifies measuring devices
- 562. Uses measuring cups, spoons
- 563. Names quantitative words
- 564. Understands concepts: empty-full

LIQUID MEASURE 255

- 565. Identifies measuring devices
- 566. Uses measuring cups, spoons

LINEAR MEASURE 257

- 567. States number of inches in foot, yard; feet in yard
- 568. Identifies markings of 1 inch, 1/2 inch on a ruler, yardstick
- 569. Measures to inch with ruler, yardstick
- 570. Measures to 1/2 inch with ruler, yardstick
- 571. Draws lines to 1/2 inch with ruler, yardstick

ADDITION AND SUBTRACTION 260

ADDITION 260

- 572. Adds one digit numbers (no carrying)
- 573. Adds one digit numbers (carrying)
- 574. Adds two or more digits (no carrying)
- 575. Adds two or more digits (carrying)

SUBTRACTION 261

- 576. Subtracts one digit numbers (no borrowing)
- 577. Subtracts two or more digits (no borrowing)
- 578. Subtracts two or more digits (borrowing)

O C C U P A T I O N A L C O M P E T E N C Y

VOCATIONAL ADJUSTMENT

GENERAL WORK SKILLS 263

WORK CONCEPTS 263

- 579. Identifies Work-Play
- 580. Comprehends Work-Play

SORTING 264

- 581. Sorts objects by color
- 582. Sorts objects by shape
- 583. Sorts objects by size

ASSEMBLING 265

- 584. Aligns materials
- 585. Assembles nuts, bolts
- 586. Functions on assembly line

WORK HABITS 268

WORK SAFETY SKILLS 268

- 587. Works safely

ATTENDING 268

- 588. Pays attention in supervised situations
- 589. Pays attention in unsupervised situations

RULE FOLLOWING 270

- 590. Obeys rules of employer

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| <u>MOVEMENT</u> | 270 |
| 591. Engages in movement appropriate for task completion | |
| <u>COOPERATION</u> | 271 |
| 592. Cooperates with co-workers | |
| <u>INDEPENDENCE</u> | 271 |
| 593. Works with minimum of supervision | |
| <u>INITIATIVE</u> | 272 |
| 594. Begins promptly and maintains work pace | |
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| 595. Attends regularly and promptly | |
| <u>VERSATILITY</u> | 273 |
| 596. Adapts to new task | |
| <u>PRODUCTIVITY</u> | 273 |
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| 630. Cleans exterior of refrigerator | |
| 631. Cleans exterior of kitchen cabinets | |
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| 638. Fills containers | |
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| 640. Retrieves kitchen utensils | |
| 641. Stores food | |

- 642. Retrieves food
- 643. Identifies labels

OPENING CONTAINERS 300

- 644. Opens boxes
- 645. Opens cans (pop top)
- 646. Opens jars
- 647. Opens bottles
- 648. Opens cellophane bags
- 649. Opens condiment packets
- 650. Opens cartons
- 651. Opens cans (regular)

BEVERAGE PREPARATION 303

- 652. Mixes liquids
- 653. Makes hot tea
- 654. Makes instant coffee
- 655. Makes perculator coffee

SIMPLE MIXES 305

- 656. Mixes jello
- 657. Uses rotary hand mixer
- 658. Frosts cake
- 659. Mixes cake
- 660. Cracks egg
- 661. Makes pie

FRUIT AND VEGETABLE PREPARATION 308

- 662. Tosses salad
- 663. Washes fruits
- 664. Cracks nuts
- 665. Cuts fruits
- 666. Shells peas
- 667. Slices vegetables
- 668. Grates vegetables
- 669. Peels vegetables

APPORTIONING FOODS AND LIQUIDS 311

- 670. Apportions spooned foods
- 671. Apportions forked foods



- 672. Pours drinking liquids
- 673. Spreads butter on bread
- 674. Pours soup
- 675. Serves salad into bowl

STOVE OPERATION 313

- 676. Boils water
- 677. Heats food on burner
- 678. Fries food
- 679. Heats food in oven

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- 680. Uses toaster
- 681. Uses electric can opener
- 682. Uses electric mixer

DISHWASHING AND DRYING 317

- 683. Sorts silverware
- 684. Dries, puts away dishes
- 685. Uses automatic dishwasher
- 686. Washes, rinses dishes
- 687. Washes pots, pans

TABLE SETTING AND CLEARING 319

- 688. Scrapes dishes
- 689. Clears table
- 690. Cleans table
- 691. Serves food
- 692. Sets table

SORTING, WASHING, AND DRYING CLOTHES 322

- 693. Uses automatic clothes dryer
- 694. Uses automatic clothes washer for colored clothes
- 695. Uses automatic clothes washer for white clothes
- 696. Cleans washing machine filter
- 697. Sorts clothes for washing
- 698. Uses clothes line to dry clothes
- 699. Washes clothes by hand

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| 701. Puts on pillow, pillow case | |
| 702. Puts on top sheet, blanket | |
| 703. Puts on bedspread | |
| 704. Makes entire bed | |
| | |
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| 706. Folds clothes | |
| 707. Irons clothes | |
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| 709. Uses basic sewing tools | |
| 710. Sews basting stitch | |
| 711. Irons on patch | |
| 712. Threads needle | |
| 713. Sews on button | |
| 714. Sews on snap | |
| 715. Sews overcast stitch | |
| 716. Sews backstitch | |
| 717. Sews hem | |
| 718. Mends seams | |
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| 720. Uses simple pattern | |
| 721. Replaces needle | |
| 722. Winds bobbin | |
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| 726. Cleans fish bowl | |
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| 728. Brushes dog | |
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CAR MAINTENANCE 340

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- 731. Cleans inside of car
- 732. Waxes car

GROUNDSKEEPING 342

- 733. Picks up trash from lawn
- 734. Covers shrubs
- 735. Rakes leaves
- 736. Uses hand lawnmower
- 737. Weeds
- 738. Edges walk
- 739. Prunes bushes

PLANTING 345

- 740. Uses watering can
- 741. Waters grass
- 742. Fertilizes
- 743. Hoes
- 744. Shovels dirt
- 745. Digs hole
- 746. Uses wheelbarrow
- 747. Plants seeds
- 748. Plants plants

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- 749. Carries packages
- 750. Locates rooms
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- 753. Changes light bulb
- 754. Latches, unlatches door
- 755. Chains, unchains door

- 756. Bolts, unbolts door
- 757. Locks, unlocks door with key
- 758. Puts up folding chairs

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- 759. Distributes keys
- 760. Distributes coats

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- 762. Stores boxes
- 763. Unpacks boxes
- 764. Lifts, carries light boxes
- 765. Lifts, carries heavy boxes
- 766. Loads, unloads boxes
- 767. Moves boxes with dolly
- 768. Stacks canned goods

PAPER HANDLING 357

- 769. Stuffs envelopes
- 770. Fills stapler
- 771. Unstaples
- 772. Staples
- 773. Folds paper
- 774. Colates
- 775. Uses hand paper punch
- 776. Uses three-hole paper punch

ENVELOPE HANDLING 361

- 777. Seals envelopes
- 778. Stamps envelopes
- 779. Applies labels
- 780. Addresses envelopes

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- 782. Seals boxes

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- 796. Uses crayons
- 797. Uses chalk
- 798. Paints with tempera
- 799. Cleans brush
- 800. Water paints
- 801. Pastes
- 802. Glues
- 803. Cleans glue bottle
- 804. Cuts on line

PAPER CRAFTS 375

- 805. Makes collage - pastes
- 806. Makes collage - cuts out pictures
- 807. Prepares brayer
- 808. Prepares wheat paste
- 809. Makes tissue paper flowers
- 810. Makes paper mache project
- 811. Makes linoleum print

MISCELLANEOUS CRAFTS 378

- 812. Prepares print for decoupage
- 813. Decoupages plaque
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- 815. Imprints design on leather
- 816. Prepares wax for candles
- 817. Makes candle

CLAY CRAFTS 380

- 818. Stores clay
- 819. Stores damp pot
- 820. Applies engobe
- 821. Prepares engobe
- 822. Applies glaze
- 823. Makes pinch pot
- 824. Adds to base
- 825. Rolls out clay
- 826. Adds to pinch pot

WEAVING 383

- 827. Weaves pot holders on hand loom
- 828. Weaves on upright loom

STITCHERY 384

- 829. Embroiders
- 830. Crochets
- 831. Knits
- 832. Does needlepoint

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SHOP SAFETY RULES 387

- 833. Uses tools safely
- 834. Stores tools, materials

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| 855. Joins boards with screws | |
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| 858. Uses power disc sander | |
| 859. Uses power disc wire wheel | |

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- 860. Hand sands surface
- 861. Fills nail holes

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- 862. Paints with roller
- 863. Shellacs (brush)
- 864. Stains (brush)
- 865. Enamels (brush)
- 866. Varnishes (brush)
- 867. Cleans brush

GLUEING 403

- 868. Uses polyvinyl resin
- 869. Uses casein glue

S O C I A L C O M P E T E N C Y

S E L F - C A R E

CLEANLINESS

WIPING

19.1.1.1.0.1(001) Given a napkin or paper towel and a situation in which the student's hands are covered with food, the student will, to the satisfaction of the teacher, take the napkin or paper towel and wipe all the food from his hands.

This objective is mastered when the student:

- | | | | |
|--------------------------------|-----|---------------------|-----|
| 1. Takes napkin or paper towel | ___ | 3. Removes food | ___ |
| 2. Wipes hands | ___ | 4. All food removed | ___ |

19.1.1.1.0.2(002) Given a napkin or paper towel and a situation in which there is food on the student's face, the student will, to the satisfaction of the teacher, take the napkin or paper towel and wipe all the food from his face.

This objective is mastered when the student:

- | | | | |
|--------------------------------|-----|---------------------|-----|
| 1. Takes napkin or paper towel | ___ | 3. Removes food | ___ |
| 2. Wipes face | ___ | 4. All food removed | ___ |

WASHING AND DRYING

19.1.1.1.2.0.1(003) Given a situation in which the student has wet hands, a supply of paper towels, and a waste receptacle, the student will, to the satisfaction of the teacher, dry his hands with one paper towel and dispose of the towel in the waste receptacle.

This objective is mastered when the student:

- | | |
|--|-----|
| 1. Picks up one paper towel | ___ |
| 2. Dries hands with paper towel | ___ |
| 3. Disposes of paper towel in waste receptacle | ___ |

**SOCIAL
SELF-CARE**

19.1.1.1.2.0.2(004) Given a sink, water, soap, and a cloth towel, the student will, to the satisfaction of the teacher, turn on the water, wet his hands, apply soap to his hands, work the soap over the areas of both hands, rinse all the soap from his hands, turn off the water, and dry his hands completely with the towel.

This objective is mastered when the student:

- | | | | |
|---|-----|----------------------------|-----|
| 1. Turns on water | ___ | 7. Rinses all soap off | ___ |
| 2. Applies water to hands | ___ | 8. Turns off water | ___ |
| 3. Applies soap | ___ | 9. Picks up towel | ___ |
| 4. Works soap over entire area of hands | ___ | 10. Dries hands with towel | ___ |
| 5. Rubs hands together | ___ | 11. Both hands clean | ___ |
| 6. Rinses soap off hands | ___ | 12. Both hands dry | ___ |

19.1.1.1.2.0.3(005) Given a sink, water, soap, and a cloth towel, the student will, to the satisfaction of the teacher, turn on the water, use his hands to apply water to his face, apply soap to his face, work the soap over the entire facial surface, rinse his face and hands with water, turn off the water, and dry his face and hands completely with the towel.

This objective is mastered when the student:

- | | | | |
|---------------------------------------|-----|----------------------------|-----|
| 1. Turns on water | ___ | 7. Picks up towel | ___ |
| 2. Applies water to face | ___ | 8. Dries face with towel | ___ |
| 3. Applies soap | ___ | 9. Entire face dry | ___ |
| 4. Works soap over entire facial area | ___ | 10. Turns off water | ___ |
| 5. Rinses face | ___ | 11. Dries hands with towel | ___ |
| 6. Rinses hands | ___ | 12. Both hands dry | ___ |

BATHING

19.1.1.1.3.0.1(006) Given a shower or a tub, the student will, to the satisfaction of the teacher and the student, first turn on the cold water, then turn on and adjust the hot water, while placing his hand under the water to determine a lukewarm temperature.

This objective is mastered when the student:

- | | | | |
|---|-----|---|-----|
| 1. Turns on cold water | ___ | 5. Stands out of direct water spray while adjusting hot water (if shower) | ___ |
| 2. Turns on hot water | ___ | | |
| 3. Places hand under water to determine temperature | ___ | 6. Water temperature is lukewarm | ___ |
| 4. Adjusts hot water | ___ | | |

19.1.1.1.3.0.2(007) Given a shower or a tub, soap, and towels, the student will, to the satisfaction of the teacher, turn on and adjust the water to a tolerable temperature, wash his entire body using soap and water, and dry his entire body.

This objective is mastered when the student:

- | | | | |
|--|-----|------------------------------|-----|
| 1. Turns on water to tolerable temperature | ___ | 6. Rinses soap from body | ___ |
| 2. Wets body | ___ | 7. Rinses all soap from body | ___ |
| 3. Wets entire body | ___ | 8. Turns off water | ___ |
| 4. Applies soap to entire body | ___ | 9. Picks up towel | ___ |
| 5. Works soap over all areas of body | ___ | 10. Dries body with towel | ___ |
| | | 11. Entire body dry | ___ |

CARE OF HAIR, TEETH, NOSE

19.1.1.1.4.0.1(008) Given a tissue and a situation in which the student has mucous on his face, the student will, to the satisfaction of the teacher, take a tissue and wipe all the mucous from his face.

**SOCIAL
SELF-CARE**

This objective is mastered when the student:

- | | | | |
|-----------------|-----|-----------------------|-----|
| 1. Takes tissue | ___ | 3. Removes mucous | ___ |
| 2. Wipes face | ___ | 4. Removes all mucous | ___ |

19.1.1.1.4.0.2(009) Given a box of tissues, a waste receptacle, and a situation in which the student's nose should be cleaned, the student will, to the satisfaction of the teacher, take a tissue, cover his nose with the tissue, blow into the tissue, wipe his nose clean, and dispose of the tissue in the waste receptacle.

This objective is mastered when the student:

- | | | | |
|----------------------------|-----|---|-----|
| 1. Takes one tissue | ___ | 4. Wipes nose clean | ___ |
| 2. Covers nose with tissue | ___ | 5. Disposes of tissue in waste receptacle | ___ |
| 3. Blows into tissue | ___ | | |

19.1.1.1.4.0.3(010) Given a sink, water, toothbrush, toothpaste, cup, and a towel, the student will, to the satisfaction of the teacher, turn on the water, pick up his toothbrush, uncap the toothpaste, put a small amount of toothpaste on the toothbrush, brush his teeth, rinse his mouth, dry around his mouth, rinse the toothbrush, turn off the water, and cap the toothpaste.

This objective is mastered when the student:

- | | | | |
|--------------------------------------|-----|----------------------------------|-----|
| 1. Turns on water | ___ | 7. Picks up towel | ___ |
| 2. Uncaps toothpaste | ___ | 8. Dries around mouth with towel | ___ |
| 3. Puts toothpaste on brush bristles | ___ | 9. Mouth dry | ___ |
| 4. Doesn't waste toothpaste | ___ | 10. Rinses brush | ___ |
| 5. Brushes teeth | ___ | 11. Brush clean | ___ |
| 6. Rinses mouth | ___ | 12. Turns off water | ___ |
| | | 13. Caps toothpaste | ___ |

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19.1.1.1.4.0.4(011) Given a sink, water, shampoo, a washcloth, and a towel, the student will, to the satisfaction of the teacher, remove the cap from the container of shampoo, turn on the water, bend over the sink, wet his hair, pour a small amount of shampoo into his hands, apply the shampoo to his hair, rub the shampoo into his hair producing a soapy lather, rinse all the visible soap from his hair, repeat the washing and rinsing process, wipe the shampoo from his face with the washcloth, turn off the water, pick up the towel, fluff dry his hair until most of the excess water is removed, and cap the shampoo.

This objective is mastered when the student:

- | | | | |
|---|-------|--|-------|
| 1. Removes cap from shampoo container | _____ | 11. Rinses hair clean | _____ |
| 2. Turns on water | _____ | 12. Repeats numbers 6-11 | _____ |
| 3. Bends over sink | _____ | 13. Wipes shampoo from face with washcloth | _____ |
| 4. Wets hair | _____ | 14. Turns off water | _____ |
| 5. Wets all hair areas | _____ | 15. Picks up towel | _____ |
| 6. Pours shampoo into hand | _____ | 16. Uses towel to dry hair | _____ |
| 7. Applies shampoo to hair | _____ | 17. Removes most of excess water from hair | _____ |
| 8. Uses small amount of shampoo | _____ | 18. Puts cap back on shampoo container | _____ |
| 9. Rubs shampoo into hair | _____ | | |
| 10. Rubs shampoo into all areas of hair | _____ | | |

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EATING

SOLID FOOD

19.1.1.2.1.0.1(012) Given a school plate lunch containing a solid food, the student will, to the satisfaction of the teacher, use his fingers to pick up the solid food from the plate, place it in his mouth, chew, and swallow the food.

This objective is mastered when the student:

1. Picks up solid food with fingers _____
2. Places bite of food in mouth _____
3. Chews bite of food _____
4. Swallows bite of food _____
5. Repeats numbers 1-4 for each bite of solid food _____

LIQUID FOOD

19.1.1.2.2.0.1(013) Given a container of liquid with a straw inserted, the student will, to the satisfaction of the teacher, grasp the container, place the straw in his mouth, draw the liquid into his mouth, and swallow the liquid without dribbling or spilling it.

This objective is mastered when the student:

- | | |
|----------------------------------|----------------------------------|
| 1. Grasps container _____ | 4. Swallows liquid _____ |
| 2. Places straw in mouth _____ | 5. Does not dribble liquid _____ |
| 3. Draws liquid into mouth _____ | 6. Does not spill liquid _____ |

19.1.1.2.2.0.2(014) Given a cup 3/4 full of liquid, the student will, to the satisfaction of the teacher, grasp the cup by its handle, bring it to his mouth, sip and swallow the liquid without dribbling or spilling it.

This objective is mastered when the student:

- | | | | |
|--------------------------|-----|----------------------------|-----|
| 1. Grasps cup by handle | ___ | 4. Sips liquid | ___ |
| 2. Picks up cup | ___ | 5. Swallows liquid | ___ |
| 3. Brings cup to mouth | ___ | 6. Does not dribble liquid | ___ |
| 7. Does not spill liquid | | ___ | |

19.1.1.2.2.0.3(015) Given a glass half-full of liquid, the student will, to the satisfaction of the teacher, pick up the glass, bring it to his mouth, sip and swallow the liquid without dribbling or spilling it.

This objective is mastered when the student:

- | | | | |
|-----------------------|-----|----------------------------|-----|
| 1. Picks up glass | ___ | 4. Swallows liquid | ___ |
| 2. Brings it to mouth | ___ | 5. Does not dribble liquid | ___ |
| 3. Sips liquid | ___ | 6. Does not spill liquid | ___ |

19.1.1.2.2.0.4(016) Given a water fountain, the student will, to the satisfaction of the teacher, turn on the water, take water into the mouth without touching the fountain with his mouth, swallow the water, and turn off the water, doing all of the above without dribbling or spilling water..

This objective is mastered when the student:

- | | | | |
|----------------------------------|-----|---------------------------|-----|
| 1. Turns on water | ___ | 4. Swallows water | ___ |
| 2. Takes water into mouth | ___ | 5. Turns off water | ___ |
| 3. Mouth does not touch fountain | ___ | 6. Does not dribble water | ___ |
| 7. Does not spill water | | ___ | |

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USE OF UTENSILS

19.1.1.2.3.0.1(017) Given a spoon and a liquid and/or soft food, the student will, to the satisfaction of the teacher, use the spoon, to scoop up the food, transport it to his mouth, and put it in his mouth without spilling or dropping it.

This objective is mastered when the student:

- | | | | |
|--|-----|------------------------------------|-----|
| 1. Grasps spoon | ___ | 4. Brings food to mouth with spoon | ___ |
| 2. Bowl of spoon is up | ___ | 5. Puts food in mouth | ___ |
| 3. Picks up food (liquid or soft) with spoon | ___ | 6. Does not spill or drop food | ___ |

19.1.1.2.3.0.2(018) Given a fork and a solid or semi-solid food, the student will, to the satisfaction of the teacher, use the fork to separate, spear, or scoop an appropriate amount of food, transport it to his mouth, and put it in his mouth without spilling or dropping it.

This objective is mastered when the student:

- | | | | |
|-----------------------------------|-----|--------------------------------|-----|
| 1. Grasps fork | ___ | 4. Puts food in mouth | ___ |
| 2. Separates and picks up food | ___ | 5. Does not spill or drop food | ___ |
| 3. Brings food to mouth with fork | ___ | | |

19.1.1.2.3.0.3(019) Given a knife, a fork, and a solid food such as a cooked hamburger patty, the student will, to the satisfaction of the teacher, use the utensils to cut the solid food.

This objective is mastered when the student:

- | | | | |
|-----------------------------|-----|---|-----|
| 1. Picks up knife and fork | ___ | 4. Holds food with fork | ___ |
| 2. One utensil in each hand | ___ | 5. Cuts food with knife | ___ |
| 3. Places fork in food | ___ | 6. Repeats numbers 3-5 until food is completely cut | ___ |

19.1.1.2.3.0.4(020) Given a knife, a fork, a spoon, a plate, and a variety of foods including a meat, a soft food, and a liquid food, the student will, with 100% accuracy, touch the correct utensil or utensils used in the consumption of meat, soft foods, and liquid foods, in response to teacher questioning.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Touch the utensil you use to eat _____ (liquid food)." _____
2. "Touch the utensil you use to eat _____ (soft food)." _____
3. "Touch the utensils you use to cut and eat the meat." _____

19.1.1.2.3.0.5(021) Given a knife, a fork, a spoon, a plate, and a variety of foods which includes a meat, a soft food, and a liquid food, the student will, to the satisfaction of the teacher, use the correct utensils in cutting the solid food, picking up the food, and bringing the food to his mouth, and return the utensil to his plate.

This objective is mastered when the student:

- | | |
|---|--|
| 1. Picks up liquid food with spoon _____ | 5. Brings soft food to mouth using fork without spilling _____ |
| 2. Brings liquid food to mouth using spoon without spilling _____ | 6. Cuts meat with knife and fork _____ |
| 3. Cuts soft food with fork _____ | 7. Picks up meat with fork _____ |
| 4. Picks up soft food with fork _____ | 8. Brings meat to mouth using fork without spilling _____ |
| 9. Returns each utensil to plate _____ | |

BALANCED EATING AND DRINKING

19.1.1.2.4.0.1(022) Given three sets of three pictures showing liquids which vary in quantity, the student will, with 100% accuracy, touch the correct picture of a moderate amount of liquid in each set, in response to questioning by the teacher.

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This objective is mastered when the student touches the underlined picture in each set below:

1. Pitcher of orange juice, glass, partially filled with orange juice, glass filled with orange juice _____
2. Glass filled with milk, gallon jug of milk, glass partially filled with milk _____
3. Glass partially filled with tomato juice, glass filled with tomato juice, pitcher of tomato juice _____

19.1.1.2.4.0.2(023) Given four sets of three pictures showing solid foods which vary in quantity, the student will, with 100% accuracy, touch the correct picture of a one serving quantity in each set, in response to questioning by the teacher.

This objective is mastered when the student touches the underlined picture in each set below:

1. Small amount of mashed potatoes, plate full of mashed potatoes, one serving of mashed potatoes _____
2. One bunch of bananas, one banana, a piece of banana _____
3. Small amount of meat, one serving of meat, large amount of meat _____
4. One slice of cake, entire cake, bite of cake _____

19.1.1.2.4.0.3(024) Given a set of seven pictures depicting liquid foods of varying nutritional quality, the student will, with 100% accuracy, touch all the pictures of foods of high nutritional value in response to questioning by the teacher.

This objective is mastered when the student touches the underlined pictures in the set below:

1. Kool aid, orange juice, milk, coffee, tomato juice, coke, beer _____

TABLE MANNERS

19.1.1.2.5.0.1(025) Given a meal-time situation and a napkin, the student will, to the satisfaction of the teacher, protect his clothing by opening the napkin and placing it in his lap or under his chin before starting to eat or drink.

This objective is mastered when the student:

1. Opens napkin _____
2. Places his napkin in lap or under chin _____

19.1.1.2.5.0.2(026) Given several individual or group eating situations, the student will demonstrate proper table manners at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____
Less than 50% of the time _____

The following checklist may be helpful in identifying appropriate table manner behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

- | | |
|---|---|
| 1. Posture good _____ | 6. Does not take food from plate of another _____ |
| 2. Uses napkin _____ | 7. Does not play with food or utensils _____ |
| 3. Passes food _____ | 8. Does not throw food or utensils _____ |
| 4. Requests food _____ | |
| 5. Closes mouth while chewing _____ | |
| 9. Does not talk with food in mouth _____ | |

OPERATING A VENDING MACHINE

19.1.1.2.6.0.1(027) Given a vending machine and a collection of ten coins of various denominations, the student will, to the satisfaction of the

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teacher, select the proper amount of money, insert the money in the proper slot, pull or push the appropriate button or lever in order to obtain the desired article, and remove the article from the machine.

This objective is mastered when the student:

- | | | | |
|-----------------------------------|-------|--|-------|
| 1. Selects proper amount of money | _____ | 3. Pushes appropriate button (Pulls appropriate lever) | _____ |
| 2. Inserts money in proper slot | _____ | 4. Removes article from machine | _____ |

CAFETERIA EATING

19.1.1.2.7.0.1(028) Given a cafeteria situation with appropriate equipment, the student will, to the satisfaction of the teacher, demonstrate his ability to function properly in a cafeteria eating situation by waiting in line, taking a tray, eating utensils, and napkin, requesting food, putting it on the tray, moving the tray from station to station, paying for his food, carrying the tray to an appropriate eating place, eating the food, and taking the tray with dirty dishes and utensils to an appropriate disposal area.

This objective is mastered when the student:

- | | | | |
|---|-------|--|-------|
| 1. Stands in line (exhibits appropriate behavior) | _____ | 6. Moves from station to station | _____ |
| 2. Picks up tray | _____ | 7. Pays for food | _____ |
| 3. Picks up eating utensils | _____ | 8. Carries tray to table | _____ |
| 4. Requests food (appropriately) | _____ | 9. Eats food | _____ |
| 5. Puts food on tray | _____ | 10. Takes tray with dirty dishes and utensils to appropriate disposal area | _____ |

SAFETY SKILLS

WEATHER SAFETY

19.1.1.3.1.0.1(029) Given three sets of four pictures depicting various behaviors during severe weather, the student will, with 100% accuracy, touch the picture depicting the appropriate behavior in each set.

This objective is mastered when the student touches the underlined picture in each set below:

1. Swinging in the rain, swinging in the rain, splashing in puddles, walking with umbrella and attired in rain apparel _____
2. Sitting in the cellar, playing ball, skipping rope, see-sawing _____
3. Flying a kite, staying in pool going indoors, standing under tree _____

SAFETY FOR EYES, EARS, NOSE, THROAT

19.1.1.3.2.0.1(030) Given five sets of three pictures depicting various objects, the student will, with 100% accuracy, touch the picture of the object in each set which would do most harm to the eyes.

This objective is mastered when the student touches the underlined picture in each set below:

1. Knife, washcloth, kleenex _____
2. Cotton balls, towel, scissors _____
3. Apple, carrot, pencil _____
4. Book, broken glass, dress _____
5. Hairspray, banana, pillow _____

19.1.1.3.2.0.2(031) Given four sets of four pictures depicting various objects, the student will, with 100% accuracy, touch the picture of the object in each set which would do most harm to the ears.

This objective is mastered when the student touches the underlined picture in each set below:

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1. Towel, apple, bed, pencil _____
2. Bobby pin, dress, pear, Q-tip _____
3. Towel, kleenex, needle, washcloth _____
4. House, orange, sock, safety pin _____

19.1.1.3.2.0.3(032) Given a set of pictures of seven common household articles, the student will, with 100% accuracy, touch the pictures of the three objects which would do most harm to the nose.

This objective is mastered when the student touches the underlined pictures in the set below:

1. Washcloth, bobby pin, towel, tissues, scissors, perfume, pencil _____

19.1.1.3.2.0.4(033) Given three sets of three pictures depicting various objects, the student will, with 100% accuracy, touch the picture of the object in each set which would do most harm if swallowed.

This objective is mastered when the student touches the underlined picture in each set below:

1. Bleach, milk, bread _____
2. Apple, ice cream cone, lighter fluid _____
3. Banana, poison, cola _____

VEHICULAR SAFETY

19.1.1.3.3.0.1(034) Given a school bus with a hand railing, the student will, to the satisfaction of the teacher, get off the bus by grasping the railing with his hand while placing one foot on the top step, and descending the steps by placing one foot at a time on each step until he reaches the ground, without falling.

This objective is mastered when the student:

- | | | | |
|-----------------------------|-------|--|-------|
| 1. Grasps railing with hand | _____ | 4. Places one foot at a time on each lower step | _____ |
| 2. Places foot on top step | _____ | 5. Reaches ground without falling | _____ |
| 3. Descends steps | _____ | | |

19.1.1.3.3.0.2(035) Given a school bus with a hand railing, the student will, to the satisfaction of the teacher, get on the bus by grasping the railing with his hand while placing one foot on the first step, and climbing the steps by placing one foot at a time on each step until he reaches the floor level of the bus, without falling.

This objective is mastered when the student:

- | | | | |
|------------------------------|-------|---|-------|
| 1. Grasps railing with hand | _____ | 4. Places one foot at a time on each higher step | _____ |
| 2. Places foot on first step | _____ | 5. Reaches floor level without falling | _____ |
| 3. Climbs steps | _____ | | |

19.1.1.3.3.0.3(036) Given an automobile with lap seat belts, the student will, to the satisfaction of the teacher, fasten and unfasten the seat belt around his waist.

This objective is mastered when the student:

- | | | | |
|---------------------------------|-------|--------------------------------|-------|
| 1. Puts seat belt around waist | _____ | 3. Tightens seat belt securely | _____ |
| 2. Fastens seat belt | _____ | 4. Unfastens seat belt | _____ |
| 5. Removes seat belt from waist | _____ | | |

19.1.1.3.3.0.4(037) Given a situation in which a student is riding in a car or bus, the student will, to the satisfaction of the teacher, behave in accordance with each of eight passenger safety rules for the duration of the ride.

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This objective is mastered when the student:

1. Waits until vehicle comes to complete stop before loading or unloading _____
2. Does not eat food or drink liquids in vehicle _____
3. Does not smoke in vehicle _____
4. Does not stand in vehicle unless necessary _____
5. Does not push in vehicle _____
6. Does not hang parts of his body out of vehicle windows _____
7. Does not shout in vehicle _____
8. Does not fight in vehicle _____

STREET SAFETY

19.1.1.3.4.0.1(038) Given a situation in which the teacher requests that the student walk on the shoulder of the road, the student will, to the satisfaction of the teacher, walk on the shoulder of the road, facing on-coming traffic at least five feet from the road surface for a distance of 50 yards.

This objective is mastered when the student:

1. Selects correct side of road _____
2. Walks at least five feet away from road surface _____
3. Walks 50 yards properly _____

19.1.1.3.4.0.2(039) Given a street with a marked crosswalk and no traffic light, the student will, to the satisfaction of the teacher, look both ways to check for cars, and if none are coming, walk across the street staying between the markings of the crosswalk.

This objective is mastered when the student:

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1. Stands on curb _____
2. Looks both ways to check for cars _____
3. Walks to other side when safe _____
4. Stays within crosswalk markings _____

19.1.1.3.4.0.3(040) Given a situation in which the teacher requests that the student walk across an intersection with a traffic light, the student will, to the satisfaction of the teacher, stand on the curb, stop for a red signal, wait for light to change to green, look carefully in all directions, and walk to the other side of the street.

This objective is mastered when the student:

1. Stands on curb _____
2. Stops if light is red (or if "DON'T WALK" sign is on) _____
3. Waits for light to change to green (if necessary) _____
4. Looks carefully in all directions _____
5. Walks to other side when safe _____

DANGER AWARENESS

19.1.1.3.5.0.1(041) Given two sets of four pictures depicting safe and dangerous objects, the student will, with 100% accuracy, touch all of the pictures of dangerous objects in both sets.

This objective is mastered when the student touches the underlined picture(s) in each set below:

1. Comb, grapes, firecrackers, camera _____
2. Shotgun, pear, poison, typewriter _____

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19.1.1.3.5.0.2(042) Given two sets of four pictures depicting emergency and safe situations, the student will, with 100% accuracy, touch all of the pictures of emergency situations in both sets.

This objective is mastered when the student touches the underlined pictures in each set below:

1. Person being hit by car, person watching TV, person in burning house, person eating _____
2. Person at birthday party, person being beat up, person having heart attack, person drinking milk _____

USE OF DANGEROUS OBJECTS

19.1.1.3.6.0.1(043) Given a sharp object, the student will, to the satisfaction of the teacher, handle the sharp object by picking it up, holding the sharp end in his hand, and passing the blunt end to another person without injuring himself or the other person.

This objective is mastered when the student:

1. Picks up sharp object _____
2. Holds sharp end in hand _____
3. Hands blunt end to classmate _____
4. Does not injure self or others _____

19.1.1.3.6.0.2(044) Given a box of safety matches, a candle, and an empty ash tray, the student will, to the satisfaction of the teacher, take a match from the box, close the box, strike the match away from his body, light the candle, and extinguish and discard the match in the ash tray without burning himself or any object other than the candle.

This objective is mastered when the student:

1. Takes match from box _____
2. Closes box _____
3. Strikes match away from body _____
4. Lights candle _____
5. Extinguishes match _____
6. Discards match into ash tray _____
7. Does not burn self or other objects _____

19.1.1.3.6.0.3(045) Given an electrical appliance and proper instructions, the student will, to the satisfaction of the teacher, pick up the appliance plug, look for frayed ends, plug it into the socket, and remove the plug from the outlet after the appliance has been used.

This objective is mastered when the student:

1. Has dry hands _____
2. Picks up appliance plug _____
3. Looks for frayed ends _____
4. Puts plug into socket securely _____
5. Grips rubber surrounding plug _____
6. Removes plug completely from socket _____

FIRE SAFETY

19.1.1.3.7.0.1(046) Given two sets of five pictures depicting situations that could cause a fire and situations that would not cause a fire, the student will, with 100% accuracy, touch all of the pictures of situations that could cause a fire in both sets.

This objective is mastered when the student touches the underlined pictures in each set below:

1. Flowers, debris, water sprinkler, smoking, a lake _____
2. Stove, bricks, gasoline, ice cube, a salad _____

19.1.1.3.7.0.2(047) Given a fire drill situation, the student will, to the satisfaction of the teacher, leave the school building by walking quickly to the nearest and least hazardous exit, continue departure to a safe distance from the building, and line up and return to the building.

This objective is mastered when the student:

1. Lines up _____
2. Leaves building quickly (walking) _____
3. Leaves by nearest and least hazardous exit _____

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4. Continues departure to safe distance _____
5. Quietly lines up and returns to building _____

19.1.1.3.7.0.3(048) Given teacher directions that there is a fire, the student will, to the satisfaction of the teacher, gain the attention of an appropriate person, tell this person that there is a fire, and indicate the location of the fire.

This objective is mastered when the student:

1. Gains attention of appropriate person _____
2. Tells person that there is a fire _____
3. Indicates location of fire _____

19.1.1.3.7.0.4(049) Given a teletrainer and teacher directions that there is a fire, the student will, to the satisfaction of the teacher, pick up the telephone receiver, dial the operator, give his name, relate that there is a fire, give the location of the fire, listen for the operator's instructions, and hang up the receiver.

This objective is mastered when the student:

- | | |
|---------------------------------------|---|
| 1. Picks up receiver _____ | 5. Gives location of fire (address) _____ |
| 2. Dials operator _____ | 6. Hangs up receiver _____ |
| 3. Relates that there is a fire _____ | 7. Repeats directions from operator _____ |
| 4. Gives name _____ | |

DRESSING AND UNDRESSING

TAKING OFF CLOTHES

19.1.1.4.1.0.1(050) Given a pair of untied shoes on the student's person, the student will, to the satisfaction of the teacher, grasp the shoe with his hand(s), pull the shoe until it is completely off his foot, and repeat this procedure for the other shoe.

This objective is mastered when the student:

- | | |
|-----------------------------------|---|
| 1. Grasps shoe with hand(s) _____ | 3. Removes shoe from foot _____ |
| 2. Pulls shoe _____ | 4. Repeats numbers 1-3 for other shoe _____ |

19.1.1.4.1.0.2(051) Given a pair of socks on the student's person, the student will, to the satisfaction of the teacher, grasp the top of the sock, pull it down and over the heel, continue pulling until the sock is completely off his foot, and repeat this procedure for the other sock.

This objective is mastered when the student:

- | | |
|---|-------------------------------|
| 1. Grasps top of sock _____ | 3. Pulls sock over heel _____ |
| 2. Pulls down sock _____ | 4. Pulls sock off _____ |
| 5. Repeats numbers 1-4 for other sock _____ | |

19.1.1.4.1.0.3(052) Given an article of clothing which can be pulled down, the student will, to the satisfaction of the teacher, grasp both sides of the garment at the waistline, pull down the garment, and remove both feet from the garment until the garment is completely off the student.

This objective is mastered when the student:

- | | |
|---------------------------------------|--|
| 1. Grasps both sides of garment _____ | 4. Removes one foot from garment _____ |
| 2. Grasps garment at waistline _____ | 5. Removes other foot from garment _____ |
| 3. Pulls down garment _____ | |

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(Note: Student is not evaluated in this objective for undoing fasteners, e.g., zippers, hooks, etc.)

19.1.1.4.1.0.4(053) Given an article of clothing which can be pulled off over the head, the student will, to the satisfaction of the teacher, pull the garment up and over his head, and remove both arms from the armholes until the garment is completely off the student.

This objective is mastered when the student:

- | | | | |
|----------------------------|-------|-----------------------------------|-------|
| 1. Grasps garment | _____ | 4. Removes arm from one armhole | _____ |
| 2. Pulls garment up | _____ | 5. Removes arm from other armhole | _____ |
| 3. Pulls garment over head | _____ | | |

19.1.1.4.1.0.5(054) Given an article of clothing which can be pulled off over the shoulders, the student will, to the satisfaction of the teacher, pull the unfastened garment over his shoulders, slide it down his arms, and remove his arms from the armholes until the garment is completely off the student.

This objective is mastered when the student:

- | | | | |
|--|-------|-----------------------------------|-------|
| 1. Removes garment from one shoulder | _____ | 4. Slides garment down other arm | _____ |
| 2. Removes garment from other shoulder | _____ | 5. Removes arm from one armhole | _____ |
| 3. Slides garment down one arm | _____ | 6. Removes arm from other armhole | _____ |

PUTTING ON CLOTHES

19.1.1.4.2.0.1(055) Given an article of clothing that can be pulled up, the student will, to the satisfaction of the teacher, place his feet in the appropriate holes, grasp the garment at the waistline with both hands,

and pull the garment up until it is at the correct place on his body.

This objective is mastered when the student:

1. Places one foot in appropriate hole _____
2. Places other foot in appropriate hole _____
3. Grasps article at waistline with both hands _____
4. Pulls article up _____
5. Positions it at correct place on body _____

(Note: The student is not being evaluated in this objective for doing fasteners, e.g., zippers, hooks, etc.)

19.1.1.4.2.0.2(056) Given an article of clothing that can be pulled over the head, the student will, to the satisfaction of the teacher, grasp the garment with both hands, bring the garment to his head, poke his head through the appropriate hole, place his arms alternately into the appropriate holes, and pull the garment down completely.

This objective is mastered when the student:

- | | |
|---|---|
| 1. Grasps garment with both hands _____ | 5. Places other arm into appropriate hole _____ |
| 2. Brings garment to head _____ | 6. Pulls garment down to proper place on body _____ |
| 3. Pokes head through appropriate hole _____ | 7. Garment right side out _____ |
| 4. Places one arm into appropriate hole _____ | 8. Garment not on backwards _____ |

19.1.1.4.2.0.3(057) Given an article of clothing that is open down the front, the student will, to the satisfaction of the teacher, hold the garment with one hand, slip the free arm into the appropriate armhole, reach back with the other arm, slip that arm into the appropriate armhole, and then pull the garment onto the shoulders with both hands.

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This objective is mastered when the student:

- | | | | |
|--|-----|---|-----|
| 1. Holds garment with one hand | ___ | 5. Pulls garment onto shoulders with both hands | ___ |
| 2. Slips free arm into appropriate armhole | ___ | 6. Garment right side out | ___ |
| 3. Reaches back with other arm | ___ | 7. Garment properly positioned on body | ___ |
| 4. Slips arm into appropriate armhole | ___ | | |

(Note: The student is not being evaluated in this objective for doing fasteners, e.g., zippers, buttons, etc.)

19.1.1.4.2.0.4(058) Given a pair of shoes, the student will, to the satisfaction of the teacher, slip his toes down into one shoe, run a finger around the inside of the heel of the shoe, push his heel down into the shoe, straighten the top of the heel so that no part is curled under and the shoe fits comfortably, and repeat this procedure with the other shoe.

This objective is mastered when the student:

- | | | | |
|---|-----|---|-----|
| 1. Slips his toes down into one shoe | ___ | 4. Straightens top of heel so no part is curled under | ___ |
| 2. Runs finger around inside heel of shoe | ___ | 5. Tongue of shoe in proper place | ___ |
| 3. Pushes heel down into shoe | ___ | 6. Repeats number 1-5 with other shoe | ___ |

(Note: The student is not being evaluated in this objective for tying or fastening shoes.)

19.1.1.4.2.0.5(059) Given a pair of socks, the student will, to the satisfaction of the teacher, use both hands to open the sock, put his foot into the sock until the toes are at the toe end, pull the sock over the heel, pull the sock neck completely up on the ankle, adjust the sock so that it fits smoothly on the foot, and repeat this procedure for the other sock.

This objective is mastered when the student:

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- | | | | |
|---------------------------------|-----|---|-----|
| 1. Uses both hands to open sock | ___ | 6. Pulls sock neck completely up on ankle | ___ |
| 2. Puts foot into sock | ___ | 7. Sock fits smoothly | ___ |
| 3. Toes at toe end of sock | ___ | 8. Sock is not twisted | ___ |
| 4. Pulls sock over heel | ___ | 9. Repeats numbers 1-8 with other sock | ___ |
| 5. Places heel in heel pocket | ___ | | |

FASTENING CLOTHES

19.1.1.4.3.0.1(060) Given a fastened snap that is not on the student's person, the student will, to the satisfaction of the teacher, hold the material surrounding the top and bottom of the snap, pull until the snap separates, fit the snap together, and push until the snap is locked.

This objective is mastered when the student:

- | | | | |
|--|-----|--|-----|
| 1. Holds material surrounding top and bottom of snap with both hands | ___ | 3. Holds both parts of snap, one side in each hand | ___ |
| 2. Pulls until snap separates | ___ | 4. Fits parts of snap together | ___ |
| 5. Pushes parts of snap together until locked | ___ | | |

19.1.1.4.3.0.2(061) Given an article of clothing with fastened snaps that he is wearing, the student will, to the satisfaction of the teacher, hold the material surrounding the top and bottom of each snap, pull until each snap separates, fit each snap together, and push until each snap is locked.

This objective is mastered when the student:

- | | | | |
|--|-----|--|-----|
| 1. Holds material surrounding top and bottom of one snap | ___ | 4. Holds both parts of snap, one side in each hand | ___ |
| 2. Pulls until snap separates | ___ | 5. Fits parts of snap together | ___ |
| 3. Repeats numbers 1-2 for each snap | ___ | 6. Pushes parts of snap together until locked | ___ |

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7. Repeats numbers 4-6 for each snap _____

19.1.1.4.3.0.3(062) Given an article of clothing with an unfastened hook that is not on the student's person, the student will, to the satisfaction of the teacher, grasp the material around the hook in one hand and the material around the eye in the other hand, pull them together, pull the hook onto the eye until it is securely fastened, then grasp the material around the hook and the eye, and push the hook until it completely separates from the eye.

This objective is mastered when the student:

- | | |
|---|---|
| 1. Grasps material around hook in one hand _____ | 5. Connects them securely _____ |
| 2. Grasps material around eye in other hand _____ | 6. Grasps material around hook _____ |
| 3. Pulls them together. _____ | 7. Pushes to separate hook from eye _____ |
| 4. Pulls hook over eye _____ | 8. Hook completely free from eye _____ |

19.1.1.4.3.0.4(063) Given an article of clothing with unfastened hooks that he is wearing, the student will, to the satisfaction of the teacher, grasp the material around each hook in one hand and the material around each eye in the other hand, pull them together, pull each hook onto its corresponding eye, until each is securely fastened, then grasp the material around each hook and eye, and push each hook until it completely separates from the eye.

This objective is mastered when the student:

- | | |
|---|--|
| 1. Grasps material around hook in one hand _____ | 6. Repeats numbers 1-5 for each hook _____ |
| 2. Grasps material around corresponding eye in other hand _____ | 7. Grasps material around hook _____ |
| 3. Pulls them together _____ | 8. Pushes to separate hook from eye _____ |
| 4. Pulls hook over eye _____ | 9. Hook completely free from eye _____ |
| 5. Connects them securely _____ | |

10. Repeats numbers 7-9 for each hook _____

19.1.1.4.3.0.5(004) Given a closed buckle not on the student's person, the student will, to the satisfaction of the teacher, pull the belt end from the buckle, remove the prong from the hole in the belt end, and pull the belt end through and away from the buckle until they are no longer joined.

This objective is mastered when the student:

- | | |
|--|--|
| 1. Pulls belt end from buckle _____ | 3. Pulls prong from hole with other hand _____ |
| 2. Pulls belt end back with one hand _____ | 4. Pulls belt end free from buckle _____ |

19.1.1.4.3.0.6(065) Given a closed buckle on an article of clothing he is wearing, the student will, to the satisfaction of the teacher, pull the belt end from the buckle, remove the prong from the hole in the belt end, and pull the belt end through and away from the buckle until they are no longer joined.

This objective is mastered when the student:

- | | |
|--|--|
| 1. Pulls belt end from buckle _____ | 3. Pulls prong from hole with other hand _____ |
| 2. Pulls belt end back with one hand _____ | 4. Pulls belt end free from buckle _____ |

19.1.1.4.3.0.7(066) Given an open buckle not on the student's person, the student will, to the satisfaction of the teacher, grasp the belt end, thread it under and through the buckle, pull the belt end back with one hand, poke the prong through an appropriate hole in the belt, and thread the belt end through and under the buckle until it is secure.

This objective is mastered when the student:

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- | | | | |
|--|-----|---|-----|
| 1. Grasps belt end | ___ | 4. Pokes prong through appropriate hole | ___ |
| 2. Threads it under and through buckle | ___ | 5. Threads belt end through and under buckle until secure | ___ |
| 3. Pulls belt end back with one hand | ___ | | |

19.1.1.4.3.0.8(067) Given an open buckle on an article of clothing he is wearing, the student will, to the satisfaction of the teacher, grasp the belt end, thread it under and through the buckle, pull the belt end back with one hand, poke the prong through an appropriate hole in the belt, and thread the belt end through and under the buckle until it is secure.

This objective is mastered when the student:

- | | | | |
|--|-----|---|-----|
| 1. Grasps belt end | ___ | 4. Pokes prong through appropriate hole | ___ |
| 2. Threads it under and through buckle | ___ | 5. Threads belt end through and under buckle until secure | ___ |
| 3. Pulls belt end back with one hand | ___ | | |

19.1.1.4.3.0.9(068) Given a large colored safety pin and a piece of cloth, the student will, to the satisfaction of the teacher, fasten the piece of cloth to his clothing by opening the pin, inserting it through the cloth and his clothing, and closing the pin without sticking himself.

This objective is mastered when the student:

- | | | | |
|--|-----|---------------------------|-----|
| 1. Picks up safety pin | ___ | 4. Closes safety pin | ___ |
| 2. Opens safety pin | ___ | 5. Does not stick himself | ___ |
| 3. Inserts safety pin through cloth and clothing | ___ | | |

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19.1.1.4.3.0.10(069) Given a closed zipper that is not on the student's person, the student will, to the satisfaction of the teacher, grasp the zipper tab, pull it to the bottom of the zipper, then grasp the zipper tab again and pull it up to the top.

This objective is mastered when the student:

- | | | | |
|--|-------|------------------------------------|-------|
| 1. Grasps zipper tab | _____ | 4. Grasps zipper tab in other hand | _____ |
| 2. Zips to bottom | _____ | 5. Pulls tab to top of zipper | _____ |
| 3. Grasps bottom of zipper in one hand | _____ | | |

19.1.1.4.3.0.11(070) Given a closed zipper on an article of clothing he is wearing, the student will, to the satisfaction of the teacher, grasp the zipper tab, pull it to the bottom of the zipper, then grasp the zipper tab again and pull it up to the top.

This objective is mastered when the student:

- | | | | |
|--|-------|------------------------------------|-------|
| 1. Grasps zipper tab | _____ | 4. Grasps zipper tab in other hand | _____ |
| 2. Zips to bottom | _____ | 5. Pulls tab to top of zipper | _____ |
| 3. Grasps bottom of zipper in one hand | _____ | | |

19.1.1.4.3.0.12(071) Given a closed detachable zipper that is not on the student's person, the student will, to the satisfaction of the teacher, grasp the zipper tab, pull it to the bottom of the zipper, slide the appropriate side out of the fastener, then grasp both sides of the zipper, slide the appropriate side of the zipper into the fastener, grasp the zipper tab, and pull the tab up to the top of the zipper.

This objective is mastered when the student:

- | | | | |
|----------------------|-------|--------------------------------------|-------|
| 1. Grasps zipper tab | _____ | 3. Slides zipper end out of fastener | _____ |
| 2. Zips to bottom | _____ | 4. Grasps zipper end and fastener | _____ |

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- | | |
|--|--|
| 5. Places zipper end in fastener _____ | 7. Grasps zipper tab in other hand _____ |
| 6. Grasps bottom of zipper in one hand _____ | 8. Pulls tab to top of zipper _____ |

19.1.1.4.3.0.13(072) Given a closed detachable zipper on an article of clothing he is wearing, the student will, to the satisfaction of the teacher, grasp the zipper tab, pull it to the bottom of the zipper, slide the appropriate side out of the fastener, then grasp both sides of the zipper, slide the appropriate side of the zipper into the fastener, grasp the zipper tab, and pull the tab up to the top of the zipper.

This objective is mastered when the student:

- | | |
|--|--|
| 1. Grasps zipper tab _____ | 5. Places zipper end in fastener _____ |
| 2. Zips to bottom _____ | 6. Grasps bottom of zipper in one hand _____ |
| 3. Slides zipper end out of fastener _____ | 7. Grasps zipper tab in other hand _____ |
| 4. Grasps zipper end and fastener _____ | 8. Pulls tab to top of zipper _____ |

19.1.1.4.3.0.14(073) Given a piece of material which contains a button in a buttonhole, the student will, to the satisfaction of the teacher, grasp the fastened button and push the button through the hole until the button and buttonhole are completely separate.

This objective is mastered when the student:

- | | |
|--|--|
| 1. Grasps button in one hand _____ | 3. Pushes button through buttonhole _____ |
| 2. Grasps side of material containing buttonhole with other hand _____ | 4. Guides button out of hole with other hand _____ |
| 5. Button completely out of hole _____ | |

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19.1.1.4.3.0.15(074) Given a buttoned article of clothing that he is wearing, the student will, to the satisfaction of the teacher, grasp each fastened button and push each button through its hole until each button and buttonhole are completely separate.

This objective is mastered when the student:

- | | |
|--|--|
| 1. Grasps button with one hand _____ | 4. Guides button out of hole with other hand _____ |
| 2. Grasps side of material containing buttonhole with other hand _____ | 5. Button completely out of hole _____ |
| 3. Pushes button through buttonhole _____ | 6. Repeats numbers 1-5 for each button _____ |

19.1.1.4.3.0.16(075) Given a piece of material which contains a button and buttonhole (in the open position), the student will, to the satisfaction of the teacher, grasp the button and push the button through the hole until the button is firmly placed in the buttonhole.

This objective is mastered when the student:

- | | |
|--|---|
| 1. Grasps button in one hand _____ | 3. Pushes button through hole _____ |
| 2. Grasps side of material containing buttonhole in other hand _____ | 4. Guides button through hole with other hand _____ |
| 5. Button completely through buttonhole _____ | |

19.1.1.4.3.0.17(076) Given an unbuttoned article of clothing that he is wearing, the student will, to the satisfaction of the teacher, grasp each button and push it through its corresponding hole until each button is firmly placed in the buttonhole.

This objective is mastered when the student:

- | | |
|--------------------------------------|--|
| 1. Grasps button with one hand _____ | 2. Grasps side of material containing buttonhole with other hand _____ |
|--------------------------------------|--|

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- | | | | |
|---|-------|---|-------|
| 3. Pushes button through corresponding buttonhole | _____ | 5. Button completely through buttonhole | _____ |
| 4. Guides button through hole with other hand | _____ | 6. Repeats numbers 1-5 for each button | _____ |

19.1.1.4.3.0.18(077) Given a shoelace and an unlaced shoe not on the student's person, the student will, to the satisfaction of the teacher, grasp one end of the shoelace, poke one end of the shoelace down through the first bottom hole and up through the opposite bottom hole, even up the shoelace, and poke the shoelace through all the holes, alternating sides, until the shoe is completely laced and the shoelace ends are even.

This objective is mastered when the student:

- | | | | |
|--|-------|---|-------|
| 1. Grasps one end of shoelace | _____ | 5. Evens up shoelace | _____ |
| 2. Pokes end of shoelace through first bottom hole | _____ | 6. Pokes shoelace through holes alternating sides | _____ |
| 3. Pulls shoelace with other hand | _____ | 7. Laces all holes | _____ |
| 4. Pokes end up through opposite bottom hole | _____ | 8. Ends of shoelace are even | _____ |

19.1.1.4.3.0.19(078) Given a shoelace and an unlaced shoe that he is wearing, the student will, to the satisfaction of the teacher, grasp one end of the shoelace, poke one end of the shoelace down through the first bottom hole and up through the opposite bottom hole, even up the shoelaces, and poke the shoelace through all the holes, alternating sides, until the shoe is completely laced and the shoelace ends are even.

This objective is mastered when the student:

- | | | | |
|--|-------|---|-------|
| 1. Grasps one end of shoelace | _____ | 5. Evens up shoelace | _____ |
| 2. Pokes end of shoelace through first bottom hole | _____ | 6. Pokes shoelace through holes alternating sides | _____ |
| 3. Pulls shoelace with other hand | _____ | 7. Laces all holes | _____ |
| 4. Pokes end up through opposite bottom hole | _____ | 8. Ends of shoelace even | _____ |

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19.1.1.4.3.0.20(079) Given a laced but untied shoe not on the student's person, the student will, to the satisfaction of the teacher, grasp one end of the shoelace in each hand, tuck one end under the other, pull until tight, and tie the laces securely with a bow knot.

This objective is mastered when the student:

- | | | | |
|--|-------|------------------------------------|-------|
| 1. Grasps one end of shoelace in each hand | _____ | 5. Holds one loop in each hand | _____ |
| 2. Tucks one end under other | _____ | 6. Tucks one loop under other | _____ |
| 3. Pulls until tight | _____ | 7. Pulls one loop through gap | _____ |
| 4. Makes two loops | _____ | 8. Pulls loops until knot is tight | _____ |

OR

- | | | | |
|--|-------|--|-------|
| 4. Makes one loop | _____ | 7. Wraps around one time | _____ |
| 5. Holds loop in one hand | _____ | 8. Tucks free shoelace under and through to make second loop | _____ |
| 6. Wraps free shoelace around loop with other hand | _____ | 9. Pulls loops until knot is tight | _____ |

19.1.1.4.3.0.21(080) Given a laced but untied shoe that he is wearing, the student will, to the satisfaction of the teacher, grasp one end of the shoelace in each hand, tuck one end under the other, pull until tight, and tie the laces securely with a bow knot.

This objective is mastered when the student:

- | | | | |
|--|-------|------------------------------------|-------|
| 1. Grasps one end of shoelace in each hand | _____ | 5. Holds one loop in each hand | _____ |
| 2. Tucks one end under other | _____ | 6. Tucks one loop under other | _____ |
| 3. Pulls until tight | _____ | 7. Pulls one loop through gap | _____ |
| 4. Makes two loops | _____ | 8. Pulls loops until knot is tight | _____ |

OR

- | | | | |
|-------------------|-------|---------------------------|-------|
| 4. Makes one loop | _____ | 5. Holds loop in one hand | _____ |
|-------------------|-------|---------------------------|-------|

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6. Wraps free shoelace around
loop with other hand _____

7. Wraps around one time _____

8. Tucks free shoelace under and
through to make second loop _____

9. Pulls loops until knot is
tight _____

TOILETING AND HEALTH SKILLS

POSTURE

19.1.1.5.1.0.1(081) Given a situation in which the student is asked to maintain good standing posture, the student will, to the satisfaction of the teacher, stand straight in a relaxed manner, with his knees slightly flexed, his feet parallel, shoulders back, and head held upright for 15 seconds.

This objective is mastered when the student:

- | | |
|--|---|
| 1. Stands in relaxed manner _____ | 4. Places feet in parallel position _____ |
| 2. Stands straight _____ | 5. Holds shoulders back _____ |
| 3. Flexes knees slightly _____ | 6. Holds head upright _____ |
| 7. Uses good standing posture for 15 seconds _____ | |

19.1.1.5.1.0.2(082) Given a chair and a situation in which the student is asked to maintain good sitting posture, the student will, to the satisfaction of the teacher, sit in a relaxed manner in an upright position with his back against the back-rest, feet together, and his hands in an appropriate position for one minute.

This objective is mastered when the student:

- | | |
|---------------------------------------|--|
| 1. Sits in relaxed manner _____ | 4. Places feet together _____ |
| 2. Sits in upright position _____ | 5. Holds hands in appropriate position _____ |
| 3. Holds back against back-rest _____ | 6. Sits with good sitting posture for one minute _____ |

19.1.1.5.1.0.3(083) Given a situation in which the student is asked to maintain good walking posture, the student will, to the satisfaction of the teacher, walk around the classroom in a relaxed manner with shoulders back and head erect.

This objective is mastered when the student:

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- | | | | |
|----------------------------|-------|---|-------|
| 1. Walks in relaxed manner | _____ | 3. Holds head erect | _____ |
| 2. Holds shoulders back | _____ | 4. Walks around classroom using good posture | _____ |

SICKNESS

19.1.1.5.2.0.1(084) Given a situation in which the student is sick or hurt, the student will, to the satisfaction of the teacher, gain the attention of the teacher, communicate verbally or by gestures that he is sick or hurt, and indicate the location of the illness or injury.

This objective is mastered when the student:

1. Gains attention of teacher _____
2. Communicates verbally that he is sick or hurt
OR
Communicates by gestures that he is sick or hurt _____
3. Communicates verbally location of illness or injury
OR
Communicates by gestures location of illness or injury _____

19.1.1.5.2.0.2(085) Given a 15 minute period in which the student is sneezing and/or coughing, the student will, to the satisfaction of the teacher, cover his mouth completely with his hand each time he coughs and/or cover his nose and mouth completely with his hand each time he sneezes.

This objective is mastered when the student:

1. Brings hand to mouth for cough AND/OR brings hand to mouth and nose for sneeze _____
2. Covers mouth for cough AND/OR covers mouth and nose for sneeze _____
3. Covers mouth completely for duration of first cough AND/OR covers mouth and nose completely for duration of first sneeze _____
4. Repeats numbers 1-3 for each cough AND/OR sneeze during 15 minute period _____

FIRST AID

19.1.1.5.3.0.1(086) Given a sink and a simulated burn on the student's person, the student will, to the satisfaction of the teacher, run cold water over the burned area and refrain from drying this area.

This objective is mastered when the student:

- | | | | |
|---|-----|-------------------------------------|-----|
| 1. Turns on cold water | ___ | 3. Turns off water | ___ |
| 2. Places injured area under running cold water | ___ | 4. Refrains from drying burned area | ___ |

19.1.1.5.3.0.2(087) Given a sink, soap, towel, band-aid, and a simulated cut or scrape on the student's person, the student will, to the satisfaction of the teacher, wash and dry the affected area, and unwrap and apply the band-aid to the injured area.

This objective is mastered when the student:

- | | | | |
|--|-----|--|-----|
| 1. Turns on water | ___ | 5. Dries affected area | ___ |
| 2. Washes affected area using soap | ___ | 6. Gets band-aid | ___ |
| 3. Rinses affected area with clean water | ___ | 7. Unwraps band-aid | ___ |
| 4. Turns off water | ___ | 8. Applies band-aid to injured area properly | ___ |

TOILETING

19.1.1.5.4.0.1(088) Given an equipped washroom and a situation wherein a male student has to urinate, he will, to the satisfaction of the teacher, enter the bathroom, close the door after him, unzip or pull down his pants, stand in front of the urinal or the toilet or sit on the toilet, relieve himself in the bowl, flush the toilet, pull up or zip up and adjust his clothing, wash and dry his hands, and leave the bathroom promptly.

This objective is mastered when the student:

- | | | | |
|---------------------|-----|-------------------------|-----|
| 1. Goes to bathroom | ___ | 2. Closes bathroom door | ___ |
|---------------------|-----|-------------------------|-----|

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3. Unzips or pulls down pants _____
4. Stands in front of urinal or toilet or sits on toilet _____
5. Urinates in urinal or bowl _____
6. Pulls up and adjusts clothing _____
7. Flushes urinal or toilet _____
8. Washes and dries hands _____
9. Leaves bathroom promptly _____

19.1.1.5.4.0.2(089) Given an equipped washroom and a situation wherein a female student has to urinate, she will, to the satisfaction of the teacher, enter the bathroom, close the door after her, pull down and/or up her clothing, sit on the commode, urinate into the toilet bowl, wipe any excess urine from her body with toilet tissue, deposit the tissue into the commode, flush the commode, pull up and/or down and adjust her clothing, wash and dry her hands, and leave the bathroom promptly.

This objective is mastered when the student:

1. Goes to bathroom _____
2. Closes bathroom door _____
3. Pulls down and/or up clothes _____
4. Sits on commode _____
5. Urinates only in commode _____
6. Wipes excess urine from body with appropriate amount of tissue _____
7. Deposits tissue into toilet _____
8. Flushes commode _____
9. Pulls up and/or down and adjusts clothing _____
10. Washes and dries hands _____
11. Leaves bathroom promptly _____

19.1.1.5.4.0.3(090) Given an equipped washroom and a situation wherein a student has to defecate, he will, to the satisfaction of the teacher, enter the bathroom, close the door after him, pull down his pants, sit on the commode, relieve himself by depositing feces into the water area of the commode, wipe his anus with an appropriate amount of toilet tissue, deposit the tissue in the commode, flush the commode once, pull up and adjust his clothing, wash and dry his hands, and leave the bathroom promptly.

This objective is mastered when the student:

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1. Goes into bathroom _____
2. Closes bathroom door _____
3. Pulls down clothes _____
4. Sits on commode _____
5. Deposits feces into water area of commode _____
6. Wipes anus with appropriate amount of tissue _____
7. Deposits tissue in commode _____
8. Flushes commode once _____
9. Pulls up and adjusts clothing _____
10. Washes and dries hands _____
11. Leaves bathroom promptly _____

19.1.1.5.4.0.4(091) Given a box of sanitary napkins, paper towels or toilet tissue, some type of sanitary napkin holder (e.g. belt, panties), a receptacle for soiled sanitary napkins, and a situation in which a female student is having her menstrual period, the student will, to the satisfaction of the teacher, remove the soiled napkin when it needs to be changed, wrap the soiled sanitary napkin in paper, dispose of it, and put on a clean sanitary napkin.

This objective is mastered when the student:

1. Removes soiled napkin from holder _____
2. Wraps soiled napkin carefully in paper towel or toilet tissue _____
3. Deposits soiled napkin into receptacle _____
4. Removes fresh sanitary napkin from container _____
5. Fastens ends of sanitary napkin to holder (e.g., panties, sanitary belt) _____
6. Adjusts napkin to comfortable position _____

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GROOMING

ODOR CONTROL

19.1.1.6.1.0.1(092) Given a can of aerosol deodorant, the student will, to the satisfaction of the teacher, apply aerosol deodorant to the underarm areas by removing the top of the aerosol can, picking up the can and directing the spray nozzle toward the underarm area, pushing the release button firmly with a finger, slowly moving the can to distribute spray to all areas of the underarm (restricting coverage to underarm area), repeating the above procedure for the other underarm, and replacing the cap on the aerosol can.

This objective is mastered when the student:

- | | | | |
|--|-----|--|-----|
| 1. Removes top of aerosol can | ___ | 5. Slowly moves can to distribute spray to all areas of underarm | ___ |
| 2. Picks up can | ___ | | |
| 3. Directs spray nozzle toward underarm area | ___ | 6. Restricts coverage to underarm area | ___ |
| 4. Pushes release button firmly with finger | ___ | 7. Repeats numbers 3-6 for other underarm | ___ |
| | | 8. Replaces top on aerosol can | ___ |

19.1.1.6.1.0.2(093) Given a bottle of mouthwash, a sink, and a plastic glass, the student will, to the satisfaction of the teacher, use mouthwash by removing the cap from the mouthwash bottle, picking up the bottle, pouring an appropriate amount of mouthwash into the plastic glass, replacing the cap on the bottle, bringing the glass of mouthwash to his mouth, taking a mouthful of liquid, swishing the liquid around his mouth without swallowing, and expectorating the mouthwash into the sink.

This objective is mastered when the student:

- | | | | |
|---|-----|---|-----|
| 1. Removes cap from bottle of mouthwash | ___ | 5. Brings glass of mouthwash to mouth | ___ |
| 2. Picks up bottle | ___ | 6. Takes small quantity of liquid | ___ |
| 3. Pours appropriate amount of mouthwash into plastic glass | ___ | 7. Swishes mouthwash around inside of mouth | ___ |
| 4. Replaces cap on bottle | ___ | | |

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8. Does not swallow _____ 9. Expectoates mouthwash into sink _____

19.1.1.6.1.0.3(094) Given a container of perfume, the female student will, to the satisfaction of the teacher, remove the cap from the bottle of perfume, pick up the bottle in one hand, place a forefinger tightly over the hole of the bottle, carefully tilt the bottle place the perfume on the finger, touch the finger to appropriate body parts, and replace the cap on the bottle without spilling the perfume or repeating the above process more than one time.

This objective is mastered when the student:

- | | |
|--|--|
| 1. Removes cap from bottle of perfume _____ | 5. Touches appropriate skin areas with perfume _____ |
| 2. Picks up bottle in one hand _____ | 6. Does not spill perfume _____ |
| 3. Place forefinger over hole of bottle _____ | 7. Replaces cap on bottle _____ |
| 4. Tilts bottle to place perfume on finger (carefully) _____ | 8. Does numbers 3-6 no more than twice _____ |

HAIR DRESSING

19.1.1.6.2.0.1(095) Given a hair brush and a mirror, the student will, to the satisfaction of the teacher, brush his hair by picking up the brush, placing the bristles of the brush on the hair, pulling the brush through the hair to the end of the hair strands, and repeating this process until all the hair is smooth.

This objective is mastered when the student:

1. Picks up brush _____
2. Places bristles of brush on hair _____
3. Pulls brush through hair to end of hair strands _____
4. Repeats numbers 2 and 3 until all hair is smooth _____

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19.1.1.6.2.0.2(096) Given a student with wet hair ready for drying and a hooded hair dryer, the student will, to the satisfaction of the teacher, place the hood over his hair, turn on the hair dryer, turn off the hair dryer when his hair is dry, and remove the hood.

This objective is mastered when the student:

- | | | | |
|--------------------------|-------|----------------------------------|-------|
| 1. Places hood over hair | _____ | 4. Removes hood when hair is dry | _____ |
| 2. Turns on hair dryer | _____ | 5. Turns off hair dryer | _____ |
| 3. Dries hair completely | _____ | | |

19.1.1.6.2.0.3(097) Given a comb and a mirror, the student will, to the satisfaction of the teacher, comb his hair by picking up the comb, placing the teeth edge of the comb at the top of his head, drawing the comb through the hair, parting the hair by running the edge of the comb along a planned part line, and continuing to comb until all the hair is smooth.

This objective is mastered when the student:

- | | | | |
|---|-------|--|-------|
| 1. Picks up comb | _____ | 4. Parts hair by running edge of comb along planned part line (if appropriate) | _____ |
| 2. Places teeth edge of comb at top of head | _____ | 5. Continues combing until hair is smooth | _____ |
| 3. Draws comb through hair | _____ | | |

19.1.1.6.2.0.4(098) Given a mirror, hair curlers, clips, hair setting gel, and a comb, the female student will, to the satisfaction of the teacher, roll her hair in curlers by removing the top from a container of hair gel, dipping her fingers into the gel, applying the gel to all areas of the hair, combing the gel through her hair, lifting up a strand of hair to match the width of a curler, placing a curler at the end of each strand, rolling the curler toward the scalp, securing the curler with a clip, and continuing to put curlers in her hair by the process indicated until all her hair is rolled.

This objective is mastered when the student:

- | | | | |
|------------------------------|-------|-------------------------------------|-------|
| 1. Removes cap from hair gel | _____ | 3. Applies gel to all areas of hair | _____ |
| 2. Dips fingers into gel | _____ | | |

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- | | | | |
|--|-----|---|-----|
| 4. Combs gel through hair | ___ | 7. Rolls curler toward scalp | ___ |
| 5. Lifts strand of hair to match width of curler | ___ | 8. Secures curler with clip | ___ |
| 6. Places curler at end of hair strand | ___ | 9. Repeats numbers 5-8 until all hair is rolled | ___ |
| | | 10. Replaces cap on hair gel | ___ |

NAIL CARE

19.1.1.6.3.0.1(099) Given a bottle of polish remover, cotton balls, and a situation in which a female student is wearing nail polish, the student will, to the satisfaction of the teacher, wet a cotton ball with polish remover without spilling the remover, and wipe each fingernail with the cotton ball until all the nail polish is removed.

This objective is mastered when the student:

- | | | | |
|---|-----|---|-----|
| 1. Opens bottle of polish remover | ___ | 4. All polish is removed from each fingernail | ___ |
| 2. Wets cotton ball with polish remover | ___ | 5. Does not spill remover | ___ |
| 3. Wipes each fingernail with cotton ball | ___ | 6. Replaces top on bottle of polish remover | ___ |

19.1.1.6.3.0.2(100) Given a bowl of warm sudsy water, a bowl of clear water, a nail brush, an orange stick, and a towel, the student will, to the satisfaction of the teacher, thoroughly clean his nails by soaking them in the warm sudsy water, scrubbing them with the nail brush, rinsing them in clear water, drying them with the towel, and cleaning under each nail with the orange stick.

This objective is mastered when the student:

- | | | | |
|------------------------------------|-----|---|-----|
| 1. Soaks nails in warm sudsy water | ___ | 4. Dries nails with towel | ___ |
| 2. Scrubs nails with nail brush | ___ | 5. Cleans under nails with orange stick | ___ |
| 3. Rinses nails with clear water | ___ | 6. All nails completely clean | ___ |

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19.1.1.6.3.0.3(101) Given an emory board, the student will, to the satisfaction of the teacher, appropriately shape his nails by holding the emory board in one hand, placing the emory board firmly against one nail of the opposite hand, filing the nail by following the natural contour, and repeating the process until each nail on both hands is smooth.

This objective is mastered when the student:

1. Holds emory board in one hand _____
2. Places emory board firmly against one nail of opposite hand _____
3. Files nail by following natural contour _____
4. Repeats numbers 1-3 for each nail _____
5. All nails filed smoothly _____

19.1.1.6.3.0.4(102) Given a pair of nail clippers, the student will, to the satisfaction of the teacher, clip his nails to an appropriate length by grasping the clippers in one hand, extending the nail to be clipped, clipping a portion of the nail with a firm, quick motion and continuing this process until all nails are an appropriate length and shape.

This objective is mastered when the student:

1. Grasps clippers in one hand _____
2. Extends nail to be clipped _____
3. Clips portion of nail with firm, quick motion _____
4. Continues clipping until nail is of appropriate length _____
5. Repeats numbers 2-4 for each nail _____
6. All nails neatly shaped _____

19.1.1.6.3.0.5(103) Given a bottle of nail polish, the female student will, to the satisfaction of the teacher, polish her nails by removing the cap and brush from the bottle of nail polish (removing any excess polish on the rim of the bottle), applying the polish to her nails in a lengthwise motion starting at the base of the nails, permitting the nails to dry, and completing each nail so that it is smoothly covered with polish.

This objective is mastered when the student:

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1. Removes cap from bottle of nail polish _____
2. Lifts brush to top of bottle _____
3. Touches inside top of bottle with brush tip to remove excess polish (if necessary) _____
4. Applies polish to nail in lengthwise motion starting at base of nail _____
5. Repeats numbers 2-4 for each nail _____
6. Permits polish to dry _____
7. All nails smoothly covered with polish _____
8. Replaces cap on bottle of nail polish _____

19.1.1.6.3.0.6(104) Given a bottle of cuticle remover, an orange stick, a bowl of warm water, and a towel, the student will, to the satisfaction of the teacher, push back the cuticles from his nails by dipping the flat end of the orange stick into the cuticle remover, covering each cuticle with the remover, pushing back each cuticle with the flat end of the orange stick, rinsing his nails with warm water, and drying his nails with the towel.

This objective is mastered when the student:

1. Opens bottle of cuticle remover _____
2. Dips flat end of orange stick into cuticle remover _____
3. Covers each cuticle with remover _____
4. Pushes back each cuticle with flat end of orange stick _____
5. Rinses nails in warm water _____
6. Dries nails with towel _____
7. All cuticles removed _____
8. Replaces top on bottle of cuticle remover _____

APPROPRIATENESS OF APPAREL

19.1.1.6.4.0.1(105) Given three sets of three pictures showing clothing appropriate for hot, cold, and rainy weather, the student will, with 100% accuracy, touch the correct picture in each set in response to teacher questioning about clothing appropriate for these weather conditions.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

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(Pictures: Winter coat; raincoat and hat; bathing suit)

1. "Touch the picture of what you would wear in hot weather." _____

(Pictures: Ski jacket with hood; T-shirt and shorts; thongs)

2. "Touch the picture of what you would wear in cold weather." _____

(Pictures: Ice skates; raincoat and galoshes; long-sleeved shirt)

3. "Touch the picture of what you would wear in rainy weather." _____

19.1.1.6.4.0.2(106) Given a set of ten pictures showing sexually identifiable articles of clothing, a picture of a boy and a picture of a girl, the student will, with 100% accuracy, touch the appropriate boy/girl picture in response to teacher presentation of each clothing picture.

This objective is mastered when the student touches the correct boy/girl picture for each clothing picture below:

- | | |
|---------------------------------|------------------------------|
| 1. Girl's skirt _____ | 6. Girl's bathing suit _____ |
| 2. Boy's shoe _____ | 7. Boy's suit _____ |
| 3. Girl's panties and bra _____ | 8. Boy's pajamas _____ |
| 4. Girl's slipper _____ | 9. Girl's dress _____ |
| 5. Girl's slip _____ | 10. Boy's underpants _____ |

19.1.1.6.4.0.3(107) Given three sets of clothing (one set including three coats, one set including three sweaters, and one set including three pairs of shoes; two of each item belonging to classmates and one belonging to the student), the student will, with 100% accuracy, take his own clothing from each set and hand it to the teacher.

This objective is mastered when the student hands the teacher the underlined clothing in each set below:

1. Student's coat, classmate's coat, classmate's coat _____
2. Classmate's shoes, student's shoes, classmate's shoes _____
3. Classmate's sweater, classmate's sweater, student's sweater _____

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19.1.1.6.4.0.4(108) Given three sets of three pictures (one picture in each set showing school/play clothing and two pictures in each set showing dress-up clothing), the student will, with 100% accuracy, touch the picture of school/play clothing in each set.

This objective is mastered when the student touches the underlined picture in each set below:

1. Boy in parka and slacks; boy in shirt, tie, long coat, and trousers; boy in suit with vest _____
2. Girl in dressy dress and fur; girl in dressy dress, hat, gloves, and heels; girl in tennis outfit _____
3. Boy in turtleneck, jacket, and dressy slacks; boy in T-shirt and shorts; boy in blue suit _____

19.1.1.6.4.0.5(109) Given three sets of three pictures (one picture in each set showing dress-up clothing and two pictures in each set showing non dress-up clothing), the student will, with 100% accuracy, touch the picture of dress-up clothing in each set.

This objective is mastered when the student touches the underlined picture in each set below:

1. Girl in slacks, blouse, and vest; girl in halter and shorts; girl in suit, hat, and gloves _____
2. Boy in coat and tie and dress trousers; boy in T-shirt and cut-offs; boy in swim trunks _____
3. Girl in T-shirt and blue jeans; girl in dressy dress; girl in blouse and shorts _____

19.1.1.6.4.0.6(110) Given three sets of three pictures (one picture in each set showing work clothing and two pictures in each set showing clothing that would be inappropriate for a work situation), the student will, with 100% accuracy, touch the picture of work clothing in each set.

This objective is mastered when the student touches the underlined picture in each set below:

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1. Policeman clothes, man in bermuda shorts, man in swimsuit _____
2. Man in robe, housepainter, man in underwear _____
3. Man in pajamas, man in swimsuit, construction worker _____

19.1.1.6.4.0.7(111) Given three sets of three pictures, (one picture in each set showing a child dressed in appropriately sized clothing and two pictures in each set showing a child dressed in inappropriately sized clothing), the student will, with 100% accuracy, touch the picture showing the appropriately sized clothing in each set.

This objective is mastered when the student touches the underlined picture in each set below:

1. Shirt too large, shirt too small, shirt that fits _____
2. Dress that fits, dress too small, dress too big _____
3. Coat too small, coat that fits, coat too big _____

19.1.1.6.4.0.8(112) Given three sets of three pictures (one picture in each set showing a coordinated outfit and two pictures in each set showing an uncoordinated outfit), the student will, with 100% accuracy, touch the picture of the coordinated outfit in each set.

This objective is mastered when the student touches the underlined picture in each set below:

1. Plain blouse and striped pants; striped blouse and plaid skirt; bathing suit and galoshes _____
2. Coat and tie and cut-offs; vest and trousers over winter jacket; striped shirt and plain trousers _____
3. Purple and green striped coat with orange and blue striped dress; shirt and tie and suit; rain hat and bathing suit _____

CARE OF APPAREL

19.1.1.6.5.0.1(113) Given a situation in which a student is wearing dirty shoes and is about to enter a building with a doormat at the entrance, the student will, to the satisfaction of the teacher, brush his shoes across the doormat in a back and forth movement, until all visible loose dirt is removed from the soles of his shoes.

This objective is mastered when the student:

1. Rubs shoes across mat in back and forth movement ____
2. Removes all visible dirt from soles of shoes ____

19.1.1.6.5.0.2(114) Given a full-length mirror and a situation in which the student is wearing a lower garment, an upper garment with a collar, socks, and shoes that are in disarray, the student will, to the satisfaction of the teacher, stand in front of the mirror and straighten his clothing by tucking, aligning, and straightening each garment properly on his body.

This objective is mastered when the student:

- | | | | |
|--|------|---|------|
| 1. Stands in front of mirror | ____ | 6. Straightens lower garment | ____ |
| 2. Straightens upper garment | ____ | 7. Closes all upper and lower garment fasteners (buttons, etc.) | ____ |
| 3. Straightens collar | ____ | 8. Pulls up socks | ____ |
| 4. Aligns upper garment with lower garment | ____ | 9. Straightens socks | ____ |
| 5. Tucks upper garment into lower garment (if appropriate) | ____ | 10. Fastens shoes (if necessary) | ____ |

19.1.1.6.5.0.3(115) Given a clothes brush and an article of clothing with lint on it, the student will, to the satisfaction of the teacher, brush the garment by picking up the clothes brush, brushing the clothing with short downward strokes, and continuing to brush in this manner until all the lint is removed.

This objective is mastered when the student:

1. Picks up clothes brush ____
2. Brushes with short downward strokes ____

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3. Brushes until all lint is removed ____

19.1.1.6.5.0.4(116) Given a coat or jacket and a stationary hook, the student will, to the satisfaction of the teacher, place the coat or jacket on the hook right side out and collar end up.

This objective is mastered when the student:

1. Places clothing on hook ____
2. Collar end of clothing up ____
3. Clothing right side out ____

19.1.1.6.5.0.5(117) Given an article of clothing, a hanger, and a clothes rack, the student will, to the satisfaction of the teacher, hang up the article of clothing by picking it up, placing it on the hanger right side out, hanging the hanger on the clothes rack, and straightening and fastening the article of clothing around the hanger.

This objective is mastered when the student:

1. Picks up article of clothing ____
2. Places clothing on hanger ____
3. Clothing right side out ____
4. Places hanger on clothes rack ____
5. Straightens article of clothing on hanger ____
6. Fastens article of clothing around hanger ____

19.1.1.6.5.0.6(118) Given a closed umbrella, the student will, to the satisfaction of the teacher, safely open the umbrella, demonstrate how to hold the umbrella to protect his clothes from the rain, and safely close the umbrella.

This objective is mastered when the student:

1. Picks up umbrella ____
2. Releases spokes ____
3. Grasps umbrella handle in one hand ____
4. Pushes spokes out with other hand ____

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- | | |
|---|--|
| 5. Umbrella locked in open position _____ | 10. Guides spokes to closed position with one hand _____ |
| 6. Umbrella opened safely _____ | 11. Holds handle with other hand _____ |
| 7. Holds umbrella up by handle _____ | 12. Secures spokes in closed position _____ |
| 8. Holds umbrella over his head _____ | 13. Umbrella closed safely _____ |
| 9. Releases spokes from open position _____ | |

19.1.1.6.5.0.7(119) Given a pair of unpolished shoes, a can of polish, and two clean cloths, the student will, to the satisfaction of the teacher, polish his shoes by removing the lid from the can of polish, removing a small amount of polish from the can with a soft cloth, applying the polish to the shoes, spreading the polish evenly, allowing the polish to dry, buffing the shoes to a shine with a clean cloth, and replacing the lid on the can of polish.

This objective is mastered when the student:

- | | |
|---|--|
| 1. Removes lid from can of polish _____ | 5. Covers all areas of shoe _____ |
| 2. Removes small amount of polish from can with cloth _____ | 6. Allows polish to dry _____ |
| 3. Applies polish to shoe _____ | 7. Buffs shoes with clean cloth _____ |
| 4. Spreads polish evenly _____ | 8. Both shoes shined _____ |
| | 9. Replaces lid on can of polish _____ |

FACIAL APPEARANCE

19.1.1.6.6.0.1(120) Given a jar of cleansing cream, a box of tissues, and a student wearing make-up, the student will, to the satisfaction of the teacher, spread cleansing cream with her fingers over the entire surface of her face and then wipe her face with tissues until all the make-up and cleansing cream have been removed.

This objective is mastered when the student:

- | | |
|---------------------------------------|--|
| 1. Opens jar of cleansing cream _____ | 2. Spreads cleansing cream evenly over entire face _____ |
|---------------------------------------|--|

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3. Wipes face with tissues _____ 5. All cleansing cream removed _____
4. All make-up removed _____ 6. Replaces top on jar of cleansing cream _____

19.1.1.6.6.0.2(121) Given a mirror, a powder puff, a container of face powder, and a situation in which the face is ready to be powdered, the student will, to the satisfaction of the teacher, use the puff to apply the face powder to all areas of the face by placing small amounts of powder on the cheeks, chin, nose, and forehead and blending the powder to cover the face evenly.

This objective is mastered when the student:

1. Opens container of face powder _____ 6. Applies powder to forehead _____
2. Lifts small amount of powder from container using puff _____ 7. Distributes powder to all areas of face using puff _____
3. Applies powder to chin _____ 8. Blends powder to cover face evenly _____
4. Applies powder to nose _____ 9. Uses appropriate amount of powder _____
5. Applies powder to cheeks _____
10. Closes container of powder _____

19.1.1.6.6.0.3(122) Given a container of make-up base and a mirror, the student will, to the satisfaction of the teacher, apply the make-up base to all areas of her cleansed face by removing with the fingertips a small quantity of make-up base from the container, applying small dots of make-up to the chin, cheeks, nose, and forehead, and blending the make-up base evenly over the facial surface and the neck.

This objective is mastered when the student:

1. Opens container of make-up base _____ 3. Applies dot(s) of make-up base to chin _____
2. Removes make-up base from container with fingertip _____ 4. Applies dot(s) of make-up base to cheeks _____
5. Applies dot(s) of make-up base to nose _____

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6. Applies dot(s) of make-up base to forehead _____
7. Blends make-up base over face using fingertips _____
8. Blends make-up evenly _____
9. Uses appropriate amount of base _____
10. Closes container of make-up base _____

19.1.1.6.6.0.4(123) Given a container of powdered rouge, a brush, and a mirror, the student will, to the satisfaction of the teacher, apply an appropriate amount of rouge to the upper cheek areas by stroking the powdered rouge with the brush and then evenly blending the rouge over the upper cheek areas with the brush.

This objective is mastered when the student:

1. Opens container of rouge _____
2. Strokes brush over powdered rouge _____
3. Applies rouge to upper cheek areas _____
4. Blends rouge over upper cheek areas with brush _____
5. Blends rouge evenly _____
6. Uses appropriate amount of rouge _____
7. Closes container of rouge _____

19.1.1.6.6.0.5(124) Given a tube of lipstick, a mirror, and a box of tissues, the student will, to the satisfaction of the teacher, apply an appropriate amount of lipstick to the lips by removing the cover of the lipstick, twisting the lipstick to expose a short length, applying the lipstick from the center of the upper lip to the edges, following the natural contour of the lip, pressing the lips together, placing a tissue between the lips to blot the excess lipstick, and using a tissue to remove any smudges.

This objective is mastered when the student:

1. Removes cover from lipstick _____
2. Twists lipstick container tube to expose short length _____
3. Applies appropriate amount of lipstick from center of upper lip to edge of lip _____
4. Follows natural contour of lip _____

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- | | |
|---|--|
| 5. Presses upper lip against lower lip _____ | 7. Removes any smudges with tissue _____ |
| 6. Puts tissue between lips to blot excess lipstick _____ | 8. Replaces cover on lipstick _____ |

19.1.1.6.0.6(125) Given a mirror, a container of eye-shadow, a container of mascara, and an eyebrow pencil, the student will, to the satisfaction of the teacher, apply an appropriate amount of eye-shadow to the eyelid, mascara to the upper lashes, and eyebrow pencil to the eyebrows.

This objective is mastered when the student:

- | | |
|---|--|
| 1. Opens container of eye-shadow _____ | 11. Applies appropriate amount of mascara _____ |
| 2. Removes eye-shadow from container _____ | 12. Does not smudge mascara _____ |
| 3. Applies eye-shadow to eyelid _____ | 13. Replaces mascara cover _____ |
| 4. Smooths eye-shadow over eyelid _____ | 14. Removes cover from eyebrow pencil _____ |
| 5. Applies appropriate amount of eye-shadow _____ | 15. Applies eyebrow pencil with short upward strokes _____ |
| 6. Does not smudge eye-shadow _____ | 16. Applies eyebrow pencil evenly _____ |
| 7. Replaces eye-shadow cover _____ | 17. Applies appropriate amount of eyebrow pencil _____ |
| 8. Opens container of mascara _____ | 18. Does not smudge eyebrow pencil _____ |
| 9. Removes brush from mascara container _____ | 19. Replaces cover on eyebrow pencil _____ |
| 10. Applies mascara to eyelashes with upward movement _____ | |

SKIN CARE

19.1.1.6.7/0.1(126) Given a bottle of skin lotion, the student will, to the satisfaction of the teacher, open the bottle of lotion, pour a small amount

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of lotion into his hand without spilling or soiling his clothing, rub the lotion onto the appropriate areas of his skin until it is no longer visible, and replace the cap on the bottle.

This objective is mastered when the student:

- | | | | |
|--|-----|---|-----|
| 1. Opens bottle of skin lotion | ___ | 6. Rubs until all lotion is no longer visible | ___ |
| 2. Pours small amount of lotion into hand | ___ | 7. Applies appropriate amount of lotion to skin area(s) | ___ |
| 3. Does not spill lotion | ___ | 8. Replaces cap on bottle of lotion | ___ |
| 4. Puts bottle of lotion down | ___ | 9. Does not soil clothing | ___ |
| 5. Rubs lotion onto appropriate skin area(s) | ___ | | |

19.1.1.6.7.0.2(127) Given an electric razor with a cord and a mirror, the male student will, to the satisfaction of the teacher, take the razor from the case, attach the cord to the razor, connect the cord to a wall outlet, turn on the razor, shave his beard using short up and down strokes until his face is smooth, turn off the razor, unplug, clean, and return it to the case.

This objective is mastered when the student:

- | | | | |
|--|-----|----------------------------|-----|
| 1. Takes razor from case | ___ | 7. Skin is smooth to touch | ___ |
| 2. Attaches cord to razor | ___ | 8. Turns off razor | ___ |
| 3. Plugs cord into wall outlet | ___ | 9. Unplugs razor | ___ |
| 4. Turns on razor | ___ | 10. Cleans razor | ___ |
| 5. Applies razor to facial area | ___ | 11. Returns razor to case | ___ |
| 6. Moves razor in short up and down strokes to remove hair | ___ | | |

19.1.1.6.7.0.3(128) Given an electric razor with a cord, the female student will, to the satisfaction of the teacher, take the razor from the case, attach the cord to the razor, connect the cord to a wall outlet, turn on the razor,

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shave the hair from her legs and underarms, using up and down motions until the hair is removed and the skin is smooth, turn off the razor, unplug, clean, and return it to the case.

This objective is mastered when the student:

- | | | | |
|--------------------------------|-----|-----------------------------------|-----|
| 1. Takes razor from case | ___ | 8. Applies razor to underarm area | ___ |
| 2. Attaches cord to razor | ___ | 9. Uses up and down motion | ___ |
| 3. Plugs cord into wall outlet | ___ | 10. Skin is smooth to touch | ___ |
| 4. Turns on razor | ___ | 11. Turns off razor | ___ |
| 5. Applies razor to leg area | ___ | 12. Unplugs razor | ___ |
| 6. Uses up and down motion | ___ | 13. Cleans razor | ___ |
| 7. Skin is smooth to touch | ___ | 14. Returns razor to case | ___ |

19.1.1.6.7.0.4(129) Given a mirror, a washcloth, a towel, a safety razor (with a blade ready for shaving), shaving cream, and a sink, the student will, to the satisfaction of the teacher, put water on his skin, apply an appropriate amount of lather to his fingertips, distribute the lather over the area to be shaved, pick up the razor, shave the skin area until it is smooth, rinse the razor, rinse the shaved area with the washcloth, and dry his skin with the towel.

This objective is mastered when the student:

- | | | | |
|---|-----|--|-----|
| 1. Turns on water | ___ | 7. Shaves skin area with razor (downward movement) | ___ |
| 2. Puts water on skin | ___ | 8. Skin smooth | ___ |
| 3. Opens can of shaving cream | ___ | 9. Rinses razor | ___ |
| 4. Applies appropriate amount of lather to fingertips | ___ | 10. Rinses shaved area using washcloth | ___ |
| 5. Distributes lather over area to be shaved | ___ | 11. Turns off water | ___ |
| 6. Picks up razor | ___ | 12. Dries shaved area with towel | ___ |
| 13. Replaces top on can of shaving cream | | ___ | |

S O C I A L C O M P E T E N C Y

P E R S O N A L D E V E L O P M E N T

SELF KNOWLEDGE

PHYSICAL INFORMATION

19.1.2.1.1.0.1(130) Given a set of five front view photographs (four photographs of classmates and one of himself), the student will, with 100% accuracy, touch the picture of himself.

This objective is mastered when the student touches the underlined picture in the set below:

1. Picture of classmate, picture of self, picture of classmate, picture of classmate, picture of classmate

19.1.2.1.1.0.2(131) Given two pictures, one of a boy and one of a girl, the student will, with 100% accuracy, touch the picture which shows the person of the same sex as himself.

This objective is mastered when the student:

1. Touches picture of person of same sex as self

19.1.2.1.1.0.3(132) Given three boy classmates and three girl classmates, the student will, with 100% accuracy, touch all of the boys when requested to do so by the teacher and touch all of the girls when requested to do so by the teacher.

This objective is mastered when the student:

- | | | | |
|-------------------|-------|--------------------|-------|
| 1. Touches 1 boy | _____ | 4. Touches 1 girl | _____ |
| 2. Touches 2 boys | _____ | 5. Touches 2 girls | _____ |
| 3. Touches 3 boys | _____ | 6. Touches 3 girls | _____ |

19.1.2.1.1.0.4(133) Given two sets of five pictures (some pictures showing men and some showing women), the student will, with 100% accuracy, touch

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all of the pictures of the men in the first set and touch all of the pictures of the women in the second set.

This objective is mastered when the student touches the underlined pictures in each set in response to the teacher request for that set:

1. "Touch all of the pictures which show a man."

man man woman man woman _____

2. "Touch all of the pictures which show a woman."

man woman man woman woman _____

PERSONAL INFORMATION

19.1.2.1.2.0.1(134) Given a request by the teacher to state his first and last name, the student will, with 100% accuracy, state his first and last name.

This objective is mastered when the student:

1. States first name _____
2. States last name _____

19.1.2.1.2.0.2(135) Given a request by the teacher to state his age, the student will, with 100% accuracy, state his present age.

This objective is mastered when the student:

1. States present age _____

19.1.2.1.2.0.3(136) Given a request by the teacher to state his birthday, the student will, with 100% accuracy, state his birthday.

This objective is mastered when the student:

1. States month of birth _____
2. States day of birth _____

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19.1.2.1.2.0.4(137) Given a request by the teacher to state his home address, the student will, with 100% accuracy, state his home address.

This objective is mastered when the student:

1. States number of house _____
2. States street _____

19.1.2.1.2.0.5(138) Given a request by the teacher to state his telephone number, the student will, with 100% accuracy, state his telephone number.

This objective is mastered when the student:

1. States first three numbers _____
2. States last four numbers _____
3. Order correct _____

19.1.2.1.2.0.6(139) Given five identification cards (an insurance card, a social security card, a credit card, a selective service card, and a club card), the student will, with 100% accuracy, touch the social security card when requested by the teacher.

This objective is mastered when the student touches the underlined card in the set below:

1. Insurance card, social security card, credit card, selective service card, club card _____

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SOCIAL INTERACTION

ATTENDING

19.1.2.2.1.0.1(140) Given several school work and play situations in which the student is working at a task by himself (individual work), the student will attend visually by establishing and maintaining visual contact with his task at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___
Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate attending behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Attends to appropriate visual stimuli ___
2. Attends to appropriate auditory stimuli ___
3. Does not daydream ___
4. Does not self-stimulate ___

19.1.2.2.1.0.2(141) Given several school work and play situations in which the student is working at a task with or in a group, the student will attend visually by establishing and maintaining visual contact with a task related activity at a level or more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___
Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate attending behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Attends to appropriate visual stimuli ___
2. Attends to appropriate auditory stimuli ___
3. Does not daydream ___
4. Does not self-stimulate ___

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MOVEMENT

19.1.2.2.2.0.1(142) Given several school work and play situations in which a movement or maintenance of an appropriate position is necessary for the completion of a task, the student will engage in acceptable movement or maintenance of an appropriate position at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___
Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate movement or position maintenance behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

- | | | | |
|---|-----|-----------------------------------|-----|
| 1. Remains in seat unless given permission | ___ | 5. Does not move furniture | ___ |
| 2. Does not wander off when out of seat with permission | ___ | 6. Does not suck fingers | ___ |
| 3. Does not wander off outdoors | ___ | 7. Does not pound | ___ |
| 4. Does not rock back and forth | ___ | 8. Does not tap pencil, etc. | ___ |
| | | 9. Does not take off clothes | ___ |
| | | 10. Does not clap inappropriately | ___ |

RELATING TO OTHERS - PHYSICALLY

19.1.2.2.3.0.1(143) Given several school work and play situations in which physical interaction among class members is appropriate, the student will interact physically in a positive way at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___
Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate physical interaction behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

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- | | | | |
|----------------------|-----|------------------------------------|-----|
| 1. Does not withdraw | ___ | 7. Does not throw objects | ___ |
| 2. Does not hit | ___ | 8. Does not spit | ___ |
| 3. Does not kick | ___ | 9. Does not bite | ___ |
| 4. Does not pull | ___ | 10. Does not frown | ___ |
| 5. Does not push | ___ | 11. Does not make obscene gestures | ___ |
| 6. Does not hold | ___ | 12. Does not stick out tongue | ___ |

APPROPRIATE SEXUAL BEHAVIOR

19.1.2.2.4.0.1(144) Given several school situations, the student will engage in appropriate sexual behavior with members of the same and opposite sex at a level of nearly all the time as determined by teacher rating on the following scale:

- Nearly all the time ___ More than 50% of the time ___
Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate sexual behavior which may contribute to a student being rated at the level of "nearly all the time".

- | | | | |
|--|-----|-----------------------------|-----|
| 1. Does not fondle same-sexed classmates | ___ | 4. Does not expose self | ___ |
| 2. Does not fondle opposite-sexed classmates | ___ | 5. Does not hug classmates | ___ |
| 3. Does not masturbate | ___ | 6. Does not hug teacher | ___ |
| | | 7. Does not kiss classmates | ___ |
| | | 8. Does not kiss teacher | ___ |

19.1.2.2.4.0.2(145) Given several social situations, the student will engage in appropriate sexual behavior with members of the same and opposite sex at a level of nearly all the time as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____
Less than 50% of the time _____

The following checklist may be helpful in identifying appropriate sexual behavior which may contribute to a student being rated at the level of "nearly all the time".

1. Does not fondle members of same sex _____
2. Does not fondle members of opposite sex _____
3. Does not masturbate _____
4. Does not expose self. _____

RELATING TO OTHERS - VERBALLY

19.1.2.2.5.0.1(146) Given several school work and play situations in which verbal interaction among class members is appropriate, the student will interact verbally in a positive way at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____
Less than 50% of the time _____

The following checklist may be helpful in identifying appropriate verbal interaction behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

- | | |
|---|---|
| 1. Apologizes when appropriate _____ | 7. Does not make "out of the blue" comments _____ |
| 2. Does not swear _____ | 8. Does not repeat another's words (parrot) _____ |
| 3. Does not scream (loud, disruptive) _____ | 9. Does not tease verbally (e.g., "your mama") _____ |
| 4. Does not whine _____ | 10. Does not ridicule _____ |
| 5. Does not make strange noises _____ | 11. Does not refuse verbally (e.g., "I ain't gonna do it.") _____ |
| 6. Does not babble _____ | |

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12. Does not verbally express
negative feelings (e.g.,
"I don't like you.") _____

13. Does not lie _____

RULE FOLLOWING

19.1.2.2.6.0.1(147) Given several school work and play situations in which explicit rules are to be obeyed, the student will demonstrate rule following behavior at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____

Less than 50% of the time _____

INDEPENDENCE

19.1.2.2.7.0.1(148) Given several school work and play situations, the student will demonstrate independent behavior at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____

Less than 50% of the time _____

The following checklist may be helpful in identifying appropriate independent behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Does not need redirection _____
2. Does not need reassurance _____
3. Does not constantly ask for help _____
4. Does not demand excessive teacher time _____

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COOPERATION

19.1.2.2.8.0.1(149) Given several school work and play situations, the student will demonstrate cooperative behavior with his class members at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____
Less than 50% of the time _____

The following checklist may be helpful in identifying appropriate cooperative behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Does not withdraw _____
2. Is not passive _____
3. Is not resistive _____
4. Is not verbally negative _____
5. Is not physically negative _____

USE OF PROPERTY

19.1.2.2.9.0.1(150) Given several school work and play situations in which the student is using communal property, public property, or the property of another, the student will demonstrate respect and care for that property at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____
Less than 50% of the time _____

The following checklist may be helpful in identifying appropriate property use behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Asks permission to use property _____
2. Does not litter _____
3. Does not steal _____
4. Does not hide property _____
5. Does not damage property _____

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SOCIAL AMENITIES

PHYSICAL

19.1.2.3.1.0.1(151) Given a teacher demonstration of waving, the student will, to the satisfaction of the teacher, wave his hand.

This objective is mastered when the student:

1. Waves hand _____

19.1.2.3.1.0.2(151) Given a teacher demonstration of clapping, the student will, to the satisfaction of the teacher, clap his hands.

This objective is mastered when the student:

1. Brings two hands together _____
2. Makes clapping sound with hands _____

19.1.2.3.1.0.3(153) Given a teacher demonstration of shaking hands, the student will, to the satisfaction of the teacher, shake hands with the teacher.

This objective is mastered when the student:

1. Extends hand toward hand of teacher _____
2. Grasps hand of teacher firmly, but not too hard _____
3. Moves hands in up and down motion _____
4. Releases hand after appropriate amount of time _____

19.1.2.3.1.0.4(154) Given three sets of five pictures showing socially appropriate and inappropriate behavior and teacher designation of a social situation, the student will, with 100% accuracy, touch the one picture of appropriate behavior in each set.

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This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Kiss, shake hands, hold hands, jump)

1. "Touch the picture which shows what you do when you are introduced to a stranger." _____

(Pictures: Hold hands, clap, thumb nose, wave, scratch)

2. "Touch the picture which shows what you do when you say goodbye to visitors at your house." _____

(Pictures: Jump, clap, hug, kiss, tickle)

3. "Touch the picture which shows what you do when a program is over." _____

VERBAL

19.1.2.3.2.0.1(155) Given situations in which it is appropriate for a student to use the polite words and phrases, "please", "thank you", "excuse me", the student will use these polite words and phrases at an appropriate time and with a manner and frequency that is satisfactory to the teacher.

This objective is mastered when the student:

| | <u>APPROPRIATE TIME</u> | <u>APPROPRIATE MANNER</u> | <u>APPROPRIATE FREQUENCY</u> |
|--|-----------------------------|-------------------------------|----------------------------------|
| 1. Uses "please" | _____ | _____ | _____ |
| 2. Uses "thank you" ("thanks") | _____ | _____ | _____ |
| 3. Uses "excuse me" ("sorry", "pardon me") | _____ | _____ | _____ |

19.1.2.3.2.0.2(156) Given situations in which it is appropriate for a student to use greeting words, the student will use greeting words at an appropriate time and with a manner and frequency that is satisfactory to the teacher.

This objective is mastered when the student:

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| <u>APPROPRIATE TIME</u> | <u>APPROPRIATE MANNER</u> | <u>APPROPRIATE FREQUENCY</u> |
|-----------------------------|-------------------------------|----------------------------------|
|-----------------------------|-------------------------------|----------------------------------|

1. Uses greeting (e.g., "hello", "good morning", "hi", "good afternoon", "How are you?")

| | | |
|---|---|---|
| — | — | — |
|---|---|---|

19.1.2.3.2.0.3(157) Given situations in which it is appropriate for a student to use parting words, the student will use parting words at an appropriate time and with a manner and frequency that is satisfactory to the teacher.

This objective is mastered when the student:

| <u>APPROPRIATE TIME</u> | <u>APPROPRIATE MANNER</u> | <u>APPROPRIATE FREQUENCY</u> |
|-----------------------------|-------------------------------|----------------------------------|
|-----------------------------|-------------------------------|----------------------------------|

1. Uses parting words (e.g., "good-bye", "so long", "See you later.", etc.)

| | | |
|---|---|---|
| — | — | — |
|---|---|---|

LEISURE TIME

USE OF MEDIA

19.1.2.4.1.0.1(158) Given a television set, the student will, to the satisfaction of the teacher, turn the television on, adjust the volume, change the channels, and turn the television off upon teacher request.

This objective is mastered when the student responds correctly to each of the requests below:

"Turn on the television."

1. Turns on television

"Turn the television up."

2. Adjusts volume to acceptable level for environment

"Turn to another channel."

3. Turns television to another channel (any channel that can be received is acceptable)

4. Turns dial slowly

"Turn to channel _____."

5. Turns television to channel ____ (Fill in blank with specific channel number such as 4 or 12)

"Turn the television down."

6. Turns volume down

"Turn the television off."

7. Turns off television

8. When performing above tasks student does not tamper with other television set dials

19.1.2.4.1.0.2(159) Given a radio, the student will, to the satisfaction of the teacher, turn the radio on, select a station, turn the selector knob until the program comes in clearly, adjust the volume to a desirable level, and turn the radio off upon teacher request.

This objective is mastered when the student responds correctly to each of the requests below:

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"Turn the radio on."

1. Turns on radio _____

"Turn the radio to a station."

2. Selects station _____

3. Turns selector knob slowly _____

4. Program comes in clearly _____

"Turn the radio up."

5. Adjusts volume to acceptable level for environment _____

"Turn the radio down."

6. Turns volume down _____

"Turn the radio off."

7. Turns off radio _____

8. When performing above tasks student does not tamper with other dials and switches on radio _____

19.1.2.4.1.0.3(160) Given a record player and a record, the student will, to the satisfaction of the teacher, plug in and uncover the record player, place the record on the spindle, turn on the machine, place the needle at the beginning of the record, adjust the volume, play the record, remove the needle from the record, take the record off, and turn off the record player.

This objective is mastered when the student:

- | | |
|---|--|
| 1. Plugs in record player _____ | 7. Removes needle from record after record has been played _____ |
| 2. Uncovers record player _____ | 8. Takes record off _____ |
| 3. Turns on power _____ | 9. Turns off record player _____ |
| 4. Places record on spindle _____ | 10. Handles only outside edge or label of record _____ |
| 5. Places needle at beginning of record _____ | 11. Does not scratch or damage record _____ |
| 6. Adjusts volume to acceptable level for environment _____ | |

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19.1.2.4.1.0.4(161) Given a cassette cartridge and a tape recorder, the student will, to the satisfaction of the teacher, insert the cartridge, turn on the tape recorder, engage the "play" switch, adjust the volume, stop and rewind the tape, eject the tape cartridge from the tape recorder, and turn off the machine.

This objective is mastered when the student:

- | | | | |
|---------------------------------------|-----|-----------------------------------|-----|
| 1. Inserts cartridge properly | ___ | 6. Pushes stop button | ___ |
| 2. Turns on recorder | ___ | 7. Pushes rewind button | ___ |
| 3. Pushes play button | ___ | 8. Rewinds tape to starting point | ___ |
| 4. Adjusts volume to acceptable level | ___ | 9. Pushes eject button | ___ |
| 5. Plays tape to end of recording | ___ | 10. Removes tape from player | ___ |
| | | 11. Turns off tape recorder | ___ |

19.1.2.4.1.0.5(162) Given an instamatic camera and a 12-exposure cartridge of film, the student will, to the satisfaction of the teacher, put the film cartridge in the camera, move the film forward to #1, focus the camera on a person or object, snap the picture, and turn the film to the next picture.

This objective is mastered when the student:

- | | | | |
|--|-----|-------------------------------|-----|
| 1. Pushes release button | ___ | 5. Moves film forward to #1 | ___ |
| 2. Opens back of camera | ___ | 6. Focuses camera on subject | ___ |
| 3. Puts film cartridge in proper place | ___ | 7. Snaps picture | ___ |
| 4. Closes back of camera | ___ | 8. Turns film to next picture | ___ |

MUSIC

19.1.2.4.2.0.1(163) Given a situation in which a group of students are being directed to sing a simple song, the student will, to the satisfaction of the teacher, sing the song with the group.

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This objective is mastered when the student:

1. Begins singing with group. _____
2. Sings in time with group _____
3. Sings entire song with group _____
4. Ends song with group _____

19.1.2.4.2.0.2(164) Given a pair of rhythm sticks, a record player, and a record of marching music 30 seconds long, the student will, to the satisfaction of the teacher, tap the sticks together in time with the beat of the music.

This objective is mastered when the student:

1. Begins tapping with sticks at beginning of record _____
2. Taps in rhythm with music _____
3. Taps through entire song _____
4. Ends tapping with record _____

DANCING

19.1.2.4.3.0.1(165) Given a record, record player, and a situation in which the student is asked to slow dance with a partner, the student will, to the satisfaction of the teacher, dance slowly by leading or following his/her partner using a slow dance step until the dance is completed.

This objective is mastered when the student:

1. Dances slowly _____
2. Leads or follows his/her partner _____
3. Uses slow dance step _____
4. Does not step on partner's feet _____
5. Dances with partner until dance is completed _____

19.1.2.4.3.0.2(166) Given a record, record player, and a situation in which the student is asked to dance in a group, the student will, to the satisfaction of the teacher, dance in the group by following the sequence of the steps in the dance and staying within the group until the dance is completed.

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This objective is mastered when the student:

- | | | | |
|--|-------|--|-------|
| 1. Follows sequence of dance steps | _____ | 3. Does not disrupt group during dance | _____ |
| 2. Stays within group until dance is completed | _____ | 4. Dances until dance is completed | _____ |

TABLE GAMES

19.1.2.4.4.0.1(167) Given a table and a board game for two or more players, the student will, to the satisfaction of the teacher, help prepare the game for play, play the game according to the rules to the termination of the game, and help store the game properly upon completion of play.

This objective is mastered when the student:

- | | | | |
|---|-------|---------------------------------|-------|
| 1. Helps prepare game for play (if necessary) | _____ | 4. Helps store game properly | _____ |
| 2. Plays according to rules | _____ | 5. Does not damage game | _____ |
| 3. Plays to termination of game | _____ | 6. Does not lose pieces of game | _____ |

19.1.2.4.4.0.2(168) Given a table and a playing card game for two or more players, the student will, to the satisfaction of the teacher, help prepare the cards, play the game according to the rules to the termination of the game, and help store the cards properly upon completion of play.

This objective is mastered when the student:

- | | | | |
|---|-------|------------------------------|-------|
| 1. Helps prepare game for play (if necessary) | _____ | 4. Helps store game properly | _____ |
| 2. Plays according to rules | _____ | 5. Does not damage cards | _____ |
| 3. Plays to termination of game | _____ | 6. Does not lose cards | _____ |

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19.1.2.4.4.0.3(169) Given two ping-pong paddles, a ping-pong ball, and a ping-pong table with a net stretched across the middle, the student will, to the satisfaction of the teacher, play ping-pong by serving the ball over the net, volleying the ball back and forth across the net, and playing by the accepted rules of the game for the duration of a seven-point game.

This objective is mastered when the student:

1. Holds ping-pong paddle correctly _____
2. Serves ball across net _____
3. Volleys ball back and forth across net once _____
4. Remains on appropriate side of table _____
5. Alternates serve _____
6. Plays according to rules for duration of seven-point game _____
7. Plays for duration of seven-point game _____

19.1.2.4.4.0.4(170) Given a pool table, 16 playing balls, and a cue stick, the student will, to the satisfaction of the teacher, play pool according to the accepted rules for the duration of one game, by hitting the cue ball with the correct end of the cue stick so that the cue ball strikes the other playing balls.

This objective is mastered when the student:

1. Holds cue stick correctly _____
2. Hits cue ball with correct tip of cue stick _____
3. Hits cue ball so that it strikes playing balls _____
4. Plays according to rules of game _____
5. Plays for duration of one game _____
6. Does not damage equipment _____

BASIC SKILLS COMPETENCY

SENSORY MOTOR SKILLS

SENSORY SKILLS

TACTILE

19.2.1.1.1.0.1(171) Given four objects (one rough, one smooth, one soft, one hard), presented in four pairs, the student will touch both objects in each pair and then, with 100% accuracy, give the teacher the object requested from each pair.

This objective is mastered when the student hands the teacher the underlined object from each pair in response to the teacher request for that pair:

(Stimuli: Coarse sandpaper and felt)

1. "Touch these two things. Give me the one that is rough." _____

(Stimuli: Smooth poster board and ceramic tile)

2. "Touch these two things. Give me the one that is hard." _____

(Stimuli: Coarse sandpaper and smooth poster board)

3. "Touch these two things. Give me the one that is smooth." _____

(Stimuli: Ceramic tile and felt)

4. "Touch these two things. Give me the one that is soft." _____

19.2.1.1.1.0.2(172) Given three cups of water (one hot, one cold, one warm), the student will touch the water in each cup and then, with 100% accuracy, give the teacher the cup requested.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Give me the one that is hot." _____

(Return cup to table)

2. "Give me the one that is cold." _____

(Return cup to table)

3. "Give me the one that is warm." _____

BASIC SKILLS
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19.2.1.1.1.0.3(173) Given three cloths (one wet, one dry, one oily), the student will touch each cloth and then, with 100% accuracy, give the teacher the cloth requested.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Give me the cloth that is wet." _____
(Return cloth to table)
2. "Give me the cloth that is dry." _____
(Return cloth to table)
3. "Give me the cloth that is oily." _____

19.2.1.1.1.0.4(174) Given a bag and six items (one blunt, one pointed, one rounded, one square, one thick, one thin), presented in six pairs, the student will touch each pair of objects placed in the bag and then, with 100% accuracy, give the teacher the object requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: Blunt pencil and sharp pencil)

1. "Touch the two objects without looking. Take out the one that is blunt." _____

(Stimuli: Ball and block)

2. "Touch the two objects without looking. Take out the one that is round." _____

(Stimuli: Thick book and thin book)

3. "Touch the two objects without looking. Take out the one that is thin." _____

(Stimuli: Blunt pencil and sharp pencil)

4. "Touch the two objects without looking. Take out the one that is sharp." _____

(Stimuli: Ball and block)

5. "Touch the two objects without looking. Take out the one that is square." _____

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(Stimuli: Thick book and thin book)

6. "Touch the two objects without looking. Take out the one that is thick."

GUSTATORY

19.2.1.1.2.0.1(175) Given a candy bar, a lemon, a saltine, and coffee presented in four pairs, the student will taste the food items in each pair and then, with 100% accuracy, touch the food requested from each pair.

This objective is mastered when the student touches the underlined food in each pair in response to the teacher request for that pair:

(Stimuli: Candy bar and lemon)

1. "Touch the one that is sweet." _____

(Stimuli: Candy bar and coffee)

2. "Touch the one that is bitter." _____

(Stimuli: Saltine and lemon)

3. "Touch the one that is salty." _____

(Stimuli: Coffee and lemon)

4. "Touch the one that is sour." _____

OLFACTORY

19.2.1.1.3.0.1(176) Given a container of spoiled milk, a container of fresh milk, a piece of spoiled meat, and a piece of fresh meat, the student will smell each food item and then, with 100% accuracy, give the teacher each of the spoiled items.

This objective is mastered when the student hands the teacher the underlined foods in the set below:

1. Container of fresh milk, piece of spoiled meat, container of spoiled milk, piece of fresh meat _____

BASIC SKILLS
SENSORY MOTOR SKILLS

19.2.1.1.3.0.2(177) Given a blindfold, three objects, and three pictures showing each of the objects as it is burned, the student will smell each object burning while he is blindfolded and then, with 100% accuracy, touch the picture depicting each burning object after the blindfold is removed.

This objective is mastered when the student touches the correct picture in each set below:

(Stimulus: Burning meat)

1. Burning wood splinter, burning meat, burning wool _____

(Stimulus: Burning wool)

2. Burning wood splinters, burning meat, burning wool _____

(Stimulus: Burning wooden splinter)

3. Burning wood splinter, burning meat, burning wool _____

19.2.1.1.3.0.3(178) Given five identical opaque containers of liquid (one with lemon juice, one with water, one with perfume, one with vinegar, and one with a petroleum distillate), presented in three sets of three, the student will smell the liquids in each set and then, with 100% accuracy, touch the container in each set requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: Water, vinegar, perfume)

1. "Touch the container that smells like perfume." _____

(Stimuli: Perfume, petroleum distillate, water)

2. "Touch the container that smells like gas." _____

(Stimuli: Lemon juice, water, vinegar)

3. "Touch the container that smells like a lemon." _____

POSITION IN SPACE

BODY IMAGE

19.2.1.2.1.0.1(179) Given an obstacle course with seven obstacles of different sizes and shapes, a starting point, and a stopping point, the student will, to the satisfaction of the teacher, walk from the starting point through the obstacle course to the stopping point without touching any of the obstacles.

This objective is mastered when the student:

- | | |
|---|--|
| 1. Starts at starting point _____ | 5. Does not touch fourth obstacle _____ |
| 2. Does not touch first obstacle _____ | 6. Does not touch fifth obstacle _____ |
| 3. Does not touch second obstacle _____ | 7. Does not touch sixth obstacle _____ |
| 4. Does not touch third obstacle _____ | 8. Does not touch seventh obstacle _____ |
| 9. Walks through entire obstacle course _____ | |

19.2.1.2.1.0.2(180) Given a hollow cylinder and an empty box, the student will, with 100% accuracy, either go through or around either the cylinder or the box when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Go through the cylinder." _____
2. "Go around the box." _____
3. "Go through the box." _____
4. "Go around the cylinder." _____

BASIC SKILLS
SENSORY MOTOR SKILLS

BODY PARTS

19.2.1.2.2.0.1(181) Given a request by the teacher, the student will, with 100% accuracy, touch either his head, arm, leg, stomach, hand, or his foot, in response to each of six directions.

This objective is mastered when the student responds correctly to each of the requests below:

- | | |
|-----------------------------|--------------------------------|
| 1. "Touch your head." _____ | 4. "Touch your stomach." _____ |
| 2. "Touch your arm." _____ | 5. "Touch your hand." _____ |
| 3. "Touch your leg." _____ | 6. "Touch your foot." _____ |

19.2.1.2.2.0.2(182) Given a request by the teacher, the student will, with 100% accuracy, touch either his eye, ear, nose, mouth, hair, finger, toe, or his teeth in response to each of eight directions.

This objective is mastered when the student responds correctly to each of the requests below:

- | | |
|------------------------------|-------------------------------|
| 1. "Touch your eye." _____ | 5. "Touch your hair." _____ |
| 2. "Touch your ear." _____ | 6. "Touch your finger." _____ |
| 3. "Touch your nose." _____ | 7. "Touch your toe." _____ |
| 4. "Touch your mouth." _____ | 8. "Touch your teeth." _____ |

19.2.1.2.2.0.3(183) Given a request by the teacher, the student will, with 100% accuracy, name the head, arm, leg, hand, foot, stomach, eye, ear, nose, mouth, hair, finger, toe, and teeth when the teacher touches each of these body parts.

This objective is mastered when the student:

BASIC SKILLS
SENSORY MOTOR SKILLS

- | | | | |
|------------------|-------|------------------|-------|
| 1. Names head | _____ | 8. Names ear | _____ |
| 2. Names arm | _____ | 9. Names nose | _____ |
| 3. Names leg | _____ | 10. Names mouth | _____ |
| 4. Names stomach | _____ | 11. Names hair | _____ |
| 5. Names hand | _____ | 12. Names finger | _____ |
| 6. Names foot | _____ | 13. Names toe | _____ |
| 7. Names eye | _____ | 14. Names teeth | _____ |

19.2.1.2.2.0.4(184) Given a request by the teacher, the student will, with 100% accuracy, touch either his ankle, eyebrow, neck, wrist, hip, knee, waist, armpit, earlobe, eyelash, fingernail, or his toenail, in response to each of twelve directions.

This objective is mastered when the student responds correctly to each of the requests below:

- | | | | |
|--------------------------|-------|------------------------------|-------|
| 1. "Touch your eyebrow." | _____ | 7. "Touch your waist." | _____ |
| 2. "Touch your neck." | _____ | 8. "Touch your armpit." | _____ |
| 3. "Touch your wrist." | _____ | 9. "Touch your earlobe." | _____ |
| 4. "Touch your ankle." | _____ | 10. "Touch your eyelash." | _____ |
| 5. "Touch your hip." | _____ | 11. "Touch your fingernail." | _____ |
| 6. "Touch your knee." | _____ | 12. "Touch your toenail." | _____ |

DIRECTIONALITY AND LATERALITY

19.2.1.2.3.0.1(185) Given five pairs of pictures (one picture in each pair showing an up movement or position and one picture in each pair showing a down movement or position), the student will, with 100% accuracy, touch the picture illustrating the up movement or position or the picture illustrating the down movement or position requested from each pair.

BASIC SKILLS
SENSORY MOTOR SKILLS

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Boy with hand held up, boy with hand held down)

1. "Touch the picture of the boy with his hand up." _____

(Pictures: Girl climbing up slide stairs, girl climbing down slide stairs)

2. "Touch the picture of the girl going down the stairs." _____

(Pictures: Child with kite up in the air, child with kite down on the ground)

3. "Touch the picture of the kite up in the air." _____

(Pictures: Airplane with nose tilted up, airplane with nose tilted down)

4. "Touch the picture of the airplane going down." _____

(Pictures: Arrow pointing up, arrow pointing down)

5. "Touch the picture of the arrow pointing up." _____

19.2.1.2.3.0.2(186) Given five pairs of pictures (one picture in each pair showing a back view and one picture in each pair showing a front view), the student will, with 100% accuracy, touch the picture illustrating the back view or the picture illustrating the front view requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Front of car, back of car)

1. "Touch the picture of the front of the car." _____

(Pictures: Front of man, back of man)

2. "Touch the picture of the back of the man." _____

(Pictures: Front of shirt, back of shirt)

3. "Touch the picture of the front of the shirt." _____

(Pictures: Front of elephant, back of elephant)

4. "Touch the picture of the front of the elephant." _____

(Pictures: Front of T.V., back of T.V.)

5. "Touch the picture of the back of the T.V.." _____

BASIC SKILLS
SENSORY MOTOR SKILLS

19.2.1.2.3.0.3(187) Given five pairs of pictures (one picture in each pair depicting the concept "top" and one picture in each pair depicting the concept "bottom"), the student will, with 100% accuracy, touch the picture illustrating "top" or the picture illustrating "bottom" requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Man at top of mountain, man at bottom of mountain)

1. "Touch the picture of the man at the top of the mountain." _____

(Pictures: Man at bottom of ladder, man at top of ladder)

2. "Touch the picture of the man at the bottom of the ladder." _____

(Pictures: Man at top of building, man at bottom of building)

3. "Touch the picture of the man at the bottom of the building." _____

(Pictures: Child at top of slide, child at bottom of slide)

4. "Touch the picture of the child at the top of the slide." _____

(Pictures: Top of foot, bottom of foot)

5. "Touch the picture of the bottom of the foot." _____

19.2.1.2.3.0.4(188) Given five pairs of pictures (one picture in each pair showing an above position and one picture in each pair showing a below position), the student will, with 100% accuracy, touch the picture illustrating the above position or the picture illustrating the below position requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Boy with hands above head, boy with hands at side)

1. "Touch the picture of the boy with his hands above his head." _____

(Pictures: Cup is above saucer, cup is below saucer)

2. "Touch the picture in which the cup is below the saucer." _____

(Pictures: Bird above airplane, bird below airplane)

3. "Touch the picture in which the bird is below the airplane." _____

(Pictures: Kite above tree, kite below tree)

4. "Touch the picture in which the kite is above the tree." _____

3.5

BASIC SKILLS
SENSORY MOTOR SKILLS

(Pictures: Girl skipping rope [rope above girl], girl skipping rope [rope below girl])

5. "Touch the picture in which the rope is above the girl." _____

19.2.1.2.3.0.5(189) Given six objects (three of which can be gone over and three of which can be gone under), the student will, with 100% accuracy, either go over or under a specified object when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Walk over the ball." (Ball on ground) _____
2. "Walk under the slide." _____
3. "Walk over the hurdle." (Low hurdle) _____
4. "Walk over the bat." (Bat on ground) _____
5. "Walk under the parallel bars." _____
6. "Walk under the ladder." _____

19.2.1.2.3.0.6(190) Given a box, a pencil, a ruler, a block, a book, and a crayon, the student will, with 100% accuracy, place each object either inside or outside the box when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Put the pencil inside the box." _____
2. "Put the book outside the box." _____
3. "Put the ruler inside the box." _____
4. "Put the crayon outside the box." _____
5. "Put the block outside the box." _____

BASIC SKILLS
SENSORY MOTOR SKILLS

19.2.1.2.3.0.7(191) Given a high shelf containing a ball, a block, and a book, and a low shelf containing a ball, a block, and a book, the student will, with 100% accuracy, touch the correct high or low object when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Touch the ball that is high." _____
2. "Touch the book that is low." _____
3. "Touch the ball that is low." _____
4. "Touch the block that is high." _____
5. "Touch the book that is high." _____
6. "Touch the block that is low." _____

19.2.1.2.3.0.8(192) Given a picture of a line of students and a picture of a train, the student will, with 100% accuracy, touch the beginning or end of the objects pictured when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Touch the student standing at the end of the line." _____
2. "Touch the beginning of the train." _____
3. "Touch the student at the beginning of the line." _____
4. "Touch the end of the train." _____

19.2.1.2.3.0.9(193) Given a table and a chair, the student will, with 100% accuracy, place a part of his body either in front of or behind another part of his body or an object when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1.7

BASIC SKILLS
SENSORY MOTOR SKILLS

1. "Put your hands in front of your face." _____
2. "Put your hands behind your back." _____
3. "Stand behind the chair." _____
4. "Stand in front of the table." _____
5. "Put your hands behind your neck." _____

19.2.1.2.3.0.10(194) Given a chair, a table, a door, a fellow student, and a book, the student will, with 100% accuracy, stand either beside or next to each when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Stand next to the chair." _____
2. "Stand beside the book." _____
3. "Stand beside _____ (fellow student's name)." _____
4. "Stand next to the door." _____
5. "Stand beside the table." _____

19.2.1.2.3.0.11(195) Given three pairs of objects (two books, two pencils, two crayons) and a table, the student will, with 100% accuracy, touch the object in each pair which is near or the object which is far when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Touch the book which is far." _____
2. "Touch the pencil which is far." _____
3. "Touch the crayon which is near." _____

BASIC SKILLS
SENSORY MOTOR SKILLS

19.2.1.2.3.0.12(196) Given a request by the teacher, the student will, with 100% accuracy, move or touch a right or left part of his body or move to the right or left in response to each of five directions.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Hold up your right hand." _____
2. "Touch your left foot." _____
3. "Raise your right foot." _____
4. "Take one step to the left." _____
5. "Raise your left hand." _____

BASIC SKILLS
SENSORY MOTOR SKILLS

MOTOR COORDINATION SKILLS

STATIONARY MOVEMENT

19.2.1.3.1.0.1(197) Given a request and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper bending behavior by bending at the elbow, at the waist, and at the knee, after each bend is demonstrated by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Bend one arm 90° at the elbow.)

1. "Bend your arm just as I did." _____

(Bend forward 90° at waist.)

2. "Bend your waist just as I did." _____

(Sit on floor. Bend knee drawing foot up even with other knee.)

3. "Bend your knee just as I did." _____

19.2.1.3.1.0.2(198) Given a chair and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper reaching behavior by reaching for a chair with both of his arms and with his leg after each reach is demonstrated by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Reach for a chair with both arms.)

1. "Reach for the chair with your arms just as I did." _____

(Reach for a chair with one leg.)

2. "Reach for the chair with your leg just as I did." _____

19.2.1.3.1.0.3(199) Given a request and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper crouching behavior by assuming a kneeling position with both hands on the ground in front of him.

BASIC SKILLS
SENSORY MOTOR SKILLS

This objective is mastered when the student:

- | | | | |
|--------------------------------|-------|---|-------|
| 1. Bends at knees | _____ | 4. Places both hands on ground in front of him | _____ |
| 2. Places both knees on ground | _____ | 5. Crouches properly | _____ |
| 3. Assumes kneeling position | _____ | | |

19.2.1.3.1.0.4(200) Given a request and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper kneeling behavior by bending at the knees and, with his knees touching the ground, maintaining an otherwise erect posture.

This objective is mastered when the student:

- | | | | |
|---|-------|---|-------|
| 1. Bends at knees | _____ | 3. Maintains erect posture (except for bent knees) | _____ |
| 2. Both knees rest on ground (floor) | _____ | 4. Kneels properly | _____ |

19.2.1.3.1.0.5(201) Given a request and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper squatting behavior by bending at the knees while keeping the knees from touching the ground and maintaining an otherwise erect posture.

This objective is mastered when the student:

- | | | | |
|--|-------|---|-------|
| 1. Bends at knees | _____ | 3. Maintains erect posture (except for bent knees) | _____ |
| 2. Keeps knees from touching ground | _____ | 4. Squats properly | _____ |

19.2.1.3.1.0.6(202) Given a request and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper twisting behavior by twisting his arm, his legs, and his waist after each twist is demonstrated by the teacher.

BASIC SKILLS
SENSORY MOTOR SKILLS

This objective is mastered when the student responds correctly to each of the requests below:

(Extend one arm parallel with floor. Twist the arm around the long axis of the bone.)

1. "Twist your arm just as I did." _____

(Sit down. Extend one leg. Twist the leg around the long axis of the bone.)

2. "Twist your leg just as I did." _____

(Twist your body around at the waist.)

3. "Twist your waist just as I did." _____

19.2.1.3.1.0.7(203) Given a request and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper rotating behavior by rotating both arms, his head, and his waist around the appropriate axis after each rotation is demonstrated by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Extend arms forward, parallel to the ground. Rotate both arms in small circles.)

1. "Move your arms just as I did." _____

(Move your head in a circular pattern.)

2. "Move your head just as I did." _____

(Place your hands on your hips. Rotate in a circle at the waist without moving your legs.)

3. "Move your body just as I did." _____

19.2.1.3.1.0.8(204) Given a request and a demonstration, the student will, to the satisfaction of the teacher, demonstrate proper swinging behavior by swinging his arms and his legs in a rhythmic manner after each swing is demonstrated by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

BASIC SKILLS
SENSORY MOTOR SKILLS

(Extend arms slightly at side. Swing arms back and forth.)

1. "Swing your arms just as I did." _____

(Swing either leg back and forth from the waist.)

2. "Swing your leg just as I did." _____

LOCOMOTION

19.2.1.3.2.0.1(205) Given a request and a demonstration, the student will, to the satisfaction of the teacher, crawl forward correctly for a distance of ten feet.

This objective is mastered when the student:

- | | |
|---|--|
| 1. Gets down on hands and knees _____ | 4. Alternates sides of arm and leg movements _____ |
| 2. Moves left arm and leg forward together _____ | 5. Crawls five feet _____ |
| 3. Moves right arm and leg forward together _____ | 6. Crawls ten feet _____ |

19.2.1.3.2.0.2(206) Given a request and a demonstration, the student will, to the satisfaction of the teacher, walk correctly for a distance of ten yards.

This objective is mastered when the student:

- | | |
|--|---|
| 1. Hangs hands at side _____ | 5. Lands on heels of feet _____ |
| 2. Swings arms in opposition to legs _____ | 6. Pushes off with toes _____ |
| 3. Points toes straight ahead _____ | 7. Holds body straight _____ |
| 4. Swings legs from hips _____ | 8. Walks correctly for five yards _____ |
| 9. Walks correctly for ten yards _____ | |

BASIC SKILLS
SENSORY MOTOR SKILLS

19.2.1.3.2.0.3(207) Given a request and a demonstration, the student will, to the satisfaction of the teacher, run correctly for a distance of ten yards.

This objective is mastered when the student:

- | | | | |
|-------------------------------------|-----|--------------------------------------|-----|
| 1. Inclines body forward | ___ | 5. Swings arms in opposition to legs | ___ |
| 2. Alternates feet rhythmically | ___ | 6. Points toes ahead | ___ |
| 3. Pushes off on rear foot | ___ | 7. Runs correctly for five yards | ___ |
| 4. Lands on ball of front foot | ___ | | |
| 8. Runs correctly for ten yards ___ | | | |

19.2.1.3.2.0.4(208) Given a request and a demonstration, the student will, to the satisfaction of the teacher, correctly leap over an obstacle six inches high.

This objective is mastered when the student:

- | | | | |
|--|-----|-----------------------------------|-----|
| 1. Runs toward obstacle | ___ | 3. Leaps completely over obstacle | ___ |
| 2. Increases height of knee lift to clear obstacle | ___ | 4. Does not break stride | ___ |

19.2.1.3.2.0.5(209) Given a request and a demonstration, the student will, to the satisfaction of the teacher, correctly jump over an obstacle six inches high.

This objective is mastered when the student:

- | | | | |
|--|-----|--|-----|
| 1. Jumps from stationary standing position | ___ | 4. Swings arms forward at same time as legs are thrust | ___ |
| 2. Jumps from crouched position | ___ | 5. Clears obstacle | ___ |
| 3. Thrusts legs to propel body | ___ | 6. Makes balanced landing | ___ |

BASIC SKILLS /
SENSORY MOTOR SKILLS

19.2.1.3.2.0.6(210) Given a request and a demonstration, the student will, to the satisfaction of the teacher, correctly jump down from a six-inch elevation.

This objective is mastered when the student:

- | | | | |
|------------------------|-------|------------------------------------|-------|
| 1. Thrusts with legs | _____ | 3. Lands evenly on both feet | _____ |
| 2. Swings arms forward | _____ | 4. Bends knees slightly on landing | _____ |

19.2.1.3.2.0.7(211) Given a request and a demonstration, the student will, to the satisfaction of the teacher, correctly jump up to a six-inch elevation.

This objective is mastered when the student:

- | | | | |
|------------------------------------|-------|---------------------------------|-------|
| 1. Begins from stationary position | _____ | 3. Thrusts legs down | _____ |
| 2. Swings arms forward | _____ | 4. Lands on top of 6" elevation | _____ |
| 5. Makes balanced landing | _____ | | |

19.2.1.3.2.0.8(212) Given a request and a demonstration, the student will, to the satisfaction of the teacher, hop in place on one foot correctly for ten seconds.

This objective is mastered when the student:

- | | | | |
|-------------------------------|-------|---|-------|
| 1. Hops on one foot | _____ | 4. Does not move around on floor (stays in place) | _____ |
| 2. Flexes knee of hopping leg | _____ | 5. Hops for five seconds | _____ |
| 3. Makes balanced landings | _____ | 6. Hops for ten seconds | _____ |

19.2.1.3.2.0.9(213) Given a request and a demonstration, the student will, to the satisfaction of the teacher, hop forward on one foot correctly for a distance of ten feet.

BASIC SKILLS
SENSORY MOTOR SKILLS

This objective is mastered when the student:

1. Hops on one foot _____
2. Flexes knee of hopping leg _____
3. Makes balanced landings _____
4. Hops five feet _____
5. Hops ten feet _____

19.2.1.3.2.0.10(214) Given a request and a demonstration, the student will, to the satisfaction of the teacher, hop in place on alternate feet correctly for ten seconds.

This objective is mastered when the student:

1. Hops on one foot _____
2. Hops on other foot _____
3. Alternates hopping leg _____
4. Flexes knee of hopping leg _____
5. Makes balanced landings _____
6. Does not move around on floor (stays in place) _____
7. Repeats numbers 1-6 for five seconds _____
8. Repeats numbers 1-6 for ten seconds _____

19.2.1.3.2.0.11(215) Given a request and a demonstration, the student will, to the satisfaction of the teacher, hop forward on alternate feet correctly for a distance of ten feet.

This objective is mastered when the student:

1. Hops on one foot _____
2. Hops on other foot _____
3. Alternates hopping leg _____
4. Flexes knee of hopping leg _____
5. Makes balanced landings _____
6. Repeats numbers 1-5 for distance of five feet _____
7. Repeats numbers 1-5 for distance of ten feet _____

BASIC SKILLS
SENSORY MOTOR SKILLS

19.2.1.3.2.0.12(216) Given a request and a demonstration, the student will, to the satisfaction of the teacher, skip forward correctly for a distance of 15 feet.

This objective is mastered when the student:

- | | | | |
|--------------------|-----|-----------------------|-----|
| 1. Skips forward | ___ | 3. Skips ten feet | ___ |
| 2. Skips five feet | ___ | 4. Skips fifteen feet | ___ |

19.2.1.3.2.0.13(217) Given a request and a demonstration, the student will, to the satisfaction of the teacher, skip sideways correctly for a distance of 15 feet.

This objective is mastered when the student:

- | | | | |
|--|-----|-----------------------|-----|
| 1. Pushes one foot to side | ___ | 4. Skips sideways | ___ |
| 2. Draws other foot up to it | ___ | 5. Skips five feet | ___ |
| 3. Repeats numbers 1 and 2 in rhythmic manner | ___ | 6. Skips ten feet | ___ |
| | | 7. Skips fifteen feet | ___ |

19.2.1.3.2.0.14(218) Given a request and a demonstration, the student will, to the satisfaction of the teacher, gallop correctly for a distance of ten feet.

This objective is mastered when the student:

- | | | | |
|--|-----|--|-----|
| 1. Moves forward | ___ | 4. Repeats numbers 1-3 in rhythmic manner | ___ |
| 2. Uses long step followed by short closing hop | ___ | 5. Gallops five feet | ___ |
| 3. Keeps same foot forward for long step | ___ | 6. Gallops ten feet | ___ |

BASIC SKILLS
SENSORY MOTOR SKILLS

19.2.1.3.2.0.15(219) Given a staircase and a demonstration, the student will, to the satisfaction of the teacher, walk up and down the staircase correctly.

This objective is mastered when the student:

- | | | | |
|---|-----|--|-----|
| 1. Places one foot on first step | ___ | 6. Places one foot on top step | ___ |
| 2. Places other foot on second step | ___ | 7. Places alternate foot on next step | ___ |
| 3. Walks up remaining stairs alternating feet | ___ | 8. Walks down remaining steps using alternate feet | ___ |
| 4. Does not fall | ___ | 9. Does not fall | ___ |
| 5. Stops at top of stairs | ___ | 1. Steps on the ground | ___ |

19.2.1.3.2.0.16(220) Given a playground slide ladder and a demonstration, the student will, to the satisfaction of the teacher, climb up and down the playground slide ladder correctly.

This objective is mastered when the student:

- | | | | |
|--|-----|--|-----|
| 1. Holds on with both hands | ___ | 6. Reaches top of ladder | ___ |
| 2. Steps up to first rung | ___ | 7. Steps down one rung at time | ___ |
| 3. Steps up one rung at time | ___ | 8. Steps down alternating lead foot | ___ |
| 4. Alternates lead foot up ladder | ___ | 9. Moves hands down as climbing proceeds | ___ |
| 5. Moves hands up as climbing proceeds | ___ | 10. Reaches ground | ___ |

OBJECT MOVEMENT

19.2.1.3.3.0.1(221) Given three different size balls, the student will, to the satisfaction of the teacher, demonstrate proper rolling behavior by rolling each ball to the teacher.

This objective is mastered when the student:

BASIC SKILLS
SENSORY MOTOR SKILLS

1. Rolls basketball to teacher (two hands) _____
2. Rolls volleyball to teacher (one hand) _____
3. Rolls softball to teacher (one hand) _____

19.2.1.3.3.0.2(222) Given a toy wheelbarrow and a wagon, the student will, to the satisfaction of the teacher, demonstrate proper pushing behavior by pushing the toy wheelbarrow and by pushing the wagon a distance of 20 feet to the teacher.

This objective is mastered when the student:

- | | |
|--|----------------------------------|
| 1. Pushes toy wheelbarrow _____ | 5. Pushes wagon _____ |
| 2. Pushes toy wheelbarrow ten feet _____ | 6. Pushes wagon ten feet _____ |
| 3. Pushes toy wheelbarrow 20 feet _____ | 7. Pushes wagon 20 feet _____ |
| 4. Pushes toy wheelbarrow to teacher _____ | 8. Pushes wagon to teacher _____ |

19.2.1.3.3.0.3(223) Given a rope and a wagon, the student will, to the satisfaction of the teacher, demonstrate proper pulling behavior by pulling the rope as in tug o' war and by pulling the wagon a distance of 20 feet to the teacher.

This objective is mastered when the student:

- | | |
|--------------------------------------|---------------------------------|
| 1. Pulls rope _____ | 4. Pulls wagon ten feet _____ |
| 2. Pulls rope as in tug o' war _____ | 5. Pulls wagon 20 feet _____ |
| 3. Pulls wagon _____ | 6. Pulls wagon to teacher _____ |

19.2.1.3.3.0.4(224) Given a standard hinged door, the student will, to the satisfaction of the teacher, demonstrate proper door opening and closing be-

BASIC SKILLS
SENSORY MOTOR SKILLS

havior by grasping the door handle (or knob), pulling/pushing the door open, walking through the doorway, and closing the door behind him.

This objective is mastered when the student:

- | | |
|---|---------------------------------|
| 1. Grasps door handle (knob) _____ | 3. Pulls/pushes door open _____ |
| 2. Turns handle (knob) (if necessary) _____ | 4. Walks through doorway _____ |
| | 5. Closes door behind him _____ |

19.2.1.3.3.0.5(225) Given a soccer ball or a kickball and three demonstrations, the student will, to the satisfaction of the teacher, demonstrate proper kicking behavior by kicking the ball in three different ways.

This objective is mastered when the student responds correctly to each of the requests below:

(Place the kickball on the ground directly in front of your foot. Kick the ball.)

1. "Kick the ball just as I did." _____

(Place the kickball on the ground approximately five feet in front of you. Run and kick the ball.)

2. "Run and kick the ball just as I did." _____

(Have the student or another person roll the ball to you. Kick the ball.)

3. "Kick the ball just as I did when I roll it to you." _____
(Teacher stands about 20 feet in front of the student and rolls the ball to student.)

19.2.1.3.3.0.6(226) Given three different size balls, the student will, to the satisfaction of the teacher, demonstrate proper underhand throwing behavior by throwing each ball underhand a distance of ten feet to the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

1-10

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(Throw the playground ball using both hands in an underhand throw.)

1. "Throw the big ball to me just like I threw it to you." _____
2. Throws ball ten feet _____

(Throw the softball using one hand in an underhand throw.)

3. "Throw the softball to me just like I threw it to you." _____
4. Throws ball ten feet _____

(Throw the paddle ball using one hand in an underhand throw.)

5. "Throw the little ball to me just like I threw it to you." _____
6. Throws ball ten feet _____

19.2.1.3.3.0.7(227) Given three different size balls, the student will, to the satisfaction of the teacher, demonstrate proper overhand throwing behavior by throwing each ball overhand a distance of ten feet to the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

7 (Throw the playground ball using two hands in an overhand throw.)

1. "Throw the big ball to me just as I threw it to you." _____
2. Throws ball ten feet _____

(Throw the softball using one hand in an overhand throw.)

3. "Throw the softball to me just as I threw it to you." _____
4. Throws ball ten feet _____

(Throw the paddle ball using one hand in an overhand throw.)

5. "Throw the little ball to me just as I threw it to you." _____
6. Throws ball ten feet _____

19.2.1.3.3.0.8(228) Given a beanbag, a softball, and a playground ball, the student will, to the satisfaction of the teacher, demonstrate proper catching behavior by catching each of the three objects when bounced or thrown to him one at a time by the teacher.

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This objective is mastered when the student responds correctly to each of the requests below:

1. "Catch the ball when I bounce it to you." _____
(Bounce playground ball to student.)
2. "Catch the ball when I throw it to you." _____
(Throw playground ball to student.)
3. "Catch the ball when I throw it to you." _____
(Throw softball to student.)
4. "Catch the bean bag when I throw it to you." _____
(Throw bean bag to student.)

19.2.1.3.3.0.9(229) Given a tennis ball and racket, a softball, a volleyball, a bat, a T-ball stand, and six demonstrations, the student will, to the satisfaction of the teacher, demonstrate proper hitting behavior by hitting each ball with a hand, fist, and/or implement.

This objective is mastered when the student responds correctly to each of the requests below:

(Hit the tennis ball with the palm of your hand using an underhand swinging motion.)

1. "Hit the tennis ball with your hand just as I did." _____

(Hit the volleyball with a clenched fist using an underhand swinging motion.)

2. "Hit the volleyball with your hand just as I did." _____

(Punch the volleyball with a clenched fist using an overhand punching swing.)

3. "Hit the volleyball with your hand just as I did." _____

(Place the softball on the T-ball stand and hit it with the bat.)

4. "Hit the softball just as I did." _____

(Hit the tennis ball using an underhand swing of the racket.)

5. "Hit the tennis ball just as I did." _____

(Hit the tennis ball using an overhand swing of the racket.)

6. "Hit the tennis ball just as I did." _____

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COORDINATED EXERCISE MOVEMENT

19.2.1.3.4.0.1(230) Given a request and a demonstration, the student will, to the satisfaction of the teacher, run in place correctly for 15 seconds.

This objective is mastered when the student:

- | | | | |
|-----------------------------------|-----|--------------------------------------|-----|
| 1. Runs in place | ___ | 3. Runs in place for ten seconds | ___ |
| 2. Runs in place for five seconds | ___ | 4. Runs in place for fifteen seconds | ___ |

19.2.1.3.4.0.2(231) Given a request and a demonstration, the student will, to the satisfaction of the teacher, touch his toes five times without bending his knees.

This objective is mastered when the student:

- | | | | |
|-----------------------------|-----|----------------------------|-----|
| 1. Touches toes one time | ___ | 4. Does not bend knees | ___ |
| 2. Does not bend knees | ___ | 5. Touches toes five times | ___ |
| 3. Touches toes three times | ___ | 6. Does not bend knees | ___ |

19.2.1.3.4.0.3(232) Given a request and a demonstration, the student will, to the satisfaction of the teacher, do big and small arm circles after each arm circle is demonstrated by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stretch your arms out to the side. Rotate your arms to inscribe small circles for five seconds.)

1. "Make small circles with your arms just as I did, until I tell you to stop." _____

(Stretch your arms out to the side. Rotate your arms to inscribe large circles for five seconds.)

2. "Make big circles with your arms just as I did, until I tell you to stop." _____

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19.2.1.3.4.0.4(233) Given a request and a demonstration, the student will, to the satisfaction of the teacher, do ten twist and reaches correctly.

This objective is mastered when the student:

- | | | | |
|---|-----|---|-----|
| 1. Stretches arms out to side | ___ | 5. Does five twist and reaches correctly | ___ |
| 2. Twists to one side | ___ | 6. Does seven twist and reaches correctly | ___ |
| 3. Twists to other side | ___ | 7. Does ten twist and reaches correctly | ___ |
| 4. Does three twist and reaches correctly | ___ | | |

19.2.1.3.4.0.5(234) Given a request and a demonstration, the student will, to the satisfaction of the teacher, do ten sit-ups correctly.

This objective is mastered when the student:

- | | | | |
|------------------------------|-----|---------------------------------|-----|
| 1. Places hands behind head | ___ | 5. Does one sit-up correctly | ___ |
| 2. Sits up | ___ | 6. Does three sit-ups correctly | ___ |
| 3. Touches knees with elbows | ___ | 7. Does five sit-ups correctly | ___ |
| 4. Does not bend knees | ___ | 8. Does seven sit-ups correctly | ___ |
| | | 9. Does ten sit-ups correctly | ___ |

19.2.1.3.4.0.6(235) Given a request and a demonstration, the student will, to the satisfaction of the teacher, do five push-ups correctly.

This objective is mastered when the student:

- | | | | |
|-------------------------------|-----|----------------------------------|-----|
| 1. Uses sex appropriate form | ___ | 3. Does three push-ups correctly | ___ |
| 2. Does one push-up correctly | ___ | 4. Does five push-ups correctly | ___ |

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19.2.1.3.4.0.7(236) Given a request and a demonstration, the student will, to the satisfaction of the teacher, do ten jumping-jacks correctly.

This objective is mastered when the student:

- | | | | |
|------------------------------------|-----|--|-----|
| 1. Raises arms correctly | ___ | 6. Does three jumping-jacks correctly | ___ |
| 2. Spr:ads legs correctly | ___ | 7. Does five jumping-jacks correctly | ___ |
| 3. Jumps | ___ | 8. Does seven jumping-jacks correctly. | ___ |
| 4. Coordin:ates numbers 1-3 | ___ | 9. Does ten jumping-jacks correctly | ___ |
| 5. Does one jumping-jack correctly | ___ | | |

VISUAL MOTOR COORDINATION

19.2.1.3.5.0.1(237) Given a book, a block, a pencil, and a quarter, the student will, to the satisfaction of the teacher, grasp and pick up each object designated by the teacher, by extending an open hand, placing his fingers around the object; picking up the object from the table, and handing it to the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

- | | | | |
|--|-----|---------------------------------|-----|
| <u>"Give me the book."</u> | | <u>"Give me the pencil."</u> | |
| 1. Grasps book | ___ | 9. Grasps pencil | ___ |
| 2. Picks up ¹ book from table | ___ | 10. Picks up pencil from table | ___ |
| 3. Hands book to teacher | ___ | 11. Hands pencil to teacher | ___ |
| 4. Does not drop book | ___ | 12. Does not drop pencil | ___ |
| <u>"Give me the block."</u> | | <u>"Give me the quarter."</u> | |
| 5. Grasps block | ___ | 13. Grasps quarter | ___ |
| 6. Picks up block from table | ___ | 14. Picks up quarter from table | ___ |
| 7. Hands block to teacher | ___ | 15. Hands quarter to teacher | ___ |
| 8. Does not drop block | ___ | 16. Does not drop quarter | ___ |

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19.2.1.3.5.0.2(238) Given a path of ten rubber squares marked with Xs on the floor, the student will, to the satisfaction of the teacher, begin at the starting point, walk along the path, and step on each X with the appropriate foot until he has reached the end of the path.

This objective is mastered when the student:

- | | | | |
|-----------------------------------|-----|--|-----|
| 1. Places one foot on first X | ___ | 8. Places second foot on eighth X | ___ |
| 2. Places other foot on second X | ___ | 9. Places first foot on ninth X | ___ |
| 3. Places first foot on third X | ___ | 10. Places second foot on tenth X | ___ |
| 4. Places second foot on fourth X | ___ | 11. Places only one foot on square at time | ___ |
| 5. Places first foot on fifth X | ___ | 12. <u>Walks</u> along path | ___ |
| 6. Places second foot on sixth X | ___ | | |
| 7. Places first foot on seventh X | ___ | | |
| | | 13. Does not stumble or fall | ___ |

19.2.1.3.5.0.3(239) Given a wooden mallet, a wooden pounding board, and four wooden pegs standing in the board, the student will, to the satisfaction of the teacher, pound the top of each peg with the mallet until each peg is flush with the top of the pounding board.

This objective is mastered when the student:

- | | | | |
|---------------------------------------|-----|---------------------------------------|-----|
| 1. Holds mallet by handle in one hand | ___ | 5. Repeats numbers 1-4 for second peg | ___ |
| 2. Pounds peg with mallet | ___ | 6. Repeats numbers 1-4 for third peg | ___ |
| 3. Pounds peg with face of mallet | ___ | 7. Repeats numbers 1-4 for fourth peg | ___ |
| 4. Peg flush with pounding board | ___ | | |

19.2.1.3.5.0.4(240) Given a primary wooden jigsaw puzzle with between three to seven pieces, the student will, to the satisfaction of the teacher, assemble the puzzle.

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This objective is mastered when the student:

1. Picks up puzzle piece _____
2. Does not pick up puzzle board _____
3. Puts piece of puzzle in proper place _____
4. Repeats numbers 1-3 until puzzle completed _____

19.2.1.3.5.0.5(241) Given an individual-size pegboard and ten pegs, the student will, to the satisfaction of the teacher, place the ten pegs in a horizontal row across the top of the pegboard.

This objective is mastered when the student:

1. Picks up peg _____
2. Does not pick up pegboard _____
3. Places peg in hole _____
4. Repeats numbers 1-3 for ten pegs _____
5. Pegs in proper holes _____

19.2.1.3.5.0.6(242) Given ten wooden primary beads and a lace appropriate for stringing, the student will, to the satisfaction of the teacher, string the ten beads on the lace.

This objective is mastered when the student:

1. Picks up bead _____
2. Picks up string _____
3. Strings one bead _____
4. Strings three beads _____
5. Strings five beads _____
6. Strings seven beads _____
7. Strings ten beads _____

RHYTHM AND BALANCE

19.2.1:3.6.0.1(243) Given a request by the teacher, the student will, to the satisfaction of the teacher, either run, walk, or clap fast or slow,

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in response to each of six directions.

This objective is mastered when the student responds correctly to each of the requests below:

- | | |
|------------------------|-------------------------|
| 1. "Run slowly." _____ | 4. "Walk slowly." _____ |
| 2. "Clap fast." _____ | 5. "Clap slowly." _____ |
| 3. "Walk fast." _____ | 6. "Run fast." _____ |

19.2.1.3.6.0.2(244) Given a 30 second tape recording of any sound with a measured beat, four beats to a measure, the student will, to the satisfaction of the teacher, within 10 seconds clap his hands or tap his feet in time with the beat for the duration of the tape recording.

This objective is mastered when the student:

1. Begins clapping/tapping within ten seconds of beginning of tape _____
2. Claps/taps accurately four beats to measure _____
3. Continues clapping/tapping for duration of tape recording _____

19.2.1.3.6.0.3(245) Given a balance board six feet long and six inches wide placed on the floor, the student will, to the satisfaction of the teacher, walk the entire length of the board by placing one foot in front of the other without touching the floor with his feet, falling, or stepping off the board.

This objective is mastered when the student:

1. Steps up on board _____
2. Places one foot in front of other _____
3. Walks entire length of board _____
4. Does not touch floor with his feet _____
5. Does not fall _____
6. Steps off at end of board _____

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19.2.1.3.6.0.4(246) Given a balance board six feet long and six inches wide placed six inches off the floor, the student will, to the satisfaction of the teacher, walk the entire length of the board by placing one foot in front of the other without touching the floor with his feet, falling, or stepping off the board.

This objective is mastered when the student:

- | | | | |
|--------------------------------------|-----|---------------------------------------|-----|
| 1. Steps up on board | ___ | 4. Does not touch floor with his feet | ___ |
| 2. Places one foot in front of other | ___ | 5. Does not fall | ___ |
| 3. Walks entire length of board | ___ | 6. Steps off at end of board | ___ |

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RECREATION AND SPORTS

SWIMMING - POOL ENTRY

19.2.1.4.1.0.1(247) Given a swimming pool with a hand railing and entry steps, the student will, to the satisfaction of the teacher, wet his body by walking down the steps, holding onto the hand railing until he reaches the floor of pool, taking a deep breath, and submerging his entire body so that he is completely wet.

This objective is mastered when the student:

- | | | | |
|--|-------|--------------------------|-------|
| 1. Walks down steps | _____ | 3. Takes deep breath | _____ |
| 2. Holds onto railing until he reaches floor of pool | _____ | 4. Submerges entire body | _____ |

19.2.1.4.1.0.2(248) Given a swimming pool, the student will, to the satisfaction of the teacher, jump into the pool by bending his knees, holding his arms out in a horizontal position, pushing off the edge of the pool with his feet, and clearing the edge of the pool.

This objective is mastered when the student:

- | | | | |
|--|-------|--|-------|
| 1. Bends knees | _____ | 3. Pushes off the edge of pool with his feet | _____ |
| 2. Holds arms out in horizontal position | _____ | 4. Jumps into pool | _____ |
| 5. Clears edge safely | _____ | | |

19.2.1.4.1.0.3(249) Given a swimming pool, the student will, to the satisfaction of the teacher, hold his breath by standing in chest deep water, taking a deep breath, putting his head under the water, and holding his breath for five seconds.

This objective is mastered when the student:

- | | | | |
|-------------------------------|-------|----------------------------------|-------|
| 1. Stands in chest deep water | _____ | 3. Puts head under water | _____ |
| 2. Takes deep breath | _____ | 4. Holds breath for five seconds | _____ |

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19.2.1.4.1.0.4(250) Given a swimming pool, the student will, to the satisfaction of the teacher, breathe rhythmically by holding the instructor's hands, taking a deep breath, putting his face in the water, exhaling in the water, and coming up for air three times.

This objective is mastered when the student:

- | | | | |
|---------------------------------------|-----|------------------------------------|-----|
| 1. Holds instructor's hands | ___ | 4. Exhales under water | ___ |
| 2. Takes deep breath | ___ | 5. Repeats numbers 2-4 second time | ___ |
| 3. Puts face in water | ___ | | |
| 6. Repeats numbers 2-4 third time ___ | | | |

19.2.1.4.1.0.5(251) Given a swimming pool, the student will, to the satisfaction of the teacher, dive by standing on the edge of the pool, bending his knees slightly, bringing his chin down to his chest, extending his hands straight out over his head, pushing off from the edge of the pool with his feet as his hands enter the water, and clearing the edge of the pool.

This objective is mastered when the student:

- | | | | |
|-----------------------------------|-----|--|-----|
| 1. Stands on edge of pool | ___ | 4. Extends hands straight out over head | ___ |
| 2. Bends knees slightly | ___ | 5. Pushes off from edge with feet as hands enter water | ___ |
| 3. Brings chin to chest | ___ | | |
| 6. Clears edge of pool safely ___ | | | |

SWIMMING - FLOATING AND GLIDING

19.2.1.4.2.0.1(252) Given a swimming pool, the student will, to the satisfaction of the teacher, prone float by holding on to the instructor's hands or wrists, taking and holding a deep breath, and gradually straightening his body, so that the entire front of his body with arms extended over his head is lying flat on the surface of the water and remains there for three seconds after the instructor's support is withdrawn.

This objective is mastered when the student:

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1. Holds instructor's hands or wrists _____
2. Takes and holds deep breath _____
3. Straightens body _____
4. Lies flat on water (face down) _____
5. Has arms extended over head _____
6. Remains in floating position for three seconds (without support) _____

19.2.1.4.2.0.2(253) Given a swimming pool, the student will, to the satisfaction of the teacher, back float by lying flat on his back on the surface of the water with the support of the instructor's shoulders and arms, and remaining on the water surface for three seconds after the instructor's support is withdrawn.

This objective is mastered when the student:

1. Lies flat on back (supported by instructor) _____
2. Remains in floating position for three seconds (without support) _____

19.2.1.4.2.0.3(254) Given a swimming pool, the student will, to the satisfaction of the teacher, prone glide for a distance of five feet by standing in waist deep water, leaning forward with his arms extended and his hands together until his shoulders are below the water surface, taking a deep breath, placing his head in the water, and pushing off from the floor so that his feet do not touch the floor of the pool.

This objective is mastered when the student:

- | | |
|-------------------------------------|--|
| 1. Stands in waist deep water _____ | 5. Has shoulders below water surface _____ |
| 2. Leans forward _____ | 6. Takes deep breath _____ |
| 3. Has arms extended _____ | 7. Places head in water _____ |
| 4. Has hands together _____ | 8. Pushes off from floor _____ |

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9. Glides for distance of five feet _____
10. Does not touch floor of pool _____

19.2.1.4.2.0.4(255) Given a swimming pool, the student will, to the satisfaction of the teacher, back glide for a distance of five feet by holding onto the edge of the pool with both hands, placing both feet against the wall of the pool, keeping his head back with his ears in the water, removing his hands from the edge, straightening his knees, and pushing away from the wall so that his feet do not touch the floor of the pool.

This objective is mastered when the student:

- | | |
|--|---|
| 1. Holds onto edge of pool with both hands _____ | 4. Removes hands from pool edge _____ |
| 2. Places both feet against wall of pool _____ | 5. Straightens knees _____ |
| 3. Places head back with ears in water _____ | 6. Pushes away from wall _____ |
| | 7. Glides for distance of five feet _____ |
| 8. Does not touch floor of pool _____ | |

SWIMMING SKILLS

19.2.1.4.3.0.1(256) Given a swimming pool, the student will, to the satisfaction of the teacher, prone kick for a distance of five feet by assuming the prone float position with his arms extended over his head and alternately flutter kicking each leg from the hips.

This objective is mastered when the student:

- | |
|---|
| 1. Assumes prone float position _____ |
| 2. Extends arms over head _____ |
| 3. Alternately flutter kicks each leg from hips _____ |
| 4. Prone floats for distance of five feet _____ |

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19.2.1.4.3.0.2(257) Given a swimming pool, the student will, to the satisfaction of the teacher, back kick for a distance of five feet by initiating a back glide, bringing his arms to his sides, and alternately flutter kicking each leg from the hips.

This objective is mastered when the student:

1. Initiates back glide _____
2. Brings arms to sides _____
3. Alternately flutter kicks each leg from hips _____
4. Back floats for distance of five feet _____

19.2.1.4.3.0.3(258) Given a swimming pool, the student will, to the satisfaction of the teacher, prone arm stroke three times, by extending the front part of his body flat on the surface of the water, extending his arms forward, pulling one arm down and back almost to the legs, recovering along the side to the extended position, and repeating this pulling and recovering motion.

This objective is mastered when the student:

- | | |
|--|---|
| 1. Extends front part of body flat on surface of water _____ | 5. Pulls other arm down and back almost to legs _____ |
| 2. Extends arms forward _____ | 6. Recovers along side to extended position _____ |
| 3. Pulls one arm down and back almost to legs _____ | 7. Repeats numbers 3-6 second time _____ |
| 4. Recovers along side to extended position _____ | 8. Repeats numbers 3-6 third time _____ |

19.2.1.4.3.0.4(259) Given a swimming pool, the student will, to the satisfaction of the teacher, prone breathe twice by lying on his stomach on the surface of the water, initiating a prone arm stroke, turning his face to one side until his mouth clears the water, and taking a breath as the arm on that side comes out of the water at the end of the recovery.

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This objective is mastered when the student:

- | | | | |
|---|-------|---|-------|
| 1. Lies flat on stomach on surface of water | _____ | 3. Turns face to one side so mouth clears water | _____ |
| 2. Moves arms in prone arm stroke | _____ | 4. Takes breath as arm on that side comes out of water at end of recovery | _____ |
| 5. Repeats numbers 2-4 second time _____ | | | |

19.2.1.4.3.0.5(260) Given a swimming pool, the student will, to the satisfaction of the teacher, back-arm fin for a distance of five feet by lying on his back on the surface of the water with his arms at his sides, flutter kicking with his feet, and moving his hands back and forth.

This objective is mastered when the student:

- | | | | |
|--|-------|-------------------------------|-------|
| 1. Lies on back on surface of water | _____ | 3. Flutter kicks with feet | _____ |
| 2. Arms by sides | _____ | 4. Moves hands back and forth | _____ |
| 5. Back arm fins for distance of five feet _____ | | | |

SWIMMING APPLIED

19.2.1.4.4.0.1(261) Given a 30 minute swimming period in a swimming pool, the student will, to the satisfaction of the teacher, stay in the pool area, walk (not run) in the area when not in the pool, interact properly with the other students, enter the pool properly, and leave the pool properly by either using the stairs and hand-rail or by climbing out on the side, for the entire period.

This objective is mastered when the student:

- | | | | |
|---|-------|---------------------------------|-------|
| 1. Enters pool area | _____ | 3. Interacts with others safely | _____ |
| 2. Walks, does not run, in pool area (outside pool) | _____ | 4. Enters water safely | _____ |

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- | | |
|---|--------------------------------------|
| 5. Uses stairs and handrail to leave pool | 6. Stays in pool area for 30 minutes |
| OR | |
| Climbs out on side of pool safely | 7. Behaves safely for 30 minutes |

19.2.1.4.4.0.2(262) Given a swimming pool, the student will, to the satisfaction of the teacher, turn from his stomach to his back while in a prone position, by rolling away from the extended arm, turning the side of the body opposite the extended arm under, turning the extended arm side of his face up and away from the water, and rolling over onto his back, without touching the bottom of the pool.

This objective is mastered when the student:

- | | |
|---|---|
| 1. Swims in prone position | 4. Turns extended arm side of face up and away from water |
| 2. Rolls away from extended arm | 5. Rolls over onto back |
| 3. Turns side of his body opposite extended arm under water | 6. Does not touch bottom of pool |

19.2.1.4.4.0.3(263) Given a swimming pool, the student will, to the satisfaction of the teacher, change directions while in a prone position by moving his head in the direction of the turn and gradually stroking with his arms in the same direction until he has completed a 180° turn, without touching the bottom of the pool.

This objective is mastered when the student:

- | | |
|------------------------------------|--|
| 1. Lies in prone position | 3. Strokes with his arms in same direction |
| 2. Moves head in direction of turn | 4. Completes 180° turn |
| 5. Does not touch bottom of pool | |

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CYCLE USE

19.2.1.4.5.0.1(264) Given a tricycle and a riding course five feet wide and 50 yards long with designated boundaries, the student will, to the satisfaction of the teacher, ride the tricycle the length of the course by getting on, sitting upright on the tricycle with his hands on the handlebars and his feet on the pedals, pedaling the pedals while at the same time steering the tricycle, stopping the tricycle, and getting off the tricycle, without hurting himself or going off the course.

This objective is mastered when the student:

- | | | | |
|---------------------------------------|-----|------------------------------|-----|
| 1. Gets on tricycle | ___ | 7. Keeps hands on handlebars | ___ |
| 2. Sits in upright position | ___ | 8. Rides 25 yards | ___ |
| 3. Grasps handlebars | ___ | 9. Rides 50 yards | ___ |
| 4. Places one foot on each pedal | ___ | 10. Stops tricycle | ___ |
| 5. Steers tricycle while pedaling | ___ | 11. Gets off tricycle | ___ |
| 6. Keeps feet on pedals | ___ | 12. Does not hurt self | ___ |
| 13. Stops within boundaries of course | | ___ | |

19.2.1.4.5.0.2(265) Given a bicycle and a riding course five feet wide and 100 yards long with designated boundaries, the student will, to the satisfaction of the teacher, ride the bicycle the length of the course by getting on, sitting upright on the bicycle with his hands on the handlebars and his feet on the pedals, pedaling the pedals while at the same time steering the bicycle, stopping the bicycle by putting on the brakes, and getting off the bicycle, without hurting himself or going off the course.

This objective is mastered when the student:

- | | | | |
|----------------------------------|-----|----------------------------------|-----|
| 1. Gets on bicycle | ___ | 5. Steers bicycle while pedaling | ___ |
| 2. Sits in upright position | ___ | 6. Keeps feet on pedals | ___ |
| 3. Grasps handlebars | ___ | 7. Keeps hands on handlebars | ___ |
| 4. Places one foot on each pedal | ___ | 8. Rides 50 yards | ___ |

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9. Rides 100 yards _____ 11. Gets off bicycle _____
10. Puts on brakes to stop bicycle _____ 12. Does not hurt self _____
13. Stays within boundaries of course _____

19.2.1.4.5.0.3(266) Given a bicycle and a marked course on which to ride, the student will, to the satisfaction of the teacher, ride the bicycle on the correct side of the road, obey all the traffic signs, give the appropriate hand signals for turns and stops, and keep his hands on the handlebars, except when giving hand signals, for the entire length of the course.

This objective is mastered when the student:

1. Rides on correct side of road _____
2. Obeys all traffic signs _____
3. Keeps hands on handlebars except when giving signals _____
4. Gives correct hand signals _____
5. Rides entire length of course _____

USE OF PLAYGROUND EQUIPMENT

19.2.1.4.6.0.1(267) Given a slide, the student will, to the satisfaction of the teacher, use the slide by climbing the rungs of the slide one at a time, holding on to the side and top rails, sitting (facing forward) on the platform at the top of the slide, pushing forward, sliding down to the bottom, and standing up and away from the slide.

This objective is mastered when the student:

1. Waits until slide is not in use _____ 4. Climbs to top of slide _____
2. Holds one rail with each hand _____ 5. Holds onto top rails _____
3. Climbs one rung at a time _____ 6. Sits on platform at top of slide _____

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7. Sits facing forward _____ 9. Slides down to bottom _____
8. Pushes forward _____ 10. Stands up and away from slide _____

19.2.1.4.6.0.2(268) Given a swing set, the student will, to the satisfaction of the teacher, swing by sitting in the swing, holding onto the chains of the swing, pushing the ground with his feet, continuing by pumping with a forward and backward motion of the legs until he is swinging, gradually slowing to a stop, and getting off the swing.

This objective is mastered when the student:

1. Sits on swing _____ 4. Continues pumping with forward and backward motion of legs _____
2. Holds one chain of swing in each hand _____ 5. Slows swing down gradually to stop _____
3. Pushes off with foot _____
6. Gets off swing _____

19.2.1.4.6.0.3(269) Given a merry-go-round, the student will, to the satisfaction of the teacher, ride the merry-go-round by holding onto the rail with both hands, placing one foot on the platform, pushing off the ground with the other foot until he is going around in a circular motion, dragging his foot on the ground to slow to a stop, and getting off the merry-go-round.

This objective is mastered when the student:

1. Holds onto rail with both hands _____ 4. Pushes until going around in circular motion _____
2. Places one foot on platform _____ 5. Lifts foot and rides merry-go-round _____
3. Pushes off ground with other foot _____ 6. Drags foot on ground to slow down to stop _____
7. Gets off merry-go-round _____

BASIC SKILLS
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19.2.1.4.6.0.4(270) Given a see-saw and a partner, the student will, to the satisfaction of the teacher, see-saw by maintaining the balance of the board (holding onto board or handle) while he and his partner get on, straddling the board so that he faces his partner, gently pushing off from the ground with his feet, keeping both hands on the handlebar or board, stop pushing off from the ground until the up and down motion is stopped and the board is balanced, and maintaining the balance of the board while he and his partner get off the see-saw.

This objective is mastered when the student:

- | | |
|---|---|
| 1. Maintains balance of board until other student gets on _____ | 7. Pushes off from ground with his feet _____ |
| 2. Gets on see-saw _____ | 8. Stops pushing off from ground _____ |
| 3. Maintains balance of board _____ | 9. Stops up and down motion _____ |
| 4. Straddles board _____ | 10. Maintains balance of board while other student gets off _____ |
| 5. Faces partner _____ | 11. Maintains balance of board while he gets off _____ |
| 6. Holds onto board or handle with both hands _____ | |

19.2.1.4.6.0.5(271) Given a set of monkey bars, the student will, to the satisfaction of the teacher, climb the monkey bars by stepping on a low rung while at the same time grasping a higher bar, stepping up to a higher rung, repeating this procedure until he reaches the top, and then descend the monkey bars by placing his foot on a lower rung, moving his hands down, and repeating this procedure until he reaches the ground.

This objective is mastered when the student:

- | | |
|-------------------------------------|--|
| 1. Grasps high bar _____ | 7. Repeats numbers 4-6 until he reaches top _____ |
| 2. Grasps bar with both hands _____ | 8. Places foot on lower rung _____ |
| 3. Steps on lower rung _____ | 9. Moves hands down _____ |
| 4. Steps up to higher bar _____ | 10. Steps down to lower rung _____ |
| 5. Moves hands up _____ | 11. Repeats numbers 8-10 until he reaches ground _____ |
| 6. Grasps higher bar _____ | |

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19.2.1.4.6.0.6(272) Given a 30 minute recreational period on a playground with playground equipment, the student will, to the satisfaction of the teacher, stay within the boundaries of the playground and properly use the playground equipment for the entire period.

This objective is mastered when the student:

- | | | | |
|---|-----|---|-----|
| 1. Remains safe distance from playground equipment in use | ___ | 4. Uses foreign objects on playground in acceptable way (may not apply) | ___ |
| 2. Walks through playground area (does not run) | ___ | 5. Stays within boundaries of playground | ___ |
| 3. Uses playground equipment properly | ___ | 6. Behaves safely for 30 minutes | ___ |

ORGANIZED SPORTS

19.2.1.4.7.0.1(273) Given a dodge ball and a playing area, the student will, to the satisfaction of the teacher, play a game of dodge ball by remaining in the playing area and throwing or dodging the ball in accordance with the rules of the game.

This objective is mastered when the student:

- | | | | |
|---------------------------------|-----|--|-----|
| 1. Throws ball at other players | ___ | 5. Stays within boundaries | ___ |
| 2. Stays behind end line | ___ | 6. Plays until hit with ball | ___ |
| 3. Catches ball | ___ | 7. Retires self to sideline when put out | ___ |
| 4. Dodges ball | ___ | 8. Obeys rules of game | ___ |

19.2.1.4.7.0.2(274) Given a kickball, four bases, and a kickball diamond, the student will, to the satisfaction of the teacher, play kickball for three innings by kicking the ball, running to the appropriate base, changing sides in accordance with the rules of the game, catching the ball, throwing the ball, and remaining in the playing area.

This objective is mastered when the student:

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- | | | | |
|--|-------|--|-------|
| 1. Kicks ball | _____ | 7. Catches ball after it has been kicked | _____ |
| 2. Kicks only in turn | _____ | 8. Throws ball to another player | _____ |
| 3. Runs to correct base(s) | _____ | 9. Stays within play area | _____ |
| 4. Retires when put out | _____ | 10. Obeys rules of game | _____ |
| 5. Does not get in way of other student up to kick | _____ | 11. Plays for three complete innings | _____ |
| 6. Changes sides | _____ | | |

19.2.1.4.7.0.3(275) Given a bowling ball, bowling pins, and a bowling alley, the student will, to the satisfaction of the teacher, bowl for three frames by rolling the ball down the bowling alley in the direction of the bowling pins and taking turns with his opponents in accordance with the rules of the game.

This objective is mastered when the student:

- | | | | |
|---------------------------------|-------|-------------------------------------|-------|
| 1. Holds bowling ball correctly | _____ | 5. Obeys rules of game | _____ |
| 2. Rolls ball down alley | _____ | 6. Repeats numbers 1-5 second frame | _____ |
| 3. Does not throw ball | _____ | 7. Repeats numbers 1-5 third frame | _____ |
| 4. Does not cross line | _____ | | |

19.2.1.4.7.0.4(276) Given a basketball, a basketball pole and hoop, and a playing area, the student will, to the satisfaction of the teacher, play basketball for a ten minute period by remaining within the playing area, dribbling, passing, catching, shooting, and rebounding.

This objective is mastered when the student:

- | | | | |
|----------------------------------|-------|---------------------------------|-------|
| 1. Dribbles ball | _____ | 4. Shoots ball at basket | _____ |
| 2. Passes ball to another player | _____ | 5. Tries to get ball on rebound | _____ |
| 3. Catches ball | _____ | 6. Stays within playground area | _____ |

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7. Obeys rules of game _____ 8. Plays for entire 10 minute period _____

19.2.1.4.7.0.5(277) Given a softball bat, a softball, four bases, and a softball diamond, the student will, to the satisfaction of the teacher, play softball for three innings by hitting the ball with the bat, running to the appropriate base, changing sides in accordance with the rules of the game, catching the ball, throwing the ball, and remaining in the playing area.

This objective is mastered when the student:

- | | |
|--|--|
| 1. Holds bat correctly _____ | 6. Changes sides in accordance with rules _____ |
| 2. Swings at pitched ball _____ | 7. Catches ball (may not apply) _____ |
| 3. Runs to correct base (if he hits ball) _____ | 8. Throws ball to another player (may not apply) _____ |
| 4. Retires when put out _____ | 9. Stays within playing area _____ |
| 5. Does not get in way of other student at bat _____ | 10. Obeys rules of game _____ |
11. Plays for three complete innings _____

BASIC SKILLS COMPETENCY

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LISTENING

AUDITORY DISCRIMINATION

19.2.2.1.1.0.1(278) Given a tape recorder and a pre-recorded tape of ten loud and soft sounds, the student will, with 100% accuracy, raise his hand when he hears a loud sound and put his hand in his lap when he hears a soft sound.

This objective is mastered when the student:

1. Raises hand for one loud sound _____
2. Raises hand for each loud sound _____
3. Puts hand in lap for one soft sound _____
4. Puts hand in lap for each soft sound _____

19.2.2.1.1.0.2(279) Given a tape recorder and a pre-recorded tape of three sets of four sounds (the first sound in each set being a stimulus sound), the student will, with 100% accuracy, raise his hand the second time he hears the stimulus sound in each set.

This objective is mastered when the student raises his hand when he hears the correct sound in each set below:

(Stimulus sound: Cow)

1. Dog, Cow, Bird _____

(Stimulus sound: Siren)

2. Siren, Lawnmower, Car _____

(Stimulus sound: Woman's voice)

3. Baby, Man's voice, Woman's voice _____

19.2.2.1.1.0.3(280) Given a tape recorder and a pre-recorded tape of ten high and low frequency sounds, the student will, with 100% accuracy, raise his hand when he hears a high sound and put his hand in his lap when he hears a low sound.

This objective is mastered when the student:

1. Raises hand for one high sound _____

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2. Raises hand for each high sound _____
3. Puts hand in lap for one low sound _____
4. Puts hand in lap for each low sound _____

AUDITORY FIGURE-GROUND

19.2.2.1.2.0.1(281) Given a tape recorder and a pre-recorded tape of three stimulus sounds against background noises, the student will, with 100% accuracy, raise his hand when he hears the stimulus sound.

This objective is mastered when the student:

(Stimulus sound: bell)

1. Raises hand when he hears bell sound against background noise _____

(Stimulus sound: knocking)

2. Raises hand when he hears knocking sound against background noise _____

(Stimulus sound: flute)

3. Raises hand when he hears flute sound against background noise _____

19.2.2.1.2.0.2(282) Given a tape recorder and a pre-recorded tape of three stimulus words spoken against background noises, the student will, with 100% accuracy, raise his hand when he hears the stimulus word.

This objective is mastered when the student:

(Stimulus word: "head")

1. Raises hand when he hears word "head" against background noise _____

(Stimulus word: "airplane")

2. Raises hand when he hears word "airplane" against background noise _____

(Stimulus word: "monkey")

3. Raises hand when he hears word "monkey" against background noise _____

AUDITORY ASSOCIATION

19.2.2.1.3.0.1(283) Given a tape recorder, a pre-recorded tape of three mechanical sounds, and three sets of three pictures, the student will, with 100% accuracy, touch the one picture in each set which depicts the source of the mechanical sound.

This objective is mastered when the student touches the correct picture in each set below:

(Stimulus sound: car)

1. Flower, car, bird _____

(Stimulus sound: bell)

2. Bell, dog, tree _____

(Stimulus sound: typewriter)

3. Radio, typewriter, roller skates _____

19.2.2.1.3.0.2(284) Given a tape recorder, a pre-recorded tape of three animal sounds, and three sets of three pictures, the student will, with 100% accuracy, touch the one picture in each set which depicts the source of the animal sound.

This objective is mastered when the student touches the correct picture in each set below:

(Stimulus sound: duck)

1. Rabbit, dog, duck _____

(Stimulus sound: bird)

2. Fish, bird, mouse _____

(Stimulus sound: cat)

3. Cat, frog, squirrel _____

19.2.2.1.3.0.3(285) Given a tape recorder, a pre-recorded tape of three voices, and a set of five pictures, the student will, with 100% accuracy, touch the picture which depicts the source of each pre-recorded voice.

This objective is mastered when the student touches the correct picture in each set below:

(Stimulus voice: little girl)

1. Little girl, little boy, baby, lady, man _____

(Stimulus voice: man)

2. Little girl, little boy, baby, lady, man _____

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(Stimulus voice: lady)

3. Little girl, little boy, baby, lady, man _____

AUDITORY SEQUENTIAL MEMORY

19.2.2.1.4.0.1(286) Given a situation in which the teacher requests the student to follow verbal directions with two separate steps, the student will, with 100% accuracy, follow the directions by doing both steps accurately and in the proper order.

This objective is mastered when the student:

1. Does first step of di- _____
rections _____
2. Does second step of di- _____
rections _____
3. Does two steps in order _____

19.2.2.1.4.0.2(287) Given a situation in which the teacher requests the student to follow verbal directions with three separate steps, the student will, with 100% accuracy, follow the directions by doing each of the three steps accurately and in the proper order.

This objective is mastered when the student:

1. Does first step of di- _____
rections _____
2. Does second step of di- _____
rections _____
3. Does third step of direc- _____
tions _____
4. Does three steps in order _____

19.2.2.1.4.0.3(268) Given a situation in which the teacher requests the student to follow verbal directions with five separate steps, the student will, with 100% accuracy, follow the directions by doing each of the five steps accurately and in the proper order.

This objective is mastered when the student:

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- | | |
|---|---|
| 1. Does first step of directions _____ | 4. Does fourth step of directions _____ |
| 2. Does second step of directions _____ | 5. Does fifth step of directions _____ |
| 3. Does third step of directions _____ | 6. Does five steps in order _____ |

19.2.2.1.4.0.4(289) Given six sets of numbers, up to seven numbers in a set, presented one at a time by the teacher, the student will, with 100% accuracy, verbally repeat the numbers in each set in the proper sequence.

This objective is mastered when the student repeats each of the following number series:

- | | |
|---------------------|------------------------------|
| 1. 4, 7 _____ | 4. 7, 3, 8, 6, 5 _____ |
| 2. 3, 9, 5 _____ | 5. 9, 4, 7, 2, 8, 5 _____ |
| 3. 2, 6, 8, 1 _____ | 6. 8, 6, 1, 3, 9, 4, 6 _____ |

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SPOKEN LANGUAGE

REPRODUCTION OF WORDS (STATES AFTER TEACHER)

19.2.2.2.1.0.1(290) Given five picture cards depicting food, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

- | | |
|------------------|--------------------|
| 1. "Apple" _____ | 3. "Chicken" _____ |
| 2. "Bread" _____ | 4. "Egg" _____ |
| 5. "Milk" _____ | |

19.2.2.2.1.0.2(291) Given five picture cards depicting clothing, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

- | | |
|------------------|-------------------|
| 1. "Dress" _____ | 3. "Jacket" _____ |
| 2. "Hat" _____ | 4. "Pants" _____ |
| 5. "Shoes" _____ | |

19.2.2.2.1.0.3(292) Given five picture cards depicting shelters, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

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1. "Church" _____
2. "Grocery store" _____
3. "Hospital" _____
4. "House" _____
5. "School" _____

19.2.2.2.1.0.4(293) Given five picture cards depicting household articles, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all of the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Bed" _____
2. "Chair" _____
3. "Door" _____
4. "Glass" _____
5. "Table" _____

19.2.2.2.1.0.5(294) Given five picture cards depicting means of transportation, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Bike" _____
2. "Car" _____
3. "Bus" _____
4. "Truck" _____
5. "Airplane" _____

19.2.2.2.1.0.6(295) Given the student's teacher and three of his classmates who are pointed to, one at a time, by the teacher, the student will, to the satisfaction of the teacher, repeat in an understandable manner the first and last name of each classmate, and the formal name of his teacher, after

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each name is spoken by the teacher.

This objective is mastered when the student: _

1. Repeats name of first classmate ____
2. Repeats name of second classmate ____
3. Repeats name of third classmate ____
4. Repeats teacher's name ____

19.2.2.2.1.0.7(296) Given five picture cards depicting holidays, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the names of the holidays, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Christmas" ____
2. "Easter" ____
3. "Halloween" ____
4. "Thanksgiving" ____
5. "Valentine's Day" ____

19.2.2.2.1.0.8(297) Given five picture cards depicting living things, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Bird" ____
2. "Flower" ____
3. "Cat" ____
4. "Dog" ____
5. "Tree" ____

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19.2.2.2.1.0.9(298) Given five color cards, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the colors, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Blue" _____
2. "Green" _____
3. "Orange" _____
4. "Red" _____
5. "Yellow" _____

19.2.2.2.1.0.10(299) Given five picture cards depicting family members, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Mother" _____
2. "Baby" _____
3. "Father" _____
4. "Brother" _____
5. "Sister" _____

19.2.2.2.1.0.11(300) Given five picture cards depicting community helpers, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Teacher" _____
2. "Nurse" _____
3. "Doctor" _____
4. "Mailman" _____
5. "Barber" _____

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19.2.2.2.1.0.12(301) Given five picture cards depicting environmental objects, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

- | | |
|------------------|-----------------|
| 1. "Cloud" _____ | 3. "Rain" _____ |
| 2. "Moon" _____ | 4. "Star" _____ |
| 5. "Sun" _____ | |

19.2.2.2.1.0.13(302) Given five picture cards depicting sporting activities, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

- | | |
|---------------------|-----------------------|
| 1. "Baseball" _____ | 3. "Basketball" _____ |
| 2. "Football" _____ | 4. "Bowling" _____ |
| 5. "Swimming" _____ | |

19.2.2.2.1.0.14(303) Given five picture cards depicting sporting equipment, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

- | | |
|-----------------------|--------------------------|
| 1. "Bat" _____ | 3. "Swimming pool" _____ |
| 2. "Baseball" _____ | 4. "Football" _____ |
| 5. "Basketball" _____ | |

19.2.2.2.1.0.15(304) Given five picture cards depicting toys, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Swing" _____
2. "Doll" _____
3. "Blocks" _____
4. "Puzzle" _____
5. "Slide" _____

19.2.2.2.1.0.16(305) Given five picture cards depicting moods, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Happy" _____
2. "Sad" _____
3. "Laughing" _____
4. "Mad" _____
5. "Crying" _____

19.2.2.2.1.0.17(306) Given five picture cards depicting work-related words, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner all the words which name the pictures, after the words are spoken by the teacher.

This objective is mastered when the student repeats each of the following words:

1. "Boss" _____
2. "Worker" _____
3. "Break" _____
4. "Hired" _____
5. "Fired" _____

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PRODUCTION OF WORDS (STATES INDEPENDENTLY)

19.2.2.2.0.1(307) Given ten picture cards depicting food, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each food pictured.

This objective is mastered when the student names the food in each of the following pictures:

- | | | | |
|-------------|-------|---------------|-------|
| 1. Apple | _____ | 6. Chicken | _____ |
| 2. Bread | _____ | 7. Water | _____ |
| 3. Eggs | _____ | 8. Hamburger | _____ |
| 4. Milk | _____ | 9. Hot dog | _____ |
| 5. Sandwich | _____ | 10. Ice Cream | _____ |

19.2.2.2.0.2(308) Given ten picture cards depicting clothing, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each article of clothing pictured.

This objective is mastered when the student names the article of clothing in each of the following pictures:

- | | | | |
|----------------------------|-------|-----------|-------|
| 1. Hat | _____ | 6. Belt | _____ |
| 2. Dress | _____ | 7. Coat | _____ |
| 3. Shoes | _____ | 8. Pants | _____ |
| 4. Shirt | _____ | 9. Socks | _____ |
| 5. Swimming (bathing) suit | _____ | 10. Skirt | _____ |

19.2.2.2.0.3(309) Given ten picture cards depicting shelters, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each shelter pictured.

This objective is mastered when the student names the shelter in each of the following pictures:

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- | | | | |
|------------------|-----|-----------------|-----|
| 1. House | ___ | 6. Fire station | ___ |
| 2. Hospital | ___ | 7. Garage | ___ |
| 3. Grocery store | ___ | 8. Restaurant | ___ |
| 4. School | ___ | 9. Gas station | ___ |
| 5. Church | ___ | 10. Barber shop | ___ |

19.2.2.2.0.4(310) Given ten picture cards depicting household items, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each household item pictured.

This objective is mastered when the student names the household item in each of the following pictures:

- | | | | |
|----------|-----|--------------|-----|
| 1. Bed | ___ | 6. Door | ___ |
| 2. Chair | ___ | 7. Table | ___ |
| 3. Glass | ___ | 8. Telephone | ___ |
| 4. Spoon | ___ | 9. Cup | ___ |
| 5. Lamp | ___ | 10. Fork | ___ |

19.2.2.2.0.5(311) Given ten picture cards depicting means of transportation, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each means of transportation pictured.

This objective is mastered when the student names the means of transportation in each of the following pictures:

- | | | | |
|-------------|-----|---------------|-----|
| 1. Car | ___ | 5. Truck | ___ |
| 2. Airplane | ___ | 6. Bus | ___ |
| 3. Train | ___ | 7. Boat | ___ |
| 4. Bicycle | ___ | 8. Motorcycle | ___ |

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9. Wagon _____

10. Police car _____

19.2.2.2.0.6(312) Given the student's teacher and three of his classmates who are pointed to one at a time by the teacher, the student will, to the satisfaction of the teacher, state in an understandable manner the first and last name of each of his classmates and the formal name of his teacher.

This objective is mastered when the student:

1. States first name of first classmate _____
2. States last name of first classmate _____
3. States first name of second classmate _____
4. States last name of second classmate _____
5. States first name of third classmate _____
6. States last name of third classmate _____
7. States formal title of teacher (Mr., Mrs., Miss) _____
8. States last name of teacher _____

19.2.2.2.0.7(313) Given five picture cards depicting holidays, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each holiday pictured.

This objective is mastered when the student names the holiday depicted in each of the following pictures:

- | | |
|--------------------------|-----------------------|
| 1. Easter _____ | 3. Thanksgiving _____ |
| 2. Halloween _____ | 4. Christmas _____ |
| 5. Valentine's Day _____ | |

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19.2.2.2.0.8(314) Given ten picture cards depicting living things, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each living thing pictured.

This objective is mastered when the student names the living thing in each of the following pictures:

- | | | | |
|-----------|-------|------------|-------|
| 1. Dog | _____ | 6. Fish | _____ |
| 2. Cow | _____ | 7. Cat | _____ |
| 3. Tree | _____ | 8. Snake | _____ |
| 4. Bird | _____ | 9. Horse | _____ |
| 5. Flower | _____ | 10. Turtle | _____ |

19.2.2.2.0.9(315) Given ten color cards, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each color.

This objective is mastered when the student names each of the following colors:

- | | | | |
|-----------|-------|------------|-------|
| 1. Red | _____ | 6. White | _____ |
| 2. Blue | _____ | 7. Black | _____ |
| 3. Brown | _____ | 8. Yellow | _____ |
| 4. Green | _____ | 9. Red | _____ |
| 5. Orange | _____ | 10. Purple | _____ |

19.2.2.2.0.10(316) Given five picture cards depicting family members, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each family member pictured.

This objective is mastered when the student names the family member depicted in each of the following pictures:

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1. Mother _____
2. Brother _____
3. Grandmother _____
4. Father _____
5. Sister _____

19.2.2.2.0.11(317) Given ten picture cards depicting community helpers, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each community helper pictured.

This objective is mastered when the student names the community helper in each of the following pictures:

1. Doctor _____
2. Mailman _____
3. Barber _____
4. Nurse _____
5. Fireman _____
6. Teacher _____
7. Policeman _____
8. Bus driver _____
9. Minister (preacher) _____
10. Dentist _____

19.2.2.2.0.12(318) Given five picture cards depicting various environmental objects, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each environmental object pictured.

This objective is mastered when the student names the environmental object in each of the following pictures:

1. Star _____
2. Cloud _____
3. Moon _____
4. Sun _____
5. Rain _____

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19.2.2.2.0.13(319) Given seven picture cards depicting sporting activities, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each sporting activity pictured.

This objective is mastered when the student names the sporting activity depicted in each of the following pictures:

- | | | | |
|--------------|-----|---------------|-----|
| 1. Swimming | ___ | 4. Basketball | ___ |
| 2. Baseball | ___ | 5. Bowling | ___ |
| 3. Football | ___ | 6. Boxing | ___ |
| 7. Wrestling | ___ | | |

19.2.2.2.0.14(320) Given six picture cards depicting sporting equipment, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each piece of sporting equipment pictured.

This objective is mastered when the student names the sporting equipment in each of the following pictures:

- | | | | |
|-------------|-----|-------------------|-----|
| 1. Bat | ___ | 4. Swimming pool | ___ |
| 2. Football | ___ | 5. Basketball | ___ |
| 3. Baseball | ___ | 6. Baseball glove | ___ |

19.2.2.2.0.15(321) Given eight picture cards depicting toys, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each toy pictured.

This objective is mastered when the student names the toy in each of the following pictures:

- | | | | |
|-----------|-----|-----------|-----|
| 1. Swing | ___ | 4. Puzzle | ___ |
| 2. Doll | ___ | 5. Slide | ___ |
| 3. Blocks | ___ | 6. Kite | ___ |

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7. Jumprope _____ 8. Drum _____

19.2.2.2.0.16(322) Given five picture cards depicting moods of boys, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each mood pictured.

This objective is mastered when the student names the mood depicted in each of the following pictures:

1. Happy (laughing) _____ 3. Sad (crying) _____
2. Scared (frightened) _____ 4. Mad _____
5. Surprised _____

19.2.2.2.0.17(323) Given six picture cards depicting work-related words, presented one at a time, the student will, to the satisfaction of the teacher, state in an understandable manner the name of each work-related word depicted.

This objective is mastered when the student names the work-related word depicted in each of the following pictures:

1. Boss _____ 4. Break _____
2. Pay (money) _____ 5. Hired _____
3. Worker _____ 6. Fired _____

IDENTIFICATION OF SPOKEN VOCABULARY (IDENTIFIES PICTURES DEPICTING SPOKEN WORDS)

19.2.2.2.3.0.1(324) Given two sets of eight pictures depicting foods, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

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(Pictures: Row 1: Lettuce, water, tomato, chicken
Row 2: Cereal, apple, hot dog, salad)

1. "Touch the picture of the hot dog." _____
2. "Touch the picture of the chicken." _____
3. "Touch the picture of the lettuce." _____
4. "Touch the picture of the tomato." _____
5. "Touch the picture of the salad." _____

(Pictures: Row 1: Orange juice, eggs, mustard, sandwich
Row 2: Cheese, strawberries, milk, jello)

6. "Touch the picture of the eggs." _____
7. "Touch the picture of the orange juice." _____
8. "Touch the picture of the mustard." _____
9. "Touch the picture of the jello." _____
10. "Touch the picture of the strawberries." _____

19.2.2.2.3.0.2(325) Given two sets of eight pictures depicting items of clothing, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Shirt, hat, necklace, apron
Row 2: Belt, socks, coat, umbrella)

1. "Touch the picture of the hat." _____
2. "Touch the picture of the umbrella." _____
3. "Touch the picture of the coat." _____
4. "Touch the picture of the necklace." _____
5. "Touch the picture of the apron." _____

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(Pictures: Row 1: Skirt, tennis shoes, blouse, dress
Row 2: Shorts, bath robe, pants, sweater)

6. "Touch the picture of the shorts." _____
7. "Touch the picture of the skirt." _____
8. "Touch the picture of the blouse." _____
9. "Touch the picture of the tennis shoes." _____
10. "Touch the picture of the bath robe." _____

19.2.2.2.3.0.3(326) Given two sets of eight pictures depicting shelters, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Barn, school, nest, hospital
Row 2: Airport, cage, garage, post office)

1. "Touch the picture of the school." _____
2. "Touch the picture of the post office." _____
3. "Touch the picture of the nest." _____
4. "Touch the picture of the airport." _____
5. "Touch the picture of the hospital." _____

(Pictures: Row 1: Doghouse, restaurant, church, trailer
Row 2: Bus station, house, police station, fire station)

6. "Touch the picture of the fire station." _____
7. "Touch the picture of the restaurant." _____
8. "Touch the picture of the trailer." _____
9. "Touch the picture of the police station." _____
10. "Touch the picture of the church." _____

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19.2.2.2.3.0.4(327) Given two sets of eight pictures depicting household items, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Bowl, cup, fork, pitcher
Row 2: Spoon, glass, knife, table)

1. "Touch the picture of the glass." _____
2. "Touch the picture of the fork." _____
3. "Touch the picture of the pitcher." _____
4. "Touch the picture of the spoon." _____
5. "Touch the picture of the cup." _____

(Pictures: Row 1: Bed, key, refrigerator, telephone
Row 2: Lamp, radio, chair, washing machine)

6. "Touch the picture of the telephone." _____
7. "Touch the picture of the lamp." _____
8. "Touch the picture of the refrigerator." _____
9. "Touch the picture of the key." _____
10. "Touch the picture of the radio." _____

19.2.2.2.3.0.5(328) Given two sets of eight pictures depicting modes of transportation, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Rocket, helicopter, sailboat, tractor
Row 2: Canoe, airplane, motorcycle, truck)

1. "Touch the picture of the tractor." _____

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2. "Touch the picture of the rocket." _____
3. "Touch the picture of the canoe." _____
4. "Touch the picture of the helicopter." _____
5. "Touch the picture of the motorcycle." _____

(Pictures: Row 1: Ambulance, fire truck, police car, taxi
Row 2: Garbage truck, automobile, school bus, train)

6. "Touch the picture of the police car." _____
7. "Touch the picture of the garbage truck." _____
8. "Touch the picture of the ambulance." _____
9. "Touch the picture of the taxi." _____
10. "Touch the picture of the automobile." _____

19.2.2.2.3.0.6(329) Given three randomly selected classmates and his teacher, the student will, with 100% accuracy, touch each of the three classmates and the teacher as the name of each is called by the teacher.

This objective is mastered when the student:

1. Touches first classmate when named _____
2. Touches second classmate when named _____
3. Touches third classmate when named _____
4. Touches teacher when named _____

19.2.2.2.3.0.7(330) Given eight pictures depicting holidays, the student will, with 100% accuracy, touch five pictures as each is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

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(Pictures: Row 1: Christmas, Easter, Fourth of July, Halloween
Row 2: New Year's Day, St. Patrick's Day, Thanksgiving Day,
Valentine's Day)

1. "Touch the picture of Thanksgiving Day." _____
2. "Touch the picture of Valentine's Day." _____
3. "Touch the picture of Christmas." _____
4. "Touch the picture of Easter." _____
5. "Touch the picture of Halloween." _____

19.2.2.2.3.0.8(331) Given two sets of eight pictures depicting living things, the student will, with 100% accuracy, touch five pictures in each set if each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Alligator, flower, giraffe, rabbit
Row 2: Tree, kitten, squirrel, zebra)

1. "Touch the picture of the kitten." _____
2. "Touch the picture of the giraffe." _____
3. "Touch the picture of the squirrel." _____
4. "Touch the picture of the zebra." _____
5. "Touch the picture of the tree." _____

(Pictures: Row 1: Butterfly, goldfish, rooster, lion
Row 2: Horse, grass, tiger, turtle)

6. "Touch the picture of the goldfish." _____
7. "Touch the picture of the tiger." _____
8. "Touch the picture of the butterfly." _____
9. "Touch the picture of the lion." _____

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10. "Touch the picture of the turtle." _____

19.2.2.2.3.0.9(332) Given two sets of six color cards, the student will, with 100% accuracy, touch four color cards in each set as each color is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Color cards:

Row 1: Pink, black, orange

Row 2: Gray, brown, red)

(Color cards:

Row 1: Blue, gold, white

Row 2: Green, yellow, purple)

- | | |
|-----------------------------------|-----------------------------------|
| 1. "Touch the red card." _____ | 5. "Touch the green card." _____ |
| 2. "Touch the brown card." _____ | 6. "Touch the blue card." _____ |
| 3. "Touch the gray card." _____ | 7. "Touch the yellow card." _____ |
| 4. "Touch the orange card." _____ | 8. "Touch the purple card." _____ |

19.2.2.2.3.0.10(333) Given seven pictures depicting family members, the student will, with 100% accuracy, touch each picture as it is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Mother, Father, Brother, Sister, Grandfather, Grandmother, Baby)

1. "Touch the picture of 'mother'." _____
2. "Touch the picture of 'father'." _____
3. "Touch the picture of 'brother'." _____
4. "Touch the picture of 'sister'." _____
5. "Touch the picture of 'grandfather'." _____
6. "Touch the picture of 'grandmother'." _____
7. "Touch the picture of 'baby'." _____

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19.2.2.2.3.0.1 (334) Given two sets of eight pictures depicting community helpers, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher. ●

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Custodian, barber, garbageman, policeman
Row 2: Nurse, beautician, carpenter, waitress)

1. "Touch the picture of the policeman." _____
2. "Touch the picture of the waitress." _____
3. "Touch the picture of the carpenter." _____
4. "Touch the picture of the beautician." _____
5. "Touch the picture of the custodian." _____

(Pictures: Row 1: Cook, fireman, dentist, gardener
Row 2: Butcher, preacher, farmer, secretary)

6. "Touch the picture of the fireman." _____
7. "Touch the picture of the secretary." _____
8. "Touch the picture of the gardener." _____
9. "Touch the picture of the butcher." _____
10. "Touch the picture of the dentist." _____

19.2.2.2.3.0.12(335) Given two sets of eight pictures depicting environmental objects, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Rain, moon, pond, hill
Row 2: River, earth, snow, sun)

1. "Touch the picture of the moon." _____

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2. "Touch the picture of the snow." _____
3. "Touch the picture of the pond." _____
4. "Touch the picture of the hill." _____
5. "Touch the picture of the sun." _____

(Pictures: Row 1: Night, lake, mountain, pasture
Row 2: Desert, lightning, beach, clouds)

6. "Touch the picture of the mountain." _____
7. "Touch the picture of the beach." _____
8. "Touch the picture of the lightning." _____
9. "Touch the picture of the night." _____
10. "Touch the picture of the lake." _____

19.2.2.2.3.0.13(336) Given two sets of eight pictures depicting sporting activities, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Baseball, swimming, wrestling, golf
Row 2: Kickball, football, basketball, tennis)

1. "Touch the picture of swimming." _____
2. "Touch the picture of wrestling." _____
3. "Touch the picture of kickball." _____
4. "Touch the picture of basketball." _____
5. "Touch the picture of golf." _____

(Pictures: Row 1: Boxing, hockey, ping pong, volleyball
Row 2: Softball, bowling, tennis, pool)

6. "Touch the picture of volleyball." _____

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7. "Touch the picture of softball." _____
8. "Touch the picture of bowling." _____
9. "Touch the picture of pool." _____
10. "Touch the picture of tennis." _____

19.2.2.2.3.0.14(337) Given two sets of eight pictures depicting sports equipment, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Football, bowling pins, racket, ice skates
Row 2: Bat, swim fins, baseball glove, helmet)

1. "Touch the picture of the football." _____
2. "Touch the picture of the bowling pins." _____
3. "Touch the picture of the racket." _____
4. "Touch the picture of the ice skates." _____
5. "Touch the picture of the swim fins." _____

(Pictures: Row 1: Softball, golf club, wrestling mat, basketball
Row 2: Ping pong table, cue stick, boxing gloves, volleyball net)

6. "Touch the picture of the softball." _____
7. "Touch the picture of the ping pong table." _____
8. "Touch the picture of the golf club." _____
9. "Touch the picture of the net." _____
10. "Touch the picture of the wrestling mat." _____

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19.2.2.2.3.0.15(338) Given two sets of eight pictures depicting toys, the student will, with 100% accuracy, touch five pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Merry-go-round, rocking horse, puppet, gun
Row 2: Doll house (miniature), see-saw, puzzle, jacks)

1. "Touch the picture of the see-saw." _____
2. "Touch the picture of the puppet." _____
3. "Touch the picture of the jacks." _____
4. "Touch the picture of the doll house." _____
5. "Touch the picture of the merry-go-round." _____

(Pictures: Row 1: Swing, kite, roller skates, jumprope
Row 2: Doll, blocks, yo-yo, cards)

6. "Touch the picture of the cards." _____
7. "Touch the picture of the swing." _____
8. "Touch the picture of the yo-yo." _____
9. "Touch the picture of the roller skates." _____
10. "Touch the picture of the jumprope." _____

19.2.2.2.3.0.16(339) Given two sets of four pictures depicting moods, the student will, with 100% accuracy, touch three pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Happy boy, mad boy, sleepy boy, crying boy)

1. "Touch the picture of the happy boy." _____
2. "Touch the picture of the crying boy." _____

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3. "Touch the picture of the sleepy boy." _____

(Pictures: Scared boy, glad boy, surprised boy, sad boy)

4. "Touch the picture of the sad boy." _____

5. "Touch the picture of the scared boy." _____

6. "Touch the picture of the surprised boy." _____

19.2.2.2.3.0.17(340) Given two sets of six pictures depicting work-related words, the student will, with 100% accuracy, touch three pictures in each set as each picture is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Row 1: Work bench, boss, nut & bolt
Row 2: Workers on break at vending machine, machine, man working)

1. "Touch the picture of the people on break." _____

2. "Touch the picture of the worker." _____

3. "Touch the picture of the man who is a boss." _____

(Pictures: Row 1: Cafeteria, man receiving pay, time clock
Row 2: Man being hired, assembly line of workers, man being fired)

4. "Touch the picture of the man being fired." _____

5. "Touch the picture of the man getting his pay." _____

6. "Touch the picture of the man being hired." _____

COMPREHENSION OF SPOKEN VOCABULARY (KNOWS FUNCTIONAL MEANING OF SPOKEN WORDS)

19.2.2.2.4.0.1(341) Given six sets of three pictures depicting foods, the student will, with 100% accuracy, touch the correct picture in each set in response to six specific teacher questions about food.

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This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: French fries, milk, lettuce)

1. "Touch the picture of the one that you can drink." _____

(Pictures: Eggs, cookies, bread)

2. "Touch the picture of the one that comes from a chicken." _____

(Pictures: Hot dogs, jello, tomato)

3. "Touch the picture of the one that grows in a garden." _____

(Pictures: Cereal, salad, turkey)

4. "Touch the picture of the one that you might eat for breakfast." _____

(Pictures: Hamburger, bread, ice cream)

5. "Touch the picture of the one that you might have for dessert after dinner." _____

(Pictures: Water, apple, butter)

6. "Touch the picture of the one that grows on a tree." _____

19.2.2.2.4.0.2(342) Given ten sets of five pictures depicting clothing and accessories, the student will, with 100% accuracy, touch the correct picture in each set in response to ten-specific teacher questions about clothing.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Jacket; hat, bathing suit, coat, shoes)

1. "Touch the picture of what you wear to go swimming." _____

(Pictures: Coat, cap, belt, socks, shorts)

2. "Touch the picture of what you wear on top of your head." _____

(Pictures: Bath robe, apron, tennis shoes, skirt, pants)

3. "Touch the picture of what boys wear to school which covers their legs." _____

(Pictures: Wrist watch, necklace, umbrella, shoes, belt)

4. "Touch the picture of what you can wear on your arm to tell the time." _____

(Pictures: Cap, dress, bath robe, pocketbook, umbrella)

5. "Touch the picture of what girls wear to school." _____

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(Pictures: Apron, pajamas, raincoat; necklace, underwear)

6. "Touch the picture of what you might wear to keep from getting wet when it is raining." _____

(Pictures: Dress, shoes, coat, pajamas, blouse)

7. "Touch the picture of what you might wear to go to bed." _____

(Pictures: Underwear, skirt, sweater, bath robe, shirt)

8. "Touch the picture of what is worn under your (pants, skirt, dress)." _____

(Pictures: Belt, necklace, hat, shirt, shoes)

9. "Touch the picture of what is worn on the feet." _____

(Pictures: Wrist watch, pocketbook, umbrella, belt, apron)

10. "Touch the picture showing the thing in which you carry your money." _____

19.2.2.2.4.0.3(343) Given ten sets of five pictures depicting shelters, the student will, with 100% accuracy, touch the correct picture in each set in response to ten specific teacher questions about shelters.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Airport, bank, apartment, barn, church)

1. "Touch the picture of the building where you would put money for saving." _____

(Pictures: Bus station, cage, department store, dog house, fire station)

2. "Touch the picture of where you would go to buy clothes." _____

(Pictures: Garage, gas station, hospital, grocery store, house)

3. "Touch the picture of where you would take your car for gas." _____

(Pictures: Laundromat, library, nest, police station, trailer)

4. "Touch the picture of where you would go to wash clothes." _____

(Pictures: Railroad station, post office, restaurant, school, tent)

5. "Touch the picture of where you would go to mail a letter." _____

(Pictures: Bus station, fire station, gas station, police station, railroad station)

6. "Touch the picture of where you can get help to put out a fire." _____

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(Pictures: Church, house, school, barn, hospital)

7. "Touch the picture of where you might go if you were sick or had hurt yourself."

(Pictures: Dog house, trailer, cage, tent, barn)

8. "Touch the picture of where cows, horses, chickens, and other animals live."

(Pictures: Laundromat, railroad station, gas station, bus station, police station)

9. "Touch the picture of where you could go if you were lost and needed help."

(Pictures: House, bank, school, church, hospital)

10. "Touch the picture of where you are right now, with your teacher and classmates."

19.2.2.2.4.0.4(344) Given four sets of five pictures depicting household items, the student will, with 100% accuracy, touch the correct picture in each set in response to four specific teacher questions about household items.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Bed, chair, door, glass, key)

1. "Touch the picture of the thing in which you sleep."

(Pictures: Fork, cup, map, lamp, knife)

2. "Touch the picture of the thing from which you drink."

(Pictures: Pitcher, radio, refrigerator, soap, spoon)

3. "Touch the picture of the thing with which you wash your hands."

(Pictures: Table, telephone, T.V., toothbrush, comb)

4. "Touch the picture of the thing you use on your hair."

19.2.2.2.4.0.5(345) Given four sets of five pictures depicting transportation vehicles, the student will, with 100% accuracy, touch the correct picture in each set in response to four specific teacher questions about transportation vehicles.

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This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Airplane, bicycle, boat, fire truck, motorcycle)

1. "Touch the picture of the thing that flies." _____

(Pictures: Ambulance, rocket, helicopter, automobile, canoe)

2. "Touch the picture of the thing that goes on the water." _____

(Pictures: Police car, wagon, tricycle, taxi, tractor)

3. "Touch the picture of the thing that you pay money to ride." _____

(Pictures: Garbage truck, train, sailboat, school bus, truck)

4. "Touch the picture of the thing that takes children to school." _____

19.2.2.2.4.0.6(346) Given five sets of three pictures depicting holidays, the student will, with 100% accuracy, touch the correct picture in each set in response to five specific teacher questions about holidays.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Christmas, Fourth of July, Valentine's Day)

1. "Touch the picture that shows when Santa Claus comes to visit us." _____

(Pictures: New Year's Eve, Easter, St. Patrick's Day)

2. "Touch the picture that shows when a rabbit leaves us eggs and candy." _____

(Pictures: Fourth of July, Halloween, Valentine's Day)

3. "Touch the picture that shows when you wear costumes and masks." _____

(Pictures: Thanksgiving Day, New Year's Eve, Fourth of July)

4. "Touch the picture of when we think of having large family dinners and counting our blessings." _____

(Pictures: St. Patrick's Day, Valentine's Day, Halloween)

5. "Touch the picture that reminds us of love." _____

19.2.2.2.4.0.7(347) Given a set of 14 pictures depicting living things, the student will, with 100% accuracy, select and hand the teacher all of the animal

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pictures and all of the plant pictures in response to specific teacher questions.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Hand me all of the pictures of animals."
a. Zebra c. Snake e. Frog g. Fish
b. Rooster d. Bird f. Butterfly h. Lion
2. "Hand me all of the pictures of plants."
a. Tree c. Ivy e. Cactus
b. Corn d. Grass f. Flower

19.2.2.2.4.0.8(348) Given five sets of four pictures depicting animals, the student will, with 100% accuracy, touch the correct picture in each set in response to five specific teacher questions about animals.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Butterfly, elephant, tiger, turtle)

1. "Touch the picture of the animal that flies."

(Pictures: Rabbit, frog, kangaroo, snake)

2. "Touch the picture of the animal that cannot jump."

(Pictures: Monkey, fish, giraffe, zebra)

3. "Touch the picture of the animal that lives in water."

(Pictures: Lion, dog, bird, cow)

4. "Touch the picture of the animal that has feathers."

(Pictures: Duck, rooster, horse, alligator)

5. "Touch the picture of the animal that you can ride."

19.2.2.2.4.0.9(349) Given six pictures depicting plants, the student will, with 100% accuracy, touch the correct picture in response to six specific teacher questions about plants.

This objective is mastered when the student responds correctly to each of the requests below:

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(Pictures: Flower, ivy, tree, corn, cactus, grass)

1. "Touch the picture of the plant you can climb." _____
2. "Touch the picture of the plant you can eat." _____
3. "Touch the picture of the plant which you can give to your mother." _____
4. "Touch the picture of the plant that grows on a fence or wall." _____
5. "Touch the picture of the plant that should be cut with a lawnmower." _____
6. "Touch the picture of the plant that might stick or scratch you." _____

19.2.2.2.4.0.10(350) Given four sets of four pictures depicting family members, the student will, with 100% accuracy, touch the correct picture in each set in response to eight specific teacher questions about family members.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Man, baby boy, girl, grandfather)

1. "Touch the picture of the father." _____
2. "Touch the picture of the niece." _____

(Pictures: Man, woman, boy, grandfather)

3. "Touch the picture of the aunt." _____
4. "Touch the picture of the grandfather." _____

(Pictures: Woman, boy, girl, grandmother)

5. "Touch the picture of the nephew." _____
6. "Touch the picture of the mother." _____

(Pictures: Grandmother, man, girl, baby)

7. "Touch the picture of the baby." _____
8. "Touch the picture of the uncle." _____

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19.2.2.2.4.0.11(351) Given six sets of four pictures depicting community helpers and service personnel, the student will, with 100% accuracy, touch the correct picture in each set in response to six specific teacher questions about community helpers and service personnel.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Teacher, fireman, dentist, mailman)

1. "Touch the picture of the person you go to when you have your teeth checked." _____

(Pictures: Farmer, doctor, barber, grocer)

2. "Touch the picture of the person you go to when you are sick." _____

(Pictures: Garbageman, policeman, nurse, paper boy)

3. "Touch the picture of the person who helps the doctor." _____

(Pictures: Carpenter, bus driver, custodian, preacher)

4. "Touch the picture of the person who cleans the school." _____

(Pictures: Barber, cashier, fireman, maid)

5. "Touch the picture of the person who cuts hair." _____

(Pictures: Teacher, waitress, secretary, gardener)

6. "Touch the picture of the person who brings you food in the restaurant." _____

19.2.2.2.4.0.12(352) Given five sets of three pictures depicting environmental objects, the student will, with 100% accuracy, touch the correct picture in each set in response to five specific teacher questions about environmental objects.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Cloud, sun, stars)

1. "Touch the picture that shows it is a bright, beautiful day." _____

(Pictures: Hill, moon, snow)

2. "Touch the picture that shows what you could climb up and walk or roll down." _____

(Pictures: Desert, rocks, rain)

3. "Touch the picture that shows things will get wet outside." _____

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(Pictures: Lightning, pond, pasture)

4. "Touch the picture of the place where you could go fishing." _____

(Pictures: Moon, day, beach)

5. "Touch the picture that shows it is a clear, beautiful night." _____

19.2.2.2.4.0.13(353) Given two sets of five pictures depicting sporting activities, the student will, with 100% accuracy, touch the correct picture in each set in response to ten specific teacher questions about sporting activities.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Basketball, bowling, football, golf, baseball)

1. "Touch the picture of the sport in which you can hit a homerun." _____
2. "Touch the picture of the sport in which you can score a touch-down." _____
3. "Touch the picture of the sport in which you put the ball through the hoop." _____
4. "Touch the picture of the sport in which you can knock down the pins." _____
5. "Touch the picture of the sport in which you putt the ball into the hole." _____

(Pictures: Boxing, hockey, tennis, wrestling, volleyball)

6. "Touch the picture of the sport in which you use a racket." _____
7. "Touch the picture of the sport in which a person can hit the ball over a net with his hands." _____
8. "Touch the picture of the sport in which a person can knock someone out with his fists." _____
9. "Touch the picture of the sport in which two men try to pin each other." _____
10. "Touch the picture of the sport you play on ice." _____

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19.2.2.2.4.0.14(354) Given two sets of five pictures depicting sports equipment, the student will, with 100% accuracy, touch the correct picture in each set in response to ten specific teacher questions about sports equipment.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Bowling ball and pins, bat and ball, basketball and hoop, football, golf ball and club)

1. "Touch the picture of what you would use to play baseball." _____
2. "Touch the picture of what you would use to play football." _____
3. "Touch the picture of what you would use to play basketball." _____
4. "Touch the picture of what you would use to bowl." _____
5. "Touch the picture of what you would use to play golf." _____

(Pictures: Wrestling mat, volleyball and net, hockey puck and stick, boxing gloves, tennis racket and ball)

6. "Touch the picture of what you would use to play tennis." _____
7. "Touch the picture of what you would use to play volleyball." _____
8. "Touch the picture of what you would use to box." _____
9. "Touch the picture of what you would use for wrestling." _____
10. "Touch the picture of what you would use to play hockey." _____

19.2.2.2.4.0.15(355) Given five sets of five pictures depicting toys, the student will, with 100% accuracy, touch the correct picture in each set in response to five specific teacher questions about toys.

This objective is mastered when the student touches the underlined picture in each set in response to the teacher request for that set:

(Pictures: Car, train, horse, tricycle, kite)

1. "Touch the picture of the toy that flies." _____

(Pictures: Dollhouse, doctor kit, ball, doll, puppet)

2. "Touch the picture of the toy that bounces." _____

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(Pictures: Water pistol, building blocks, puzzles, slingshot, yo-yo)

3. "Touch the picture of the toy that squirts water." _____

(Pictures: Balloon, roller skates, marbles, telephone, deck of cards)

4. "Touch the picture of the toy that you blow into." _____

(Pictures: Jacks, wagon, jumping rope, rocking horse, beach pail)

5. "Touch the picture of the toy that you carry sand in." _____

19.2.2.2.4.0.16(356) Given five pictures depicting various moods, the student will, with 100% accuracy, touch the correct picture in response to five specific teacher questions about moods.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Happy boy, sleepy boy, mad boy, scared boy, sad boy)

1. "One of these boys just woke up from a nap. Touch the picture that shows how the boy looks." _____
2. "One of these boys just got a new bicycle. Touch the picture that shows how the boy looks." _____
3. "One of these boys just lost his new puppy. Touch the picture that shows how the boy looks." _____
4. "A girl just took a toy away from one of these boys without asking. Touch the picture that shows how the boy looks." _____
5. "One of these boys just saw a ghost in a haunted house. Touch the picture that shows how the boy looks." _____

19.2.2.2.4.0.17(357) Given three sets of four pictures depicting work-related words, the student will, with 100% accuracy, touch the correct picture in each set in response to six specific teacher questions about work.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Workers on break at vending machine, work bench, pay, time clock)

1. "Touch the picture of what a person gets for doing his job." _____

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2. "Touch the picture of the workers having a rest period." _____

(Pictures: Machine, man being hired, nut & bolt, man being fired)

3. "Touch the picture of the person losing his job." _____

4. "Touch the picture of the person who is getting a job." _____

(Pictures: Man working, cafeteria, factory, boss)

5. "Touch the picture of the person who tells you what to do at work." _____

6. "Touch the picture of the man who is doing his job." _____

REPRODUCTION OF PHRASES AND SENTENCES (STATES AFTER TEACHER)

19.2.2.2.5.0.1(358) Given five picture cards depicting objects, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner a two word phrase which describes each picture after each phrase is spoken by the teacher.

This objective is mastered when the student repeats each of the following phrases:

- | | |
|--------------------------|-------------------------|
| 1. "Brown dog" _____ | 3. "New car" _____ |
| 2. "Big girl" _____ | 4. "Yellow dress" _____ |
| 5. "Green balloon" _____ | |

19.2.2.2.5.0.2(359) Given five picture cards depicting objects, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner a three word phrase or sentence which describes each picture after each phrase or sentence is spoken by the teacher.

This objective is mastered when the student repeats each of the following phrases:

- | | |
|--------------------------------|------------------------------|
| 1. "A green frog" _____ | 3. "Big red sailboat" _____ |
| 2. "Two little cups" _____ | 4. "Long yellow pants" _____ |
| 5. "Five purple flowers" _____ | |

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19.2.2.2.5.0.3(360) Given five picture cards depicting objects, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner a four word phrase or sentence which describes each picture after each phrase or sentence is spoken by the teacher.

This objective is mastered when the student repeats each of the following sentences:

1. "This bird can fly." _____
2. "The girl is tall." _____
3. "The cats are black." _____
4. "Here are seven chairs." _____
5. "The glass is empty." _____

19.2.2.2.5.0.4(361) Given five picture cards depicting objects, presented one at a time, the student will, to the satisfaction of the teacher, repeat in an understandable manner a five or more word sentence which describes each picture after each sentence is spoken by the teacher.

This objective is mastered when the student repeats each of the following sentences:

1. "The front door is open." _____
2. "This boy wants an apple." _____
3. "A boy is on the ladder." _____
4. "The kitchen window is broken." _____
5. "The telephone is ringing loudly." _____

PRODUCTION OF PHRASES AND SENTENCES (STATES INDEPENDENTLY)

19.2.2.2.6.0.1(362) Given five picture cards depicting objects which the student can name, the student will, to the satisfaction of the teacher, state in an understandable manner a phrase of two or more words about each object pictured.

This objective is mastered when the student:

1. States a two word phrase about picture #1 _____
2. States a two word phrase about picture #2 _____
3. States a two word phrase about picture #3 _____

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4. States a two word phrase about picture #4 _____
5. States a two word phrase about picture #5 _____

19.2.2.2.6.0.2(363) Given five picture cards depicting objects which the student can name, the student will, to the satisfaction of _____, state in an understandable manner a meaningful sentence of three _____ words about each object pictured.

This objective is mastered when the student:

1. States a three+ word sentence about picture #1 _____
2. States a three+ word sentence about picture #2 _____
3. States a three+ word sentence about picture #3 _____
4. States a three+ word sentence about picture #4 _____
5. States a three+ word sentence about picture #5 _____

19.2.2.2.6.0.3(364) Given a sequential series of four pictures, the student will, to the satisfaction of the teacher, tell in an understandable manner a simple, coherent, picture-related story of at least three sentences.

This objective is mastered when the student:

1. Completes first sentence about pictures _____
2. Completes second sentence about pictures _____
3. Completes third sentence about pictures _____
4. Tells coherent story _____
5. Tells picture-related story _____

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USE OF TELEPHONE

19.2.2.2.7.0.1(355) Given a telephone and an incoming call for the student, the student, to the satisfaction of the teacher, pick up the receiver, respond with a greeting word or phrase, carry on a conversation using five or more sentences, terminate the conversation with a parting word or phrase, and replace the receiver.

This objective is mastered when the student:

1. Picks up receiver _____
2. Responds politely with greeting word or phrase _____
3. Carries on conversation using two sentences _____
4. Carries on conversation using three sentences _____
5. Carries on conversation using five sentences _____
6. Terminates conversation with parting word or phrase _____
7. Replaces receiver _____

19.2.2.2.7.0.2(366) Given a telephone and an incoming call for another person, the student will, to the satisfaction of the teacher, pick up the receiver, respond with a greeting word or phrase, take a verbal message or get the appropriate person, and terminate the conversation with an appropriate phrase.

This objective is mastered when the student:

1. Picks up receiver _____
2. Responds with greeting word or phrase _____
3. Takes message or gets appropriate person _____
4. Terminates conversation with appropriate phrase _____

19.2.2.2.7.0.3(367) Given a private touch-tone telephone and a written telephone number, the student will, with 100% accuracy, pick up the receiver, listen for the dial tone, and punch the given number.

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This objective is mastered when the student:

1. Picks up receiver _____
2. Listens for dial tone _____
3. Punches first three numbers of telephone number correctly _____
4. Punches complete number correctly _____

19.2.2.2.7.0.4(368) Given a private dial telephone and a written telephone number, the student will, with 100% accuracy, pick up the receiver, listen for the dial tone, and dial the given number.

This objective is mastered when the student:

1. Picks up receiver _____
2. Listens for dial tone _____
3. Dials first three numbers of telephone number correctly _____
4. Dials complete number correctly _____

19.2.2.2.7.0.5(369) Given a pay telephone, a dime, and a written telephone number, the student will, with 100% accuracy, pick up the receiver, place the dime in the appropriate slot, listen for the dial tone, and dial the number.

This objective is mastered when the student:

1. Picks up receiver _____
2. Places dime into appropriate slot _____
3. Listens for dial tone _____
4. Dials first three numbers of telephone number correctly _____
5. Dials complete number correctly _____

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19.2.2.2.7.0.6(370) Given a telephone and a written telephone number, the student will, to the satisfaction of the teacher, dial the designated number, initiate and carry on a conversation using five or more sentences, terminate the conversation with a parting word or phrase, and replace the receiver.

This objective is mastered when the student:

1. Picks up receiver _____
2. Listens for a dial tone _____
3. Dials first three numbers of telephone number correctly _____
4. Dials complete number correctly _____
5. Initiates conversation with greeting word or phrase _____
6. Uses two sentences in conversation _____
7. Uses three sentences in conversation _____
8. Uses five sentences in conversation _____
9. Terminates conversation with parting word or phrase _____
10. Replaces receiver _____

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SPEECH

REPRODUCTION OF INITIAL CONSONANTS (STATES AFTER TEACHER)

19.2.2.3.1.0.1(371) Given four pictures of objects which begin with the consonants p or b, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

- | | |
|--------------------------|----------------------------|
| 1. " <u>B</u> arn" _____ | 3. " <u>B</u> asket" _____ |
| 2. " <u>P</u> ig" _____ | 4. " <u>P</u> an" _____ |

19.2.2.3.1.0.2(372) Given four pictures of objects which begin with the consonants t or d, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

- | | |
|---------------------------|-----------------------------|
| 1. " <u>D</u> og" _____ | 3. " <u>D</u> itch" _____ |
| 2. " <u>T</u> able" _____ | 4. " <u>T</u> eacher" _____ |

19.2.2.3.1.0.3(373) Given four pictures of objects which begin with the consonant sounds k or g, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

- | | |
|---------------------------|--------------------------|
| 1. " <u>G</u> oose" _____ | 3. " <u>G</u> oat" _____ |
| 2. " <u>C</u> oat" _____ | 4. " <u>C</u> at" _____ |

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19.2.2.3.1.0.4(374) Given four pictures of objects which begin with the consonants f and v, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

- | | |
|--------------------------|--------------------------|
| 1. " <u>V</u> ine" _____ | 3. " <u>V</u> ase" _____ |
| 2. " <u>F</u> ork" _____ | 4. " <u>F</u> an" _____ |

19.2.2.3.1.0.5(375) Given two pictures of objects which begin with the consonant sound th (unvoiced), and teacher pronunciation of the object names, the student will repeat both object names in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

- | | |
|---------------------------|---------------------------|
| 1. " <u>Th</u> umb" _____ | 2. " <u>Th</u> ree" _____ |
|---------------------------|---------------------------|

19.2.2.3.1.0.6(376) Given four pictures of objects which begin with the consonants s or z, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

- | | |
|---------------------------|-------------------------|
| 1. " <u>Z</u> ebra" _____ | 3. " <u>Z</u> oo" _____ |
| 2. " <u>S</u> un" _____ | 4. " <u>S</u> aw" _____ |

19.2.2.3.1.0.7(377) Given two pictures of objects which begin with the consonant sound sh, and teacher pronunciation of the object names, the student will repeat both object names in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

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This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Sheep" _____
2. "Shell" _____

19.2.2.3.1.0.8(378) Given two pictures of objects which begin with the consonant h, and teacher pronunciation of the object names, the student will repeat both object names in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Hat" _____
2. "House" _____

19.2.2.3.1.0.9(379) Given four pictures of objects which begin with the consonant sounds ch or j, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Jail" _____
2. "Cherry" _____
3. "Jar" _____
4. "Chicken" _____

19.2.2.3.1.0.10(380) Given four pictures of objects which begin with the consonants m or n, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Monkey" _____
2. "Nest" _____
3. "Mouse" _____
4. "Nose" _____

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19.2.2.3.1.0.11(381) Given four pictures of objects which begin with the consonants l or r, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Light" ___
2. "Rat" ___
3. "Leg" ___
4. "Red" ___

19.2.2.3.1.0.12(382) Given two pictures of objects which begin with the consonant y, and teacher pronunciation of the object names, the student will repeat both object names in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Yarn" ___
2. "Yellow" ___

19.2.2.3.1.0.13(383) Given four pictures of objects which begin with the consonant sounds w and wh, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Whip" ___
2. "Wave" ___
3. "Wheat" ___
4. "Well" ___

REPRODUCTION OF FINAL CONSONANTS (STATES AFTER TEACHER)

19.2.2.3.2.0.1(384) Given four pictures of objects which end with the consonants p or b, and teacher pronunciation of the object names, the student

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will repeat each object name in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

- | | |
|-----------------|----------------|
| 1. "Crib" _____ | 3. "Web" _____ |
| 2. "Ship" _____ | 4. "Top" _____ |

19.2.2.3.2.0.2(385) Given four pictures of objects which end with the consonants t or d, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

- | | |
|----------------|-------------------|
| 1. "Mud" _____ | 3. "Red" _____ |
| 2. "Hat" _____ | 4. "Basket" _____ |

19.2.2.3.2.0.3(386) Given four pictures of objects which end with the consonants k or g, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

- | | |
|------------------|-----------------|
| 1. "Knock" _____ | 3. "Neck" _____ |
| 2. "Flag" _____ | 4. "Frog" _____ |

19.2.2.3.2.0.4(387) Given four pictures of objects which end with the consonant sounds f or v, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

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This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Five" _____
2. "Safe" _____
3. "Dove" _____
4. "Thief" _____

19.2.2.3.2.0.5(388) Given two pictures of objects which end with the consonant sound th (unvoiced), and teacher pronunciation of the object names, the student will repeat both object names in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Path" _____
2. "Moth" _____

19.2.2.3.2.0.6(389) Given four pictures of objects which end with the consonant sounds s or z, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Dress" _____
2. "Ties" _____
3. "Horse" _____
4. "Eyes" _____

19.2.2.3.2.0.7(390) Given four pictures of objects which end with the consonant sounds sh or zh, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Garage" _____
2. "Bush" _____

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3. "Corsage" _____ 4. "Brush" _____

19.2.2.3.2.0.8(391) Given four pictures of objects which end with the consonant sounds ch or j, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Bridge" _____ 3. "Badge" _____
2. "Beach" _____ 4. "Church" _____

19.2.2.3.2.0.9(392) Given four pictures of objects which end with the consonants m or n, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Dime" _____ 3. "Farm" _____
2. "Hen" _____ 4. "Barn" _____

19.2.2.3.2.0.10(393) Given four pictures of objects which end with the consonants l or r, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant:

1. "Seal" _____ 3. "Wall" _____
2. "Car" _____ 4. "Sar" _____

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19.2.2.3.2.0.11(394) Given two pictures of objects which end with the consonant sound ng, and teacher pronunciation of the object names, the student will repeat both object names in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined consonant sound:

1. "Wng" _____ 2. "Kng" _____

REPRODUCTION OF INITIAL CLUSTERS (STATES AFTER TEACHER)

19.2.2.3.3.0.1(395) Given nine pictures of objects which begin with an initial r cluster, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

1. "Bread" _____ 5. "Christmas tree" _____
2. "Drum" _____ 6. "Present" _____
3. "Frown" _____ 7. "Train" _____
4. "Green" _____ 8. "Throne" _____
9. "Shrimp" _____

19.2.2.3.3.0.2(396) Given eleven pictures of objects which begin with an initial s cluster, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

1. "School" _____ 3. "Snow" _____
2. "Smile" _____ 4. "Spider" _____

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- | | | | |
|-----------------------|-----|-----------------------|-----|
| 5. " <u>Star</u> " | ___ | 8. " <u>Sprout</u> " | ___ |
| 6. " <u>Swing</u> " | ___ | 9. " <u>Strap</u> " | ___ |
| 7. " <u>Screw</u> " | ___ | 10. " <u>Splash</u> " | ___ |
| 11. " <u>Square</u> " | | ___ | |

19.2.2.3.3.0.3(397) Given six pictures of objects which begin with an initial l cluster, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

- | | | | |
|---------------------|-----|---------------------|-----|
| 1. " <u>Block</u> " | ___ | 4. " <u>Clown</u> " | ___ |
| 2. " <u>Floor</u> " | ___ | 5. " <u>Plane</u> " | ___ |
| 3. " <u>Glove</u> " | ___ | 6. " <u>Sled</u> " | ___ |

19.2.2.3.3.0.4(398) Given two pictures of objects which begin with an initial w cluster, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

- | | | | |
|-----------------------|-----|----------------------|-----|
| 1. " <u>Quarter</u> " | ___ | 2. " <u>Twelve</u> " | ___ |
|-----------------------|-----|----------------------|-----|

REPRODUCTION OF FINAL CLUSTERS (STATES AFTER TEACHER)

19.2.2.3.4.0.1(399) Given eight pictures of objects which end with a final r cluster, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

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This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

- | | |
|---------------------------|----------------------------|
| 1. "B <u>ar</u> n" _____ | 5. "F <u>or</u> k" _____ |
| 2. "S <u>harp</u> " _____ | 6. "S <u>carf</u> " _____ |
| 3. "H <u>ear</u> t" _____ | 7. "C <u>arve</u> " _____ |
| 4. "C <u>ar</u> d" _____ | 8. "F <u>ierce</u> " _____ |

19.2.2.3.4.0.2(400) Given three pictures of objects which end with a final s cluster, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

- | | |
|--------------------------|--------------------------|
| 1. "D <u>esk</u> " _____ | 2. "N <u>est</u> " _____ |
| 3. "W <u>asp</u> " _____ | |

19.2.2.3.4.0.3(401) Given seven pictures of objects which end with a final l cluster, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

- | | |
|----------------------------|---------------------------|
| 1. "F <u>ilm</u> " _____ | 4. "G <u>old</u> " _____ |
| 2. "P <u>ulp</u> " _____ | 5. "M <u>ilk</u> " _____ |
| 3. "C <u>olt</u> " _____ | 6. "S <u>helf</u> " _____ |
| 7. "T <u>welve</u> " _____ | |

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19.2.2.3.4.0.4(402) Given five pictures of objects which end with the final clusters, ks, nd, mp, nk, or nt, and teacher pronunciation of the object names, the student will repeat each object name in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student repeats each of the following words, clearly pronouncing the underlined cluster sound:

1. "Socks" _____
2. "Lamp" _____
3. "Wink" _____
4. "Hand" _____
5. "Tent" _____

PRODUCTION OF INITIAL CONSONANTS (STATES INDEPENDENTLY)

19.2.2.3.5.0.1(403) Given four pictures depicting objects that begin with the consonants p or b, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Pie _____
2. Bed _____
3. Pocket _____
4. Bus _____

19.2.2.3.5.0.2(404) Given four pictures depicting objects that begin with the consonants t or d, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Door _____
2. Tire _____
3. Dog _____
4. Teeth _____

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19.2.2.3.5.0.3(405) Given four pictures depicting objects that begin with the consonant sound k or g, the student will state the name of each object in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

- | | |
|----------------------|-----------------------|
| 1. <u>C</u> up _____ | 3. <u>C</u> ar _____ |
| 2. <u>G</u> un _____ | 4. <u>G</u> irl _____ |

19.2.2.3.5.0.4(406) Given four pictures depicting objects that begin with the consonants f or v, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

- | | |
|-----------------------|-----------------------|
| 1. <u>V</u> est _____ | 3. <u>V</u> ine _____ |
| 2. <u>F</u> oot _____ | 4. <u>F</u> ive _____ |

19.2.2.3.5.0.5(407) Given two pictures depicting objects that begin with the consonant sound th (unvoiced), the student will state the name of each object in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

- | | |
|------------------------|------------------------|
| 1. <u>Th</u> umb _____ | 2. <u>Th</u> ree _____ |
|------------------------|------------------------|

19.2.2.3.5.0.6(408) Given four pictures depicting objects that begin with the consonants s or z, the student will state the name of each object in

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such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Zebra ___
3. Zoo ___
2. Six ___
4. Soup ___

19.2.2.3.5.0.7(409) Given two pictures depicting objects that begin with the consonant sound sh, the student will state the name of each object in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Shoe ___
2. Shirt ___

19.2.2.3.5.0.8(410) Given two pictures depicting objects that begin with the consonant h, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Hair ___
2. Horse ___

19.2.2.3.5.0.9(411) Given four pictures depicting objects that begin with the consonant sounds ch or j, the student will state the name of each object in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

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This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

- | | | | |
|--------------------|-----|---------------------------------|-----|
| 1. <u>C</u> hicken | ___ | 3. <u>C</u> hair | ___ |
| 2. <u>J</u> acket | ___ | 4. <u>J</u> elly or <u>J</u> am | ___ |

19.2.2.3.5.0.10(412) Given four pictures depicting objects that begin with the consonants m or n, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

- | | | | |
|-----------------|-----|------------------|-----|
| 1. <u>N</u> ose | ___ | 3. <u>N</u> ut | ___ |
| 2. <u>M</u> an | ___ | 4. <u>M</u> ouse | ___ |

19.2.2.3.5.0.11(413) Given four pictures depicting objects that begin with the consonants l, c, or r, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

- | | | | |
|-------------------|-----|-------------------|-----|
| 1. <u>L</u> amp | ___ | 3. <u>L</u> adder | ___ |
| 2. <u>R</u> abbit | ___ | 4. <u>R</u> ing | ___ |

19.2.2.3.5.0.12(414) Given two pictures depicting objects that begin with the consonant y, the student will state the name of each object in such a way that each initial consonant is correctly produced to the satisfaction of the teacher.

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This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Yellow 2. Yo-yo

19.2.2.3.5.0.13(415) Given four pictures depicting objects that begin with the consonant sounds w or wh, the student will state the name of each object in such a way that each initial consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Wheel 3. Whale
2. Water 4. Wagon

PRODUCTION OF FINAL CONSONANTS (STATES INDEPENDENTLY)

19.2.2.3.6.0.1(416) Given four pictures depicting objects that end with the consonants p or b, the student will state the name of each object in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

1. Tub 3. Knob
2. Cup 4. Rope

19.2.2.3.6.0.2(417) Given four pictures depicting objects that end with the consonants t or d, the student will state the name of each object in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

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This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

- | | |
|----------------------|----------------------|
| 1. <u>Bed</u> _____ | 3. <u>Bird</u> _____ |
| 2. <u>Boat</u> _____ | 4. <u>Boot</u> _____ |

19.2.2.3.6.0.3(418) Given four pictures depicting objects that end with the consonants k or g, the student will state the name of each object in such a way that each final consonant is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant:

- | | |
|----------------------|----------------------|
| 1. <u>Bike</u> _____ | 3. <u>Book</u> _____ |
| 2. <u>Leg</u> _____ | 4. <u>Pig</u> _____ |

19.2.2.3.6.0.4(419) Given four pictures depicting objects that end with the consonant sounds f or v, the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant and sound:

- | | |
|-----------------------|-----------------------|
| 1. <u>Stove</u> _____ | 3. <u>Glove</u> _____ |
| 2. <u>Leaf</u> _____ | 4. <u>Knife</u> _____ |

19.2.2.3.6.0.5(420) Given two pictures depicting objects that end with the consonant sound th (unvoiced), the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

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This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Tooth _____ 2. Mouth _____

19.2.2.3.6.0.6(421) Given four pictures depicting objects that end with the consonant sounds s or z, the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Eyes _____ 3. Hose _____
2. Bus _____ 4. Face _____

19.2.2.3.6.0.7(422) Given four pictures depicting objects that end with the consonant sounds sh or zh, the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Garage _____ 3. Corsage _____
2. Fish _____ 4. Brush _____

19.2.2.3.6.0.8(423) Given four pictures depicting objects that end with the consonant sounds ch or j, the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

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This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

- | | | | |
|-----------|-----|------------|-----|
| 1. Orange | ___ | 3. Garbage | ___ |
| 2. Watch | ___ | 4. Match | ___ |

19.2.2.3.6.0.9(424) Given four pictures depicting objects that end with the consonant sounds m or n, the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

- | | | | |
|---------|-----|---------|-----|
| 1. Comb | ___ | 3. Dime | ___ |
| 2. Pan | ___ | 4. Can | ___ |

19.2.2.3.6.0.10(425) Given four pictures depicting objects that end with the consonant sounds l or r, the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

- | | | | |
|---------|-----|---------|-----|
| 1. Ball | ___ | 3. Doll | ___ |
| 2. Fire | ___ | 4. Four | ___ |

19.2.2.3.6.0.11(426) Given two pictures depicting objects that end with the consonant sound ng, the student will state the name of each object in such a way that each final consonant sound is correctly produced to the satisfaction of the teacher.

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This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined consonant sound:

1. Ring ___ 2. Swing ___

PRODUCTION OF INITIAL CLUSTERS (STATES INDEPENDENTLY)

19.2.2.3.7.0.1(427) Given nine pictures depicting objects that begin with an initial r cluster, the student will state the name of each object in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Broom ___ 4. Gass ___ 7. Tree ___
2. Dress ___ 5. Crayon ___ 8. Three ___
3. Frog ___ 6. Present ___ 9. Shrimp ___

19.2.2.3.7.0.2(428) Given eleven pictures depicting objects that begin with an initial s cluster, the student will state the name of each object in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Skirt ___ 5. Swearer ___ 9. Splash ___
2. Smoke ___ 6. Screen ___ 10. Squirrel ___
3. Snake ___ 7. Spring ___ 11. Spoon ___
4. Steps ___ 8. Street ___

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19.2.2.3.7.0.3(429) Given six pictures depicting objects that begin with an initial l cluster, the student will state the name of each object in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Blocks ___ 3. Glass ___ 5. Plate ___
2. Flower ___ 4. Clock ___ 6. Sleeping ___

19.2.2.3.7.0.4(430) Given two pictures depicting objects that begin with an initial w cluster, the student will state the name of each object in such a way that each initial cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Quarter ___ 2. Twelve ___

PRODUCTION OF FINAL CLUSTERS (STATES INDEPENDENTLY)

19.2.2.3.8.0.1(431) Given eight pictures depicting objects that end with a final r cluster, the student will state the name of each object in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Horn ___ 4. Card ___ 7. Carve ___
2. Sharp ___ 5. Fork ___ 8. Cars ___
3. Heart ___ 6. Scarf ___

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19.2.2.3.8.0.2(432) Given three pictures depicting objects that end with a final s cluster, the student will state the name of each object in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Nest ___ 2. Desk ___ 3. Wasp ___

19.2.2.3.8.0.3(433) Given seven pictures depicting objects that end with a final l cluster, the student will state the name of each object in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Film ___ 4. Cold ___ 6. Shelf ___
2. Scalp ___ 5. Milk ___ 7. Twelve ___
3. Salt ___

19.2.2.3.8.0.4(434) Given five pictures depicting objects that end with the final clusters, ks, nd, mp, nk, or nt, the student will state the name of each object in such a way that each final cluster is correctly produced to the satisfaction of the teacher.

This objective is mastered when the student names the object in each of the following pictures, clearly pronouncing the underlined cluster sound:

1. Socks ___ 3. Paint ___
2. Lamp ___ 4. Bank ___
5. Hand ___

WRITTEN LANGUAGE

PRE-WRITING SKILLS

19.2.2.4.1.0.1(435) Given an appropriately sized pencil and a demonstration, the student will, to the satisfaction of the teacher, pick up the pencil and hold it with a proper writing grip.

This objective is mastered when the student:

1. Picks up pencil _____
2. Holds it with proper writing grip _____

19.2.2.4.1.0.2(436) Given an appropriately sized pencil and a blank sheet of 12" x 18" art paper, the student will, to the satisfaction of the teacher, make a straight horizontal line on the paper after a teacher demonstration.

This objective is mastered when the student:

1. Picks up pencil _____
2. Draws line _____
3. Draws horizontal line _____
4. Draws horizontal line across width of paper _____
5. Draws line straight _____

19.2.2.4.1.0.3(437) Given an appropriately sized pencil and a blank sheet of 12" x 18" art paper, the student will, to the satisfaction of the teacher, make a straight vertical line on the paper after a teacher demonstration.

This objective is mastered when the student:

1. Picks up pencil _____
2. Draws line _____
3. Draws vertical line _____
4. Draws vertical line down length of paper _____
5. Draws line straight _____

19.2.2.4.1.0.4(438) Given an appropriately sized pencil and a blank sheet of

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12" x 18" art paper, the student will, to the satisfaction of the teacher, make a large circle on the paper after a teacher demonstration.

This objective is mastered when the student:

1. Picks up pencil _____
2. Draws line _____
3. Draws circular line _____
4. Draws complete circle _____

REPRODUCTION - TRACING

19.2.2.4.2.0.1(439) Given a transparency marker and a laminated master showing one row of four one inch vertical lines and one row of four one inch horizontal lines, the student will, to the satisfaction of the teacher, trace each line with the transparency marker, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up marker _____
2. Traces vertical lines _____
3. Traces within 1/8" of vertical master line:
First line _____ Third line _____
Second line _____ Fourth line _____
4. Traces horizontal lines _____
5. Traces within 1/8" of horizontal master line:
First line _____ Third line _____
Second line _____ Fourth line _____

19.2.2.4.2.0.2(440) Given a transparency marker and a laminated master showing one row of four one inch right to left diagonal lines and one row of four one inch left to right diagonal lines, the student will, to the satisfaction of the teacher, trace each diagonal line with the transparency marker, staying within 1/8" of each master line.

This objective is mastered when the student:

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1. Picks up marker _____
2. Traces right to left diagonal lines, _____
3. Traces within 1/8" of right to left diagonal master line:
First line _____ Third line _____
Second line _____ Fourth line _____
4. Traces left to right diagonal lines _____
5. Traces within 1/8" of left to right diagonal master line:
First line _____ Third line _____
Second line _____ Fourth line _____

19.2.2.4.2.0.3(441) Given a transparency marker and a laminated master showing one row of four circles, one row of four squares, and one row of four triangles, the student will, to the satisfaction of the teacher, trace each shape with the transparency marker, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up marker _____
2. Traces circles _____
3. Traces within 1/8" of circle master line:
First circle _____ Third circle _____
Second circle _____ Fourth circle _____
4. Traces squares _____
5. Traces within 1/8" of square master line:
First square _____ Third square _____
Second square _____ Fourth square _____
6. Traces triangles _____
7. Traces within 1/8" of triangle master line:
First triangle _____ Third triangle _____
Second triangle _____ Fourth triangle _____

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19.2.2.4.2.0.4(442) Given a transparency marker and two laminated masters (one showing ten upper case letters and one showing ten lower case letters), the student will, to the satisfaction of the teacher, trace each letter with the transparency marker, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up marker _____
2. Traces letters _____
3. Traces following letters within 1/8" of master line:
"W" _____ "A" _____ "V" _____ "d" _____
"N" _____ "R" _____ "M" _____ "x" _____
"H" _____ "G" _____ "y" _____ "p" _____
"B" _____ "Z" _____ "a" _____ "s" _____
"U" _____ "E" _____ "t" _____ "g" _____

19.2.2.4.2.0.5(443) Given a transparency marker and a laminated master showing five pairs of upper and lower case letters, the student will, to the satisfaction of the teacher, trace each letter with the transparency marker, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up marker _____
2. Traces letters _____
3. Traces following letters within 1/8" of master line:
"E" _____ "B" _____ "S" _____ "M" _____ "T" _____
"b" _____ "w" _____ "r" _____ "f" _____ "a" _____

19.2.2.4.2.0.6(444) Given a red marking pen and a sheet of lined paper with his age printed on it, the student will, to the satisfaction of the teacher, trace each number with the marking pen, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up pen _____
2. Traces number(s) _____

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3. Traces within 1/8" of number master lines _____

19.2.2.4.2.0.7(445) Given a red marking pen and a sheet of lined paper with his telephone number printed on it, the student will, to the satisfaction of the teacher, trace each number with the marking pen, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up pen _____
2. Traces numbers _____
3. Traces within 1/8" of first number master _____
4. Traces within 1/8" of second number master line _____
5. Traces within 1/8" of third number master line _____
6. Traces within 1/8" of dash _____
7. Traces within 1/8" of fourth number master line _____
8. Traces within 1/8" of fifth number master line _____
9. Traces within 1/8" of sixth number master line _____
10. Traces within 1/8" of seventh number master line _____

19.2.2.4.2.0.8(446) Given a transparency marker and a laminated master showing the numbers one through ten, the student will, to the satisfaction of the teacher, trace each number with the transparency marker, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up marker _____
2. Traces numbers _____

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3. Traces following numbers within 1/8" of master line:

"1" _____ "3" _____ "5" _____ "7" _____ "9" _____
"2" _____ "4" _____ "6" _____ "8" _____ "10" _____

19.2.2.4.2.0.9(447) Given a red marking pen and a sheet of lined paper with his first name printed on it, the student will, to the satisfaction of the teacher, trace each of the letters with the marking pen, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up pen _____
2. Traces letters _____
3. Traces within 1/8" of first letter master line _____
4. Traces within 1/8" of second letter master line _____
5. Traces within 1/8" of all letter master lines. _____

19.2.2.4.2.0.10(448) Given a red marking pen and a sheet of lined paper with his first and last name printed on it, the student will, to the satisfaction of the teacher, trace each of the letters with the marking pen, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up pen _____
2. Traces letters _____
3. Traces within 1/8" of first letter master line of first name _____
4. Traces within 1/8" of second letter master line of first name _____
5. Traces within 1/8" of all letter master lines of first name _____
6. Traces within 1/8" of first letter master line of last name _____

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7. Traces within 1/8" of second letter master line of last name _____
8. Traces within 1/8" of all letter master lines of last name _____

19.2.2.4.2.0.11(449) Given a red marking pen and a sheet of lined paper with his street address printed on it, the student will, to the satisfaction of the teacher, trace each of the numbers and letters with the marking pen, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up pen _____
2. Traces numbers _____
3. Traces within 1/8" of all number master lines _____
4. Traces letters _____
5. Traces within 1/8" of first letter master line _____
6. Traces within 1/8" of second letter master line _____
7. Traces within 1/8" of all letter master lines _____

19.2.2.4.2.0.12(450) Given a red marking pen and a sheet of lined paper with his street address, city, and state printed on it, the student will, to the satisfaction of the teacher, trace each of the numbers and letters with the marking pen, staying within 1/8" of each master line.

This objective is mastered when the student:

1. Picks up pen _____
2. Traces numbers _____
3. Traces within 1/8" of all number master lines _____
4. Traces letters _____
5. Traces within 1/8" of first street letter master line _____

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6. Traces within 1/8" of all street letter master lines _____
7. Traces within 1/8" of first city letter master line _____
8. Traces within 1/8" of second city letter master li. _____
9. Traces within 1/8" of all city letter master lines _____
10. Traces within 1/8" of first state letter master line _____
11. Traces within 1/8" of second state letter master line _____
12. Traces within 1/8" of all state letter master lines _____
13. Traces within 1/8" of all punctuation master lines _____

REPRODUCTION - COPYING FROM VISUAL CUES

19.2.2.4.3.0.1(451) Given a pencil, a blank sheet of lined paper, and a laminated master showing one row of four one inch vertical lines and one row of four one inch horizontal lines, the student will, to the satisfaction of the teacher, recognizably copy each line on the blank paper, staying within plus or minus 1/4" of the one inch length.

This objective is mastered when the student:

1. Picks up pencil _____
2. Copies vertical lines _____
3. Draws vertical lines from 3/4" - 1 1/4" long:
First line _____ Third line _____
Second line _____ Fourth line _____
4. Spaces adequately between vertical lines _____
5. Copies horizontal lines _____
6. Draws horizontal lines from 3/4" - 1 1/4" long:
First line _____ Third line _____
Second line _____ Fourth line _____
7. Spaces adequately between lines _____

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19.2.2.4.3.0.2(452) Given a pencil, a blank sheet of lined paper, and a laminated master showing one row of four one inch right to left diagonal lines and one row of four one inch left to right diagonal lines, the student will, to the satisfaction of the teacher, recognizably copy each diagonal line on the blank paper, staying within plus or minus $1/4$ " of the one inch length.

This objective is mastered when the student:

1. Picks up pencil _____
2. Copies right to left diagonal lines _____
3. Draws right to left diagonal lines from $3/4$ " - $1\ 1/4$ " long:
First line _____ Third line _____
Second line _____ Fourth line _____
4. Spaces adequately between right to left diagonal lines _____
5. Copies left to right diagonal lines _____
6. Draws left to right diagonal lines from $3/4$ " - $1\ 1/4$ " long:
First line _____ Third line _____
Second line _____ Fourth line _____
7. Spaces adequately between left to right diagonal lines _____

19.2.2.4.3.0.3(453) Given a pencil, a blank sheet of lined paper, and a laminated master showing one row of four circles, one row of four squares, and one row of four triangles, the student will, to the satisfaction of the teacher, recognizably copy each shape on the blank paper.

This objective is mastered when the student:

1. Picks up pencil _____
2. Copies circles _____
3. Copies circles recognizably:
First circle _____ Third circle _____
Second circle _____ Fourth circle _____
4. Draws all circles approximately same size as master circles _____
5. Spaces adequately between circles _____

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6. Copies squares _____
7. Copies squares recognizably:
First square _____ Third square _____
Second square _____ Fourth square _____
8. Draws all squares approximately same size as master squares _____
9. Spaces adequately between squares _____
10. Copies triangles _____
11. Copies triangles recognizably:
First triangle _____ Third triangle _____
Second triangle _____ Fourth triangle _____
12. Draws all triangles approximately same size as master triangles _____
13. Spaces adequately between triangles _____

19.2.2.4.3.0.4(454) . Given a pencil, two blank sheets of lined paper, and two laminated masters (one showing ten upper case letters and one showing ten lower case letters), the student will, to the satisfaction of the teacher, recognizably copy each letter on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil _____
2. Copies letters _____
3. Copies following letters recognizably:
"r" _____ "p" _____ "u" _____ "q" _____ "h" _____
"x" _____ "i" _____ "n" _____ "s" _____ "g" _____
4. Copies following letters within 1/4" of printed guidelines:
"r" _____ "p" _____ "u" _____ "q" _____ "h" _____
"x" _____ "i" _____ "n" _____ "s" _____ "g" _____
5. Spaces adequately between lower case letters _____
6. Copies following letters recognizably:
"U" _____ "B" _____ "G" _____ "D" _____ "Q" _____
"E" _____ "J" _____ "Z" _____ "N" _____ "F" _____

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7. Copies following letters within 1/4" of printed guidelines:

"U" ___ "B" ___ "G" ___ "D" ___ "Q" ___
"E" ___ "J" ___ "Z" ___ "N" ___ "F" ___

8. Spaces adequately between upper case letters ___

19.2.2.4.3.0.5(455) Given a pencil, a blank sheet of lined paper, and a laminated master showing one row of five pairs of upper and lower case letters, the student will, to the satisfaction of the teacher, recognizably copy each letter on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil ___

2. Copies letters. ___

3. Copies following letters recognizably:

"S" ___ "F" ___ "T" ___ "M" ___ "Y" ___
"t" ___ "g" ___ "h" ___ "c" ___ "r" ___

4. Copies in correct order for each pair ___

5. Spaces adequately between letters ___

6. Copies following letters within 1/4" of printed guidelines:

"S" ___ "F" ___ "T" ___ "M" ___ "Y" ___
"t" ___ "g" ___ "h" ___ "c" ___ "r" ___

19.2.2.4.3.0.6(456) Given a pencil, a blank sheet of lined paper, and a master with his age printed on it, the student will, to the satisfaction of the teacher, recognizably copy his age on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil ___

2. Copies number ___

3. Copies all numbers ___

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- 4. Copies numbers in correct order (if appropriate) _____
- 5. Copies number(s) recognizably _____
- 6. Spaces appropriately _____
- 7. Copies within 1/4" of printed guidelines _____

19.2.2.4.3.0.7(457). Given a pencil, a blank sheet of lined paper, and a master with his telephone number printed on it, the student will, to the satisfaction of the teacher, recognizably copy his telephone number on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

- 1. Picks up pencil _____
- 2. Copies numbers _____
- 3. Copies all seven numbers _____
- 4. Copies dash _____
- 5. Copies all numbers in correct order _____
- 6. Copies dash in proper place _____
- 7. Copies numbers recognizably _____
- 8. Spaces numbers appropriately _____
- 9. Copies numbers within 1/4" of printed guidelines _____

19.2.2.4.3.0.8(458) Given a pencil, a blank sheet of lined paper, and a laminated master showing the numbers one through ten, the student will, to the satisfaction of the teacher, recognizably copy each number on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

- 1. Picks up pencil _____



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2. Copies numbers _____
3. Copies following numbers recognizably:
"1" _____ "3" _____ "5" _____ "7" _____ "9" _____
"2" _____ "4" _____ "6" _____ "8" _____ "10" _____
4. Copies numbers in order _____
5. Spaces adequately between numbers _____
6. Copies following numbers within 1/4" of printed guidelines:
"1" _____ "3" _____ "5" _____ "7" _____ "9" _____
"2" _____ "4" _____ "6" _____ "8" _____ "10" _____

19.2.2.4.3.0.9(459) Given a pencil, a blank sheet of lined paper, and a master with his first name printed on it, the student will, to the satisfaction of the teacher, recognizably copy his first name on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil _____
2. Copies letters _____
3. Copies all letters _____
4. Copies letters in correct order _____
5. Copies letters recognizably _____
6. Spaces between letters appropriately _____
7. Copies letters within 1/4" of printed guidelines _____

19.2.2.4.3.0.10(460) Given a pencil, a blank sheet of lined paper, and a master with his first and last name printed on it, the student will, to the satisfaction of the teacher, recognizably copy his first and last name on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

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1. Picks up pencil _____
2. Copies letters _____
3. Copies all letters in first name _____
4. Copies letters in first name in correct order _____
5. Copies letters in first name recognizably _____
6. Spaces letters in first name appropriately _____
7. Copies letters in first name within 1/4" of printed guidelines _____
8. Copies all letters in last name _____
9. Copies letters in last name in correct order _____
10. Copies letters in last name recognizably _____
11. Spaces letters in last name appropriately _____
12. Copies letters in last name within 1/4" of printed guidelines _____
13. Spaces between first and last name appropriately _____

19.2.2.4.3.0.11(461) Given a pencil, a blank sheet of lined paper, and a master with his street address printed on it, the student will, to the satisfaction of the teacher, recognizably copy his address on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

- | | |
|---|---|
| 1. Picks up pencil _____ | 7. Copies numbers within 1/4" of printed guidelines _____ |
| 2. Copies numbers _____ | 8. Spaces between numbers and street name appropriately _____ |
| 3. Copies all numbers _____ | 9. Copies letters _____ |
| 4. Copies numbers in correct order _____ | 10. Copies all letters in street name and abbreviation _____ |
| 5. Copies numbers recognizably _____ | 11. Copies letters in street name and abbreviation in correct order _____ |
| 6. Spaces between numbers appropriately _____ | |

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|--|--|
| <p>12. Copies letters in street name and abbreviation recognizably _____</p> <p>13. Spaces between letters in street name and abbreviation appropriately _____</p> | <p>14. Copies letters in street name and abbreviation within 1/4" of printed guidelines _____</p> <p>15. Capitalizes correctly _____</p> <p>16. Punctuates correctly _____</p> |
|--|--|

19.2.2.4.3.0.12(462) Given a pencil, a blank sheet of lined paper, and a master with his street address, city, and state printed on it, the student will, to the satisfaction of the teacher, recognizably copy his complete address on the blank paper, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil _____
2. Copies numbers _____
3. Copies all numbers _____
4. Copies numbers in correct order _____
5. Copies numbers recognizably _____
6. Spaces between numbers appropriately _____
7. Copies numbers within 1/4" of printed guidelines _____
8. Spaces between numbers and street name appropriately _____
9. Copies letters _____
10. Copies all letters in:
Street name and abbreviation _____
City _____
State _____
11. Copies letters in correct order:
Street name and abbreviation _____
City _____
State _____

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12. Copies letters recognizably:
Street name and abbreviation ____
City ____
State ____
13. Spaces between street name and abbreviation appropriately ____
14. Spaces between city and state appropriately ____
15. Copies letters within 1/4" of printed guidelines:
Street name and abbreviation ____
City ____
State ____
16. Capitalizes correctly ____
17. Punctuates entire address correctly ____

PRODUCTION (WRITES INDEPENDENTLY)

19.2.2.4.4.0.1(463) Given a pencil and a blank sheet of lined paper, the student will, to the satisfaction of the teacher, recognizably write his age, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

- | | | | |
|---|------|---|------|
| 1. Picks up pencil | ____ | 4. Writes numbers in correct order (if appropriate) | ____ |
| 2. Writes numbers | ____ | 5. Writes numbers recognizably | ____ |
| 3. Writes all correct numbers in age | ____ | 6. Spaces numbers appropriately | ____ |
| 7. Writes numbers within 1/4" of printed guidelines | ____ | | |

19.2.2.4.4.0.2(464) Given a pencil and a blank sheet of lined paper, the student will, to the satisfaction of the teacher, recognizably write his telephone number, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

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1. Picks up pencil _____
2. Writes numbers _____
3. Writes all correct numbers _____
4. Writes dash _____
5. Writes numbers in correct order _____
6. Writes dash in proper place _____
7. Writes numbers recognizably _____
8. Spaces numbers appropriately _____
9. Writes numbers within $1/4''$ of printed guidelines _____

19.2.2.4.4.0.3(465) Given a pencil and a blank sheet of lined paper, the student will, to the satisfaction of the teacher, recognizably write his first name, staying within plus or minus $1/4''$ of the printed guidelines:

This objective is mastered when the student:

1. Picks up pencil _____
2. Writes letters _____
3. Capitalizes first letter _____
4. Writes all correct letters _____
5. Writes letters in correct order _____
6. Writes letters recognizably _____
7. Spaces between letters appropriately _____
8. Writes letters within $1/4''$ of printed guidelines _____

19.2.2.4.4.0.4(466) Given a pencil and a blank sheet of lined paper, the student will, to the satisfaction of the teacher, recognizably write his first and last name, staying within plus or minus $1/4''$ of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil _____
2. Writes letters _____
3. Capitalizes first letter of first name _____
4. Writes all correct letters in first name _____
5. Writes letters in first name in correct order _____
6. Writes letters in first name recognizably _____
7. Spaces letters in first name appropriately _____

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- | | |
|--|---|
| <p>8. Writes letters in first name within 1/4" of printed guidelines _____</p> <p>9. Spaces between first and last names appropriately _____</p> <p>10. Capitalizes first letter of last name _____</p> <p>11. Writes all correct letters in last name _____</p> | <p>12. Writes letters in last name in correct order _____</p> <p>13. Writes letters in last name recognizably _____</p> <p>14. Spaces letters in last name appropriately _____</p> <p>15. Writes letters in last name within 1/4" of printed guidelines _____</p> |
|--|---|

11.4.4.0.5(467) Given a pencil and a blank sheet of lined paper, the student will, to the satisfaction of the teacher, recognizably write his street address, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil _____
2. Writes numbers _____
3. Writes all correct numbers _____
4. Writes numbers in correct order _____
5. Writes numbers recognizably _____
6. Spaces between numbers appropriately _____
7. Writes numbers within 1/4" of printed guidelines _____
8. Capitalizes first letter:
Street name _____
Abbreviation _____
9. Writes all correct letters:
Street name _____
Abbreviation _____
10. Writes letters in correct order:
Street name _____
Abbreviation _____

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11. Writes letters recognizably:
Street name _____
Abbreviation _____
12. Spaces letters appropriately:
Street name _____
Abbreviation _____
13. Writes letters within 1/4" of printed guidelines:
Street name _____
Abbreviation _____
14. Spaces between numbers and street name appropriately _____
15. Spaces between street name and abbreviation appropriately _____
16. Uses punctuation correctly _____

19.2.2.4.4.0.6(468) Given a pencil and a blank sheet of lined paper, the student will, to the satisfaction of the teacher, recognizably write his street address, city, and state, staying within plus or minus 1/4" of the printed guidelines.

This objective is mastered when the student:

1. Picks up pencil _____
2. Writes numbers _____
3. Writes all correct numbers _____
4. Writes numbers in correct order _____
5. Writes numbers recognizably _____
6. Spaces between numbers appropriately _____
7. Writes numbers within 1/4" of printed guidelines _____
8. Spaces between numbers and street name appropriately _____
9. Writes letters _____

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10. Capitalizes first letter:
Street name and abbreviation ____
City ____
State ____
11. Writes all correct letters:
Street name and abbreviation ____
City ____
State ____
12. Writes letters in correct order:
Street name and abbreviation ____
City ____
State ____
13. Writes letters recognizably:
Street name and abbreviation ____
City ____
State ____
14. Spaces between street name and abbreviation appropriately ____
15. Spaces between city and state appropriately ____
16. Writes letters within 1/4" of printed guidelines:
Street name and abbreviation ____
City ____
State ____
17. Capitalizes correctly ____
18. Punctuates entire address correctly ____

READING

VISUAL DISCRIMINATION

19.2.2.5.1.0.1(469) Given three sets of five objects (the objects within a set varying only in color), the student will, with 100% accuracy, touch the one object in each set which is exactly the same color as the object presented by the teacher.

This objective is mastered when the student touches the correct object in each set below:

(Stimulus: 1" red cube)

1. 1" red cube, 1" orange cube, 1" yellow cube, 1" blue cube, 1" purple cube

(Stimulus: white golf tee)

2. Green golf tee, white golf tee, yellow golf tee, red golf tee, blue golf tee

(Stimulus: blue button)

3. Brown button, yellow button, white button, red button, blue button

19.2.2.5.1.0.2(470) Given three sets of five geometric shapes (the shapes within a set remaining constant in size and color), the student will, with 100% accuracy, touch the one shape in each set which is exactly the same as the shape presented by the teacher.

This objective is mastered when the student touches the correct object in each set below:

(Stimulus: 5" red circle)

1. 5" red diamond, 5" red star, 5" red triangle, 5" red square, 5" red circle

(Stimulus: 5" black triangle)

2. 5" black circle, 5" black triangle, 5" black square, 5" black oval, 5" black star

(Stimulus: 4" yellow square)

3. 4" yellow octagon, 4" yellow star, 4" yellow rectangle, 4" yellow circle, 4" yellow square

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19.2.2.5.1.0.3(471) Given three sets of five objects (the objects within a set varying only in size), the student will, with 100% accuracy, touch the one object in each set which is exactly the same size as the object presented by the teacher.

This objective is mastered when the student touches the correct object in each set below:

(Stimulus: 3" x 5" felt rectangle)

1. 3" x 5" felt rectangle, 4" x 6" felt rectangle, 3" x 2" felt rectangle, 1" x 4" felt rectangle, 4" x 7" felt rectangle

(Stimulus: 3 3/4" pencil)

2. 6" pencil, 4 1/2" pencil, 5 1/4" pencil, 3 3/4" pencil, 2" pencil

(Stimulus: 12" zipper)

3. 7" zipper, 22" zipper, 18" zipper, 12" zipper, 9" zipper

19.2.2.5.1.0.4(472) Given ten playing cards (two each of five different cards) arranged in random order, the student will, with 100% accuracy, match the cards into pairs by number and suit by handing each pair of cards to the teacher.

This objective is mastered when the student:

(Stimuli: 5 of hearts, 7 of clubs, 4 of spades, 5 of hearts, 10 of diamonds
4 of spades, 8 of hearts, 10 of diamonds, 7 of clubs, 8 of hearts)

1. Gives teacher 5 of hearts pair _____
2. Gives teacher 7 of clubs pair _____
3. Gives teacher 4 of spades pair _____
4. Gives teacher 10 of diamonds pair _____
5. Gives teacher 8 of hearts pair _____

19.2.2.5.1.0.5(473) Given nine sets of five pictures, the student will, with 100% accuracy, touch all the animal pictures in sets 1-3, all the clothing

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pictures in sets 4-6, and all the transportation pictures in sets 7-9.

This objective is mastered when the student touches the underlined pictures in each set in response to the teacher request for that set:

(Pictures: Cow, tree, pig, elephant, house)

1. "Touch all of the animal pictures." _____

(Pictures: Rabbit, dog, carrot, fish, flower)

2. "Touch all of the animal pictures." _____

(Pictures: Monkey, baby, horse, chair, wagon)

3. "Touch all of the animal pictures." _____

(Pictures: Dress, shirt, hanger, pajamas, bed)

4. "Touch all of the pictures of clothes." _____

(Pictures: Bathing suit, ball, sweater, lamp shade, butterfly)

5. "Touch all of the pictures of clothes." _____

(Pictures: Raincoat, slacks, tree, cat, skirt)

6. "Touch all of the pictures of clothes." _____

(Pictures: Broom, car, bicycle, box, train)

7. "Touch all of the pictures of things you can ride on." _____

(Pictures: Plane, sailboat, sweater, bus, bird)

8. "Touch all of the pictures of things you can ride on." _____

(Pictures: Truck, bridge, fish, garbage can, steamboat)

9. "Touch all of the pictures of things you can ride on." _____

VISUAL MEMORY

19.2.2.5.2.0.1(474) Given three sets of three pictures of objects, the student will, with 100% accuracy, after one picture is removed from a set, state the name of the pictured object that is missing from each set.

This objective is mastered when the student names the underlined picture in each set below:

(Remove the picture of the ball.)

1. Ball, bike, house _____

(Remove the picture of the banana.)

2. Apple, banana, orange _____

(Remove the picture of the car.)

3. Car, plane, train _____

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19.2.2.5.2.0.2(475) Given two sets of four large beads (one set having four beads of the same color but with different shapes and one set having four beads of the same shape but with different colors), a string, and one sample each of a shape sequence and of a color sequence, the student will, with 100% accuracy, after having viewed each sample for a period of ten seconds, string each set of beads in the order indicated by each sample sequence.

This objective is mastered when the student:

(Present the following color sequence for 10 seconds: Green, yellow, red, blue)

1. Strings beads in following right to left sequence:

- a. Blue ___ c. Yellow ___
b. Red ___ d. Green ___

(Present the following shape sequence for 10 seconds: Oval, square, round, octagonal)

2. Strings beads in following right to left sequence:

- a. Octagonal ___ c. Square ___
b. Round ___ d. Oval ___

IDENTIFICATION OF LETTERS

19.2.2.5.3.0.1(476) Given ten sets of five upper case alphabet flashcards, the student will, with 100% accuracy, touch the one letter in each set named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Flashcards: P C Q G O)

1. "Touch the letter 'C'." ___

(Flashcards: F T L H I)

6. "Touch the letter 'I'." ___

(Flashcards: C J D U G)

2. "Touch the letter 'G'." ___

(Flashcards: D Q W O G)

7. "Touch the letter 'Q'." ___

(Flashcards: E R T F Z)

3. "Touch the letter 'E'." ___

(Flashcards: L T M I J)

8. "Touch the letter 'L'." ___

(Flashcards: X F K B Y)

4. "Touch the letter 'K'." ___

(Flashcards: F N H B M)

9. "Touch the letter 'H'." ___

(Flashcards: Q C A O D)

5. "Touch the letter 'O'." ___

(Flashcards: V S B R K)

10. "Touch the letter 'R'." ___

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19.2.2.5.3.0.2(477) Given ten sets of five lower case alphabet flashcards, the student will, with 100% accuracy, touch the one letter in each set named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

- | | |
|----------------------------------|-----------------------------------|
| (Flashcards: i k l x j) | (Flashcards: u m h n b) |
| 1. "Touch the letter 'j'." _____ | 6. "Touch the letter 'n'." _____ |
| (Flashcards: g t d p b) | (Flashcards: h l f x t) |
| 2. "Touch the letter 'd'." _____ | 7. "Touch the letter 't'." _____ |
| (Flashcards: m v z w u) | (Flashcards: p b q r g) |
| 3. "Touch the letter 'w'." _____ | 8. "Touch the letter 'p'." _____ |
| (Flashcards: f h y r t) | (Flashcards: w m u h n) |
| 4. "Touch the letter 'f'." _____ | 9. "Touch the letter 'm'." _____ |
| (Flashcards: s b a d q) | (Flashcards: o c a n e) |
| 5. "Touch the letter 'b'." _____ | 10. "Touch the letter 'a'." _____ |

19.2.2.5.3.0.3(478) Given ten sets of seven upper and lower case alphabet flashcards, the student will, with 100% accuracy, touch the two flashcards in each set containing the one letter named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

- | | |
|-----------------------------------|------------------------------------|
| (Flashcards: E c f e F H g) | (Flashcards: p q O P e R Q) |
| 1. "Touch all of the 'Es'." _____ | 6. "Touch all of the 'Qs'." _____ |
| (Flashcards: b d o p g D P) | (Flashcards: H m B h n b f) |
| 2. "Touch all of the 'Ds'." _____ | 7. "Touch all of the 'Hs'." _____ |
| (Flashcards: R E h B d b r) | (Flashcards: B R n E r e P) |
| 3. "Touch all of the 'Bs'." _____ | 8. "Touch all of the 'Rs'." _____ |
| (Flashcards: o A e V a R v) | (Flashcards: V g y W v p Y) |
| 4. "Touch all of the 'As'." _____ | 9. "Touch all of the 'Ys'." _____ |
| (Flashcards: G p Q g q C o) | (Flashcards: r F H L f t e) |
| 5. "Touch all of the 'Gs'." _____ | 10. "Touch all of the 'Fs'." _____ |

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NAMING LETTERS

19.2.2.5.4.0.1(479) Given 26 upper case alphabet flashcards, the student will, with 100% accuracy, name each letter when presented one at a time in random order by the teacher.

This objective is mastered when the student names each of the following letters:

- | | | | |
|------------|-------------|-------------|-------------|
| 1. "A" ___ | 8. "H" ___ | 15. "O" ___ | 22. "V" ___ |
| 2. "B" ___ | 9. "I" ___ | 16. "P" ___ | 23. "W" ___ |
| 3. "C" ___ | 10. "J" ___ | 17. "Q" ___ | 24. "X" ___ |
| 4. "D" ___ | 11. "K" ___ | 18. "R" ___ | 25. "Y" ___ |
| 5. "E" ___ | 12. "L" ___ | 19. "S" ___ | 26. "Z" ___ |
| 6. "F" ___ | 13. "M" ___ | 20. "T" ___ | |
| 7. "G" ___ | 14. "N" ___ | 21. "U" ___ | |

19.2.2.5.4.0.2(480) Given 26 lower case alphabet flashcards, the student will, with 100% accuracy, name each letter when presented one at a time in random order by the teacher.

This objective is mastered when the student names each of the following letters:

- | | | | |
|------------|-------------|-------------|-------------|
| 1. "a" ___ | 8. "h" ___ | 15. "o" ___ | 22. "v" ___ |
| 2. "b" ___ | 9. "i" ___ | 16. "p" ___ | 23. "w" ___ |
| 3. "c" ___ | 10. "j" ___ | 17. "q" ___ | 24. "x" ___ |
| 4. "d" ___ | 11. "k" ___ | 18. "r" ___ | 25. "y" ___ |
| 5. "e" ___ | 12. "l" ___ | 19. "s" ___ | 26. "z" ___ |
| 6. "f" ___ | 13. "m" ___ | 20. "t" ___ | |
| 7. "g" ___ | 14. "n" ___ | 21. "u" ___ | |

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COMMUNICATION SKILLS

NAMING SIGHT VOCABULARY

19.2.2.5.5.0.1(481) Given ten safety word flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

- | | |
|------------------------------|--------------------------|
| 1. "Walk" _____ | 6. "Flammable" _____ |
| 2. "Stop" _____ | 7. "Beware of Dog" _____ |
| 3. "Fire Exit" _____ | 8. "Poison" _____ |
| 4. "Railroad Crossing" _____ | 9. "Caution" _____ |
| 5. "Danger" _____ | 10. "Keep Out" _____ |

19.2.2.5.5.0.2(482) Given ten public sign word flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

- | | |
|---------------------------|------------------------|
| 1. "Telephone" _____ | 6. "Exit" _____ |
| 2. "Men" _____ | 7. "Women" _____ |
| 3. "No Trespassing" _____ | 8. "Restroom" _____ |
| 4. "Wet Paint" _____ | 9. "No Eating" _____ |
| 5. "Entrance" _____ | 10. "No Smoking" _____ |

19.2.2.5.5.0.3(483) Given five public building title flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

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1. "Fire Department" _____
2. "Post Office" _____
3. "Police Station" _____
4. "Hospital" _____
5. "Library" _____

19.2.2.5.5.0.4(484) Given 16 directional word flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

1. "Open" _____
2. "Down" _____
3. "Pull" _____
4. "Stop" _____
5. "Close" _____
6. "Back" _____
7. "Left" _____
8. "Over" _____
9. "Front" _____
10. "Right" _____
11. "Push" _____
12. "Go" _____
13. "Off" _____
14. "Up" _____
15. "On" _____
16. "Under" _____

19.2.2.5.5.0.5(485) Given 12 flashcards containing the names of the months of the year, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

1. "October" _____
2. "March" _____
3. "July" _____
4. "December" _____
5. "February" _____
6. "June" _____
7. "April" _____
8. "January" _____
9. "November" _____
10. "August" _____
11. "May" _____
12. "September" _____

19.2.2.5.5.0.6(486) Given nine flashcards containing the abbreviations of the months of the year, the student will, with 100% accuracy, name each abbreviation when presented one at a time by the teacher.

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This objective is mastered when the student names each of the following abbreviations:

- | | | |
|---------------|---------------|----------------|
| 1. "Dec." ___ | 4. "Oct." ___ | 7. "Nov." ___ |
| 2. "Apr." ___ | 5. "Aug." ___ | 8. "Jan." ___ |
| 3. "Feb." ___ | 6. "Mar." ___ | 9. "Sept." ___ |

19.2.2.5.5.0.7(487) Given seven flashcards containing the names of the days of the week, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

- | | |
|--------------------|-------------------|
| 1. "Wednesday" ___ | 4. "Thursday" ___ |
| 2. "Friday" ___ | 5. "Monday" ___ |
| 3. "Sunday" ___ | 6. "Saturday" ___ |
| 7. "Tuesday" ___ | |

19.2.2.5.5.0.8(488) Given seven flashcards containing the abbreviations of the days of the week, the student will, with 100% accuracy, name each abbreviation when presented one at a time by the teacher.

This objective is mastered when the student names each of the following abbreviations:

- | | | | |
|---------------|----------------|---------------|-----------------|
| 1. "Fri." ___ | 3. "Tues." ___ | 5. "Wed." ___ | 7. "Thurs." ___ |
| 2. "Sun." ___ | 4. "Mon." ___ | 6. "Sat." ___ | |

19.2.2.5.5.0.9(489) Given eight flashcards containing familiar public titles or abbreviations of titles, the student will, with 100% accuracy, name each word or abbreviation when presented one at a time by the teacher.

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This objective is mastered when the student names each of the following words and abbreviations:

- | | | | |
|----------------------|-------------------|-----------------|-------------------|
| 1. "Principal" _____ | 3. "Miss" _____ | 5. "Dr." _____ | 7. "Doctor" _____ |
| 2. "Mr." _____ | 4. "Lawyer" _____ | 6. "Mrs." _____ | 8. "Ms." _____ |

19.2.2.5.5.0.10(490) Given nine family title flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

- | | | |
|-------------------|------------------------|------------------------|
| 1. "Mother" _____ | 4. "Grandmother" _____ | 7. "Cousin" _____ |
| 2. "Uncle" _____ | 5. "Aunt" _____ | 8. "Grandfather" _____ |
| 3. "Father" _____ | 6. "Brother" _____ | 9. "Sister" _____ |

19.2.2.5.5.0.11(491) Given ten color word flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

- | | | |
|-------------------|-------------------|--------------------|
| 1. "Black" _____ | 5. "Pink" _____ | 8. "Red" _____ |
| 2. "Green" _____ | 6. "Brown" _____ | 9. "White" _____ |
| 3. "Blue" _____ | 7. "Purple" _____ | 10. "Yellow" _____ |
| 4. "Orange" _____ | | |

19.2.2.5.5.0.12(492) Given nine weather word flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

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- | | | |
|------------------|------------------|-------------------|
| 1. "Hot" _____ | 4. "Sunny" _____ | 7. "Cloudy" _____ |
| 2. "Rainy" _____ | 5. "Warm" _____ | 8. "Windy" _____ |
| 3. "Cool" _____ | 6. "Foggy" _____ | 9. "Cold" _____ |

19.2.2.5.5.0.13(493) Given 30 essential helping word flashcards, the student will, with 100% accuracy, name each word when presented one at a time by the teacher.

This objective is mastered when the student names each of the following words:

- | | | | |
|-----------------|------------------|-----------------|------------------|
| 1. "they" _____ | 9. "with" _____ | 17. "and" _____ | 25. "me" _____ |
| 2. "she" _____ | 10. "my" _____ | 18. "out" _____ | 26. "on" _____ |
| 3. "in" _____ | 11. "we" _____ | 19. "the" _____ | 27. "up" _____ |
| 4. "to" _____ | 12. "down" _____ | 20. "off" _____ | 28. "see" _____ |
| 5. "our" _____ | 13. "an" _____ | 21. "you" _____ | 29. "can" _____ |
| 6. "for" _____ | 14. "he" _____ | 22. "I" _____ | 30. "will" _____ |
| 7. "be" _____ | 15. "is" _____ | 23. "at" _____ | |
| 8. "a" _____ | 16. "of" _____ | 24. "if" _____ | |

COMPREHENSION OF SIGHT VOCABULARY

19.2.2.5.6.0.1(494) Given two sets of five safety word flashcards and two sets of five corresponding pictures, the student will, with 100% accuracy, touch the picture in each set which illustrates the meaning of each flashcard word presented by the teacher.

This objective is mastered when the student responds correctly to each of the following flashcard presentations:

(Pictures: (1) Hole with barricades, (2) Dog behind fence, (3) Policeman with hand up, (4) Boy walking, (5) Girl running away from fire)

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(Flashcard: "Stop") (Flashcard: "Danger")
1. Touches picture #3 _____ 3. Touches picture #1 _____

(Flashcard: "Fire Exit") (Flashcard: "Walk")
2. Touches picture #5 _____ 4. Touches picture #4 _____

(Flashcard: "Beware of Dog")
5. Touches picture #2 _____

(Pictures: (1) Burning curtains, (2) Boy at door, (3) Railroad Crossing,
(4) Green light, (5) Bottle of poison)

(Flashcard: "Flammable") (Flashcard: "Go")
6. Touches picture #1 _____ 8. Touches picture #4 _____

(Flashcard: "Poison") (Flashcard: "Keep Out")
7. Touches picture #5 _____ 9. Touches picture #2 _____

(Flashcard: "Railroad Crossing")
10. Touches picture #3 _____

19.2.2.5.6.0.2(495) Given two sets of five public sign word flashcards and two sets of five corresponding pictures, the student will, with 100% accuracy, touch the picture in each set which illustrates the meaning of each flashcard word presented by the teacher.

This objective is mastered when the student responds correctly to each of the following flashcard presentations:

(Pictures: (1) Boy leaving room, (2) Lady smoking [covered by red X],
(3) Girl entering washroom, (4) Telephone, (5) Chained drive)

(Flashcard: "Restroom") (Flashcard: "No Smoking")
1. Touches picture #3 _____ 3. Touches picture #2 _____

(Flashcard: "No Trespassing") (Flashcard: "Exit")
2. Touches picture #5 _____ 4. Touches picture #1 _____

(Flashcard: "Telephone")
5. Touches picture #4 _____

(Pictures: (1) Group of women, (2) Boy entering room, (3) Boy eating [covered by red X], (4) Group of men, (5) Man painting fence)

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- (Flashcard: "Wet Paint") (Flashcard: "Women")
6. Touches picture #5 _____ 8. Touches picture #1 _____
- (Flashcard: "Entrance") (Flashcard: "Men")
7. Touches picture #2 _____ 9. Touches picture #4 _____
- (Flashcard: "No Eating")
10. Touches picture #3 _____

19.2.2.5.6.0.3(496) Given a set of five public building title flashcards and a set of five corresponding pictures, the student will, with 100% accuracy, touch the picture which illustrates the meaning of each flashcard word presented by the teacher.

This objective is mastered when the student responds correctly to each of the following flashcard presentations:

(Pictures: (1) Fire Department, (2) Library, (3) Police Station, (4) Post Office, (5) Hospital)

- (Flashcard: "Library") (Flashcard: "Hospital")
1. Touches picture #2 _____ 3. Touches picture #5 _____
- (Flashcard: "Police Station") (Flashcard: "Fire Department")
2. Touches picture #3 _____ 4. Touches picture #1 _____
- (Flashcard: "Post Office")
5. Touches picture #4 _____

19.2.2.5.6.0.4(497) Given two sets of five directional word flashcards and two sets of five corresponding pictures, the student will, with 100% accuracy, touch the picture in each set which illustrates the meaning of each flashcard word presented by the teacher.

This objective is mastered when the student responds correctly to each of the following flashcard presentations:

(Pictures: (1) Boy with left hand up, (2) Boy pulling wagon, (3) Closed door, (4) Boy with right hand up, (5) Open door)

- (Flashcard: "Pull") (Flashcard: "Open")
1. Touches picture #2 _____ 2. Touches picture #5 _____

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(Flashcard: "Right")

3. Touches picture #4 ____

(Flashcard: "Left")

4. Touches picture #1 ____

(Flashcard: "Close")

5. Touches picture #3 ____

(Pictures: (1) Back of girl, (2) Boy pushing car, (3) Airplane going down, (4) Front of girl, (5) Airplane going up)

(Flashcard: "Front")

6. Touches picture #4 ____

(Flashcard: "Back")

8. Touches picture #1 ____

(Flashcard: "Down")

7. Touches picture #3 ____

(Flashcard: "Up")

9. Touches picture #5 ____

(Flashcard: "Push")

10. Touches picture #2 ____

19.2.2.5.6.0.5(498) Given a set of flashcards containing the teacher's name and the names of one half of the student's classmates, the student will, with 100% accuracy, touch each person designated by the flashcard word presented by the teacher.

This objective is mastered when the student responds correctly to each flashcard presentation:

1. Touches first designated person ____
2. Touches second designated person ____
3. Touches all designated persons ____

19.2.2.5.6.0.6(499) Given two sets of five color word flashcards and two sets of five 3" x 3" colored construction paper squares, the student will, with 100% accuracy, touch the color square in each set which is designated by each flashcard word presented by the teacher.

This objective is mastered when the student responds correctly to each of the following flashcard presentations:

(Color squares: (1) Yellow, (2) Purple, (3) Black, (4) Green, (5) Brown)

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(Flashcard: "Black")

1. Touches square #3 ____

(Flashcard: "Brown")

3. Touches square #5 ____

(Flashcard: "Yellow")

2. Touches square #1 ____

(Flashcard: "Green")

4. Touches square #4 ____

(Flashcard: "Purple")

5. Touches square #2 ____

(Color squares: (1) Red, (2) White, (3) Pink, (4) Orange, (5) Blue)

(Flashcard: "Orange")

6. Touches square #4 ____

(Flashcard: "Blue")

8. Touches square #5 ____

(Flashcard: "Red")

7. Touches square #1 ____

(Flashcard: "White")

9. Touches square #2 ____

(Flashcard: "Pink")

10. Touches square #3 ____

BASIC SKILLS COMPETENCY

NUMBER SKILLS

COUNTING AND NUMERAL IDENTIFICATION

ORAL COUNTING

19.2.3.1.1.0.1(500) Given a request by the teacher, the student will, with 100% accuracy, orally count from 1 to 10 in sequential order.

This objective is mastered when the student:

1. Counts following numbers orally:

"1" ___ "3" ___ "5" ___ "7" ___ "9" ___
"2" ___ "4" ___ "6" ___ "8" ___ "10" ___

2. Counts numbers in correct order ___

19.2.3.1.1.0.2(501) Given a request by the teacher, the student will, with 100% accuracy, orally count from 1 to 25 in sequential order.

This objective is mastered when the student:

1. Counts following numbers orally:

"1" ___ "6" ___ "11" ___ "16" ___ "21" ___
"2" ___ "7" ___ "12" ___ "17" ___ "22" ___
"3" ___ "8" ___ "13" ___ "18" ___ "23" ___
"4" ___ "9" ___ "14" ___ "19" ___ "24" ___
"5" ___ "10" ___ "15" ___ "20" ___ "25" ___

2. Counts numbers in correct order ___

19.2.3.1.1.0.3(502) Given a request by the teacher, the student will, with 100% accuracy, orally count from 1 to 100 in sequential order.

This objective is mastered when the student:

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1. Counts numbers 1-5 orally ___
2. Counts numbers 6-10 orally ___
3. Counts numbers 11-15 orally ___
4. Counts numbers 16-20 orally ___
5. Counts numbers 21-30 orally ___
6. Counts numbers 31-50 orally ___
7. Counts numbers 51-75 orally ___
8. Counts numbers 76-100 orally ___
9. Counts numbers in correct order ___

19.2.3.1.1.0.4(503) Given a request by the teacher, the student will, with 100% accuracy, orally count by 10s to 100 in sequential order.

This objective is mastered when the student:

1. Counts orally by 10s to 100:

"10" ___ "30" ___ "50" ___ "70" ___ "90" ___

"20" ___ "40" ___ "60" ___ "80" ___ "100" ___

2. Counts in correct order ___

19.2.3.1.1.0.5(504) Given a request by the teacher, the student will, with 100% accuracy, orally count by 5s to 100 in sequential order.

This objective is mastered when the student:

1. Counts orally by 5s to 100:

"5" ___ "25" ___ "45" ___ "65" ___ "85" ___

"10" ___ "30" ___ "50" ___ "70" ___ "90" ___

"15" ___ "35" ___ "55" ___ "75" ___ "95" ___

"20" ___ "40" ___ "60" ___ "80" ___ "100" ___

2. Counts in correct order ___

BASIC SKILLS
NUMBER SKILLS

19.2.3.1.1.0.6(505) Given a request by the teacher, the student will, with 100% accuracy, orally count by 2s to 20 in sequential order.

This objective is mastered when the student:

1. Counts orally by 2s to 20:

"2" ___ "6" ___ "10" ___ "14" ___ "18" ___

"4" ___ "8" ___ "12" ___ "16" ___ "20" ___

2. Counts in correct order ___

COUNTING OBJECTS

19.2.3.1.2.0.1(506) Given ten objects, the student will, with 100% accuracy, touch and orally count each of the objects, maintaining a one-to-one correspondence between the numbers and the objects.

This objective is mastered when the student:

1. Counts objects correctly to:

1 ___ 3 ___ 5 ___ 7 ___ 9 ___

2 ___ 4 ___ 6 ___ 8 ___ 10 ___

2. Touches each object ___
3. Maintains one-to-one correspondence ___
4. Counts each object only once ___
5. Does not omit any objects ___
6. Uses correct sequence of numbers ___

19.2.3.1.2.0.2(507) Given 30 objects, the student will, with 100% accuracy, touch and orally count each of the objects, maintaining a one-to-one correspondence between the numbers and the objects.

This objective is mastered when the student:

**BASIC SKILLS
NUMBER SKILLS**

1. Counts objects correctly to:
10 ___ 15 ___ 20 ___
12 ___ 18 ___ 30 ___
2. Touches each object _____
3. Maintains one-to-one correspondence _____
4. Counts each object only once _____
5. Does not omit any objects _____
6. Uses correct sequence of numbers _____

19.2.3.1.2.0.3(508) Given 100 objects, the student will, with 100% accuracy, touch and orally count each of the objects, maintaining a one-to-one correspondence between the numbers and the objects.

This objective is mastered when the student

1. Counts objects correctly to:
30 ___ 50 ___ 70 ___ 90 ___
40 ___ 60 ___ 80 ___ 100 ___
2. Touches each object _____
3. Maintains one-to-one correspondence _____
4. Counts each object only once _____
5. Does not omit any objects _____
6. Uses correct sequence of numbers _____

19.2.3.1.2.0.4(509) Given four presentations of 12 objects, the student will, with 100% accuracy, pick up a designated number of objects for each presentation.

This objective is mastered when the student responds correctly to each of the requests below:

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1. "Give me two." _____
(Return objects to collection)
2. "Give me six." _____
(Return objects to collection)
3. "Give me eight." _____
(Return objects to collection)
4. "Give me eleven." _____

NUMERAL IDENTIFICATION

19.2.3.1.3.0.1(510) Given 11 numeral flashcards from 0 to 10, the student will, with 100% accuracy, touch the correct flashcard when each of the 11 numbers is named in random order by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Flashcards: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

1. "Touch number 3." _____
2. "Touch number 5." _____
3. "Touch number 2." _____
4. "Touch number 4." _____
5. "Touch 0." _____
6. "Touch number 1." _____
7. "Touch number 8." _____
8. "Touch number 6." _____
9. "Touch number 10." _____
10. "Touch number 9." _____
11. "Touch number 7." _____

19.2.3.1.3.0.2(511) Given 26 numeral flashcards from 0 to 25, the student will, with 100% accuracy, touch the correct flashcard when each of the 26 numbers is named in random order by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Flashcards: 0, 1, 2, 3, 4, 5)

1. "Touch 0." _____
2. "Touch number 3." _____

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NUMBER SKILLS**

3. "Touch number 2." ___ 5. "Touch number 1." ___
4. "Touch^o number 5." ___ 6. "Touch number 4." ___

(Flashcards: 6, 7, 8, 9, 10)

7. "Touch number 9." ___ 9. "Touch number 6." ___
8. "Touch number 7." ___ 10. "Touch number 8." ___
11. "Touch number 10." ___

(Flashcards: 11, 12, 13, 14, 15)

12. "Touch number 12." ___ 14. "Touch number 11." ___
13. "Touch number 15." ___ 15. "Touch number 14." ___
16. "Touch number 13." ___

(Flashcards: 16, 17, 18, 19, 20)

17. "Touch number 16." ___ 19. "Touch number 17." ___
18. "Touch number 19." ___ 20. "Touch number 20." ___
21. "Touch number 18." ___

(Flashcards: 21, 22, 23, 24, 25)

22. "Touch number 23." ___ 24. "Touch number 25." ___
23. "Touch number 21." ___ 25. "Touch number 24." ___
26. "Touch number 22." ___

NAMING NUMERALS

19.2.3.1.4.0.1(512) Given 11 numeral flashcards from 0 to 10, the student will, with 100% accuracy, name each numeral when presented in random order by the teacher.

BASIC SKILLS
NUMBER SKILLS

This objective is mastered when the student names each of the following numerals:

- | | | | |
|------------|------------|------------|--------------|
| 1. "0" ___ | 4. "3" ___ | 7. "6" ___ | 10. "9" ___ |
| 2. "1" ___ | 5. "4" ___ | 8. "7" ___ | 11. "10" ___ |
| 3. "2" ___ | 6. "5" ___ | 9. "8" ___ | |

19.2.3.1.4.0.2(513) Given 26 numeral flashcards from 0 to 25, the student will, with 100% accuracy, name each numeral when presented in random order by the teacher.

This objective is mastered when the student names each of the following numerals:

- | | | | |
|------------|--------------|--------------|--------------|
| 1. "0" ___ | 8. "7" ___ | 15. "14" ___ | 22. "21" ___ |
| 2. "1" ___ | 9. "8" ___ | 16. "15" ___ | 23. "22" ___ |
| 3. "2" ___ | 10. "9" ___ | 17. "16" ___ | 24. "23" ___ |
| 4. "3" ___ | 11. "10" ___ | 18. "17" ___ | 25. "24" ___ |
| 5. "4" ___ | 12. "11" ___ | 19. "18" ___ | 26. "25" ___ |
| 6. "5" ___ | 13. "12" ___ | 20. "19" ___ | |
| 7. "6" ___ | 14. "13" ___ | 21. "20" ___ | |

19.2.3.1.4.0.3(514) Given 101 numeral flashcards from 0 to 100, the student will, with 100% accuracy, name each numeral when presented in random order by the teacher.

This objective is mastered when the student names each of the following numerals:

- | | | | | |
|------------|------------|------------|--------------|--------------|
| 1. "0" ___ | 4. "3" ___ | 7. "6" ___ | 10. "9" ___ | 13. "12" ___ |
| 2. "1" ___ | 5. "4" ___ | 8. "7" ___ | 11. "10" ___ | 14. "13" ___ |
| 3. "2" ___ | 6. "5" ___ | 9. "8" ___ | 12. "11" ___ | 15. "14" ___ |

**BASIC SKILLS
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- | | | | | |
|--------------|--------------|--------------|--------------|----------------|
| 16. "15" ___ | 34. "33" ___ | 51. "50" ___ | 68. "67" ___ | 85. "84" ___ |
| 17. "16" ___ | 35. "34" ___ | 52. "51" ___ | 69. "68" ___ | 86. "85" ___ |
| 18. "17" ___ | 36. "35" ___ | 53. "52" ___ | 70. "69" ___ | 87. "86" ___ |
| 19. "18" ___ | 37. "36" ___ | 54. "53" ___ | 71. "70" ___ | 88. "87" ___ |
| 20. "19" ___ | 38. "37" ___ | 55. "54" ___ | 72. "71" ___ | 89. "88" ___ |
| 21. "20" ___ | 39. "38" ___ | 56. "55" ___ | 73. "72" ___ | 90. "89" ___ |
| 22. "21" ___ | 40. "39" ___ | 57. "56" ___ | 74. "73" ___ | 91. "90" ___ |
| 23. "22" ___ | 41. "40" ___ | 58. "57" ___ | 75. "74" ___ | 92. "91" ___ |
| 24. "23" ___ | 42. "41" ___ | 59. "58" ___ | 76. "75" ___ | 93. "92" ___ |
| 25. "24" ___ | 43. "42" ___ | 60. "59" ___ | 77. "76" ___ | 94. "93" ___ |
| 26. "25" ___ | 44. "43" ___ | 61. "60" ___ | 78. "77" ___ | 95. "94" ___ |
| 27. "26" ___ | 45. "44" ___ | 62. "61" ___ | 79. "78" ___ | 96. "95" ___ |
| 28. "27" ___ | 46. "45" ___ | 63. "62" ___ | 80. "79" ___ | 97. "96" ___ |
| 29. "28" ___ | 47. "46" ___ | 64. "63" ___ | 81. "80" ___ | 98. "97" ___ |
| 30. "29" ___ | 48. "47" ___ | 65. "64" ___ | 82. "81" ___ | 99. "98" ___ |
| 31. "30" ___ | 49. "48" ___ | 66. "65" ___ | 83. "82" ___ | 100. "99" ___ |
| 32. "31" ___ | 50. "49" ___ | 67. "66" ___ | 84. "83" ___ | 101. "100" ___ |
| 33. "32" ___ | | | | |

QUANTITATIVE CONCEPTS

19.2.3.1.5.0.1(515) Given five pairs of pictures (one picture in each pair showing only one object and one picture in each pair showing two or more objects), the student will, with 100% accuracy, give the teacher the picture illustrating only one object or the picture illustrating two or more objects requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

BASIC SKILLS
NUMBER SKILLS

(Pictures: One cow, ten chairs)

1. "Touch the picture which shows more than one." _____

(Pictures: One boy, two houses)

2. "Touch the picture which shows one." _____

(Pictures: One shoe, six balloons)

3. "Touch the picture which shows more than one." _____


(Pictures: One drum, four books)

4. "Touch the picture which shows more than one." _____

(Pictures: One drum, nine apples)

5. "Touch the picture which shows one." _____

19.2.3.1.5.0.2(516) Given five sets of varying quantities of blocks, the student will, with 100% accuracy, give the teacher all, some, or none of the blocks from each set, in response to teacher directions.

 This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: 6 Blocks)

1. "Give me all of the blocks." _____

(Stimuli: 20 Blocks)

2. "Give me some of the blocks." _____

3. "Give me all of the blocks." _____

(Stimuli: 3 Blocks)

4. "Give me none of the blocks." _____

5. "Give me some of the blocks." _____

19.2.3.1.5.0.3(517) Given a row of 12 blocks, the student will, with 100% accuracy, touch the first block, the second block, the third block, the tenth block, and the last block in response to teacher directions.

This objective is mastered when the student responds correctly to each of the requests below:

**BASIC SKILLS
NUMBER SKILLS**

1. "Touch the third block." _____
2. "Touch the last block." _____
3. "Touch the second block." _____
4. "Touch the first block." _____
5. "Touch the tenth block." _____

19.2.3.1.5.0.4(518) Given 15 pencils and 20 blocks, the student will, with 100% accuracy, give the teacher a dozen pencils and a dozen blocks, in response to teacher directions.

This objective is mastered when the student responds correctly to each of the requests below:

1. "Give me a dozen pencils." _____
2. "Give me a dozen blocks." _____

19.2.3.1.5.0.5(519) Given six pairs of numbers (no two numbers in each pair being identical), the student will, with 100% accuracy, touch the higher or the lower number requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Numerals: 1 and 5)

1. "Touch the number that is more." _____

(Numerals: 32 and 48)

2. "Touch the number that is more." _____

(Numerals: 24 and 7)

3. "Touch the number that is more." _____

(Numerals: 50 and 82)

4. "Touch the number that is less." _____

(Numerals: 49 and 72)

5. "Touch the number that is less." _____

(Numerals: 19 and 3)

6. "Touch the number that is less." _____

BASIC SKILLS
NUMBER SKILLS

19.2.3.1.5.0.6(520) Given five symbol flashcards, the student will, with 100% accuracy, name each symbol when presented one at a time by the teacher.

This objective is mastered when the student names each of the following symbols:

1. + 2. - 3. \$ 4. = 5. c

**BASIC SKILLS
NUMBER SKILLS**

MONEY HANDLING SKILLS

COIN IDENTIFICATION

19.2.3.2.1.0.1(521) Given a penny, a nickel, a dime, a quarter, and a half-dollar, the student will, with 100% accuracy, touch each of the coins when named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: Penny, Nickel, Dime, Quarter, Half-Dollar)

1. "Touch the nickel." _____
2. "Touch the quarter." _____
3. "Touch the penny." _____
4. "Touch the half-dollar." _____
5. "Touch the dime." _____

19.2.3.2.1.0.2(522) Given a penny, a nickel, a dime, a quarter, and a half-dollar, the student will, with 100% accuracy, name each of the coins when presented by the teacher.

This objective is mastered when the student names each of the following coins:

1. Dime _____
2. Half-dollar _____
3. Nickel _____
4. Penny _____
5. Quarter _____

PAPER MONEY IDENTIFICATION

19.2.3.2.2.0.1(523) Given a \$1.00 bill, a \$5.00 bill, a \$10.00 bill, and a \$20.00 bill, the student will, with 100% accuracy, touch each bill when named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

BASIC SKILLS
NUMBER SKILLS

(Stimuli: \$10.00 bill, \$1.00 bill, \$20.00 bill, \$5.00 bill)

1. "Touch the \$5.00 bill." _____
2. "Touch the \$10.00 bill." _____
3. "Touch the \$1.00 bill." _____
4. "Touch the \$20.00 bill." _____

19.2.3.2.2.0.2(524) Given a \$1.00 bill, a \$5.00 bill, a \$10.00 bill, and a \$20.00 bill, the student will, with 100% accuracy, name each of the bills when presented by the teacher.

This objective is mastered when the student names each of the following bills:

1. \$1.00 bill _____
2. \$10.00 bill _____
3. \$5.00 bill _____
4. \$20.00 bill _____

READING PRICE TAGS

19.2.3.2.3.0.1(525) Given five objects with price tags under \$1.00, the student will, with 100% accuracy, state the price of each object.

This objective is mastered when the student states the price of each of the following objects:

1. Band-aids - 33¢ _____
2. Plastic bowl - 26¢ _____
3. Comb - 17¢ _____
4. Can opener - 50¢ _____
5. Tooth brush - 62¢ _____

19.2.3.2.3.0.2(526) Given five objects with price tags over \$1.00, the student will, with 100% accuracy, state the price of each object.

This objective is mastered when the student states the price of each of the following objects:

**BASIC SKILLS
NUMBER SKILLS**

1. Jeans - \$5.98 _____ 3. Underwear - \$1.33 _____
2. Salt & Pepper Shakers - \$1.29 _____ 4. Washcloth - \$1.15 _____
5. Necklace - \$3.00 _____

NAMING COIN COMBINATION VALUES

19.2.3.2.4.0.1(527) Given a penny, a nickel, a dime, a quarter, and one half-dollar, the student will, with 100% accuracy, state the cent value of each of the coins, when presented by the teacher.

This objective is mastered when the student states the cent value of each of the following coins:

1. Dime = 10¢ _____ 3. Quarter = 25¢ _____
2. Penny = 1¢ _____ 4. Nickel = 5¢ _____
5. Half-dollar = 50¢ _____

19.2.3.2.4.0.2(528) Given ten pennies, four nickels, four dimes, and one quarter, the student will, with 100% accuracy, state the cent value of each of five combinations of coins with values up to 50¢, when presented by the teacher.

This objective is mastered when the student states the cent value of each of the following coin combinations:

1. 5 pennies = 5¢ _____
2. 8 pennies + 1 nickel = 13¢ _____
3. 1 nickel + 1 dime = 15¢ _____
4. 3 nickels + 2 dimes = 35¢ _____
5. 4 pennies + 2 nickels + 1 dime + 1 quarter = 49¢ _____

MONEY CONCEPTS

19.2.3.2.5.0.1(529) Given five pairs of coins and currency (penny-dime, quarter-dime, nickel-quarter, quarter-dollar bill, dollar bill-ten dollar bill), the student will, with 100% accuracy, touch the coin or currency in each pair which is worth more or less in response to five specific teacher questions about monetary value.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: Penny, dime)

1. "Touch the money which is more." _____

(Stimuli: Quarter, dime)

2. "Touch the money which is more." _____

(Stimuli: Nickel, quarter)

3. "Touch the money which is less." _____

(Stimuli: Quarter, one dollar bill)

4. "Touch the money which is more." _____

(Stimuli: One dollar bill, ten dollar bill)

5. "Touch the money which is less." _____

19.2.3.2.5.0.2(530) Given five pairs of pictures (one picture in each pair showing a relatively expensive item and one picture in each pair showing a relatively inexpensive item), the student will, with 100% accuracy, touch the picture illustrating the more expensive item or the picture illustrating the less expensive item requested from each pair.

This objective is mastered when the student touches the underlined picture in each pair in response to the teacher request for that pair:

(Pictures: Pencil, watch)

1. "Touch the picture of the thing which costs more." _____

(Pictures: T.V., dress)

2. "Touch the picture of the thing which costs less." _____

(Pictures: Pumpkin, boat)

3. "Touch the picture of the thing which costs less." _____

(Pictures: Bicycle, house)

4. "Touch the picture of the thing which costs more." _____

BASIC SKILLS
NUMBER SKILLS

(Pictures: Airplane, car)

5. "Touch the picture of the thing which costs more." _____

MONETARY EXCHANGE

19.2.3.2.6.0.1(531) Given a request by the teacher, the student will, with 100% accuracy, state that there are five pennies in one nickel, two nickels in one dime, five nickels in one quarter, two quarters in a half-dollar, and four quarters in a dollar.

This objective is mastered when the student responds correctly to each of the requests below:

1. "How many pennies are in one nickel?" _____
2. "How many nickels are in one dime?" _____
3. "How many nickels are in one quarter?" _____
4. "How many quarters are in a half-dollar?" _____
5. "How many quarters are in one dollar?" _____

19.2.3.2.6.0.2(532) Given five pennies, two nickels, one dime, and one quarter, the student will, with 100% accuracy, hand the teacher the exact equivalent for each of four coin combinations with values up to 10¢, using a different combination than that used by the teacher.

This objective is mastered when the student:

(Give the student a nickel, a dime, and a quarter. Place five pennies in front of him.)

1. Exchanges nickel for five pennies _____

(Give the student a nickel, a dime, and a quarter. Place five pennies and one nickel in front of him.)

2. Exchanges dime for five pennies and one nickel _____

(Give the student five pennies, a dime, and a quarter. Place two nickels in front of him.)

3. Exchanges dime for two nickels _____

(Give the student five pennies, a dime, and a quarter. Place one nickel in front of him.)

4. Exchanges five pennies for one nickel _____

19.2.3.2.6.0.3(533) Given ten pennies, five nickels, three dimes, and one quarter, the student will, with 100% accuracy, hand the teacher the equivalent of each of three combinations with values up to 25¢, using a different combination than that used by the teacher.

This objective is mastered when the student:

(Give the student a dime, a quarter, and a penny. Place five nickels in front of him.)

1. Exchanges quarter for five nickels _____

(Give the student five pennies, a quarter, and a dime. Place three nickels in front of him.)

2. Exchanges five pennies and one dime for three nickels _____

(Give the student two nickels, a dime, and a quarter. Place one nickel and two dimes in front of him.)

3. Exchanges quarter for one nickel and two dimes. _____

19.2.3.2.6.0.4(534) Given ten pennies, five nickels, five dimes, and two quarters, the student will, with 100% accuracy, hand the teacher the equivalent of each of three coin combinations with values from 26¢ to 50¢, using a different combination than that used by the teacher.

This objective is mastered when the student:

(Give the student two quarters, three nickels, and two pennies. Place five dimes in front of him.)

1. Exchanges two quarters for five dimes _____

(Give the student one quarter, one dime, and five pennies. Place two nickels and two dimes in front of him.)

2. Exchanges one quarter and five pennies for two nickels and two dimes _____

(Give the student three dimes, three nickels, and five pennies. Place one quarter, one nickel, and two dimes in front of him.)

3. Exchanges three dimes, three nickels, and five pennies for one quarter, one nickel, and two dimes _____

**BASIC SKILLS
NUMBER SKILLS**

19.2.3.2.6.0.5(535) Given three checks made out in varying amounts of less than \$15.00 and a collection of fifteen dollars in paper money and coins, the student will, with 100% accuracy, hand the teacher the exact equivalent for each of the three checks.

This objective is mastered when the student gives the correct amount of money in exchange for checks in the following amounts:

1. \$3.50 ___ 2. \$7.25 ___ 3. \$10.00 ___

MAKING CHANGE FOR UP TO \$1.00

19.2.3.2.7.0.1(536) Given two objects each with price tags under 10¢, ten pennies, two nickels, and one dime, the student will, with 100% accuracy, give the teacher the correct change for an amount up to 10¢, given as payment for each of the items.

This objective is mastered when the student:

(Give the student a nickel in payment for a balloon with a 3¢ price tag.)

1. Gives 2¢ change ___

(Give the student a dime in payment for a candy bar with a 5¢ price tag.)

2. Gives 5¢ change ___

19.2.3.2.7.0.2(537) Given two objects each with price tags under 25¢, ten pennies, three nickels, and one dime, the student will, with 100% accuracy, give the teacher the correct change for an amount up to 25¢, given as payment for each of the items.

This objective is mastered when the student:

(Give the student a quarter in payment for a jumprope with a 10¢ price tag.)

1. Gives 15¢ change ___

(Give the student a quarter in payment for a ribbon with a 5¢ price tag.)

2. Gives 20¢ change ___

BASIC SKILLS
NUMBER SKILLS

19.2.3.2.7.0.3(538) Given two objects each with price tags under 50¢, ten pennies, four nickels, and two dimes, the student will, with 100% accuracy, give the teacher the correct change for an amount up to 50¢, given as payment for each of the items.

This objective is mastered when the student:

(Give the student two quarters in payment for a ball with a 35¢ price tag.)

1. Gives 15¢ change _____

(Give the student one dime and one quarter in payment for a book with a 27¢ price tag.)

2. Gives 8¢ change _____

19.2.3.2.7.0.4(539) Given two objects each with price tags under \$1.00, five pennies, five nickels, five dimes, and two quarters, the student will, with 100% accuracy, give the teacher the correct change for an amount up to \$1.00, given as payment for each of the items.

This objective is mastered when the student:

(Give the student a \$1.00 bill in payment for a doll with a 90¢ price tag.)

1. Gives 10¢ change _____

(Give the student three quarters in payment for a toy horn with a 67¢ price tag.)

2. Gives 8¢ change _____

SHOPPING

19.2.3.2.8.0.1(540) Given a grocery store, a grocery list with four items ranging in price from 10¢ to \$5.00, and more than enough money in bills to buy the items, the student will, with 100% accuracy, locate and place all of the items in a grocery cart, take the items to the cashier, pay for the items, and count the change.

This objective is mastered when the student:

1. Gets grocery cart _____

2. Pushes cart safely through store _____

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NUMBER SKILLS

3. Correctly identifies four items specified on list _____
4. Carefully places four items in grocery cart _____
5. Selects only four items on list _____
6. Requests information from store personnel or customers
(if necessary) _____
7. Empties cart at cashier's counter _____
8. Presents money to cashier when given total cost _____
9. Counts change _____

MEASUREMENT

SIZE DISCRIMINATION

19.2.3.3.1.0.1(541) Given six pairs of pictures, one picture in each pair showing a big (large) object and one picture in each pair showing a little (small) object, the student will, with 100% accuracy, touch the picture illustrating the big (large) object or the picture illustrating the little (small) object requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Large ball, small ball)

1. "Touch the picture of the large ball." _____

(Pictures: Small block, large block)

2. "Touch the picture of the small block." _____

(Pictures: Little box, big box)

3. "Touch the picture of the big box." _____

(Pictures: Big pencil, little pencil)

4. "Touch the picture of the little pencil." _____

(Pictures: Big shoe, little shoe)

5. "Touch the picture of the little shoe." _____

(Pictures: Big truck, little truck)

6. "Touch the picture of the big truck." _____

19.2.3.3.1.0.2(542) Given six pairs of pictures, one picture in each pair showing a long (tall) object and one picture in each pair showing a short object, the student will, with 100% accuracy, touch the picture illustrating the long (tall) object or the picture illustrating the short object requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Short glass, tall glass)

1. "Touch the picture of the tall glass." _____

(Pictures: Short ribbon, long ribbon)

2. "Touch the picture of the short ribbon." _____

BASIC SKILLS
NUMBER SKILLS

(Pictures: Long chalk, short chalk)

3. "Touch the picture of the long chalk." _____

(Pictures: Short rope, long rope)

4. "Touch the picture of the short rope." _____

(Pictures: Short can, tall can)

5. "Touch the picture of the short can." _____

(Pictures: Long ruler, short ruler)

6. "Touch the picture of the long ruler." _____

19.2.3.3.1.0.3(543) Given six pairs of pictures, one picture in each pair showing a fat (wide) object and one picture in each pair showing a thin (narrow) object, the student will, with 100% accuracy, touch the picture illustrating the fat (wide) object or the picture illustrating the thin (narrow) object requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: Wide glass, narrow glass)

1. "Touch the picture of the wide glass." _____

(Pictures: Thin rope, fat rope)

2. "Touch the picture of the thin rope." _____

(Pictures: Narrow box, wide box)

3. "Touch the picture of the narrow box." _____

(Pictures: Thin can, fat can)

4. "Touch the picture of the fat can." _____

(Pictures: Narrow book, wide book)

5. "Touch the picture of the wide book." _____

(Pictures: Fat man, thin man)

6. "Touch the picture of the fat man." _____

WEIGHT

19.2.3.3.2.0.1(544) Given a scale for measuring pounds and three packages

BASIC SKILLS
NUMBER SKILLS

varying in weight from one to five pounds, the student will, with 100% accuracy, place one package at a time on the scale and state the weight of each package to the nearest pound.

This objective is mastered when the student:

1. Places package on scale _____
2. States weight of package to nearest pound _____
3. Removes package from scale _____
4. Repeats numbers 1-3 for second package _____
5. Repeats numbers 1-3 for third package _____

19.2.3.3.2.0.2(545) Given three pairs of 5" x 5" x 5" boxes (one heavy and one light box in each pair), the student will, with 100% accuracy, hand the teacher the heavy or light box requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: Heavy box + light box)

1. "Give me the heavy box." _____

(Stimuli: Heavy box - light box)

2. "Give me the light box." _____

(Stimuli: Light box - heavy box)

3. "Give me the light box." _____

TEMPERATURE

19.2.3.3.3.0.1(546) Given a thermometer outside the classroom and three separate situations to read the temperature, the student will tell the temperature by stating the number corresponding to the level of mercury within three degrees.

This objective is mastered when the student:

**BASIC SKILLS
NUMBER SKILLS**

1. Reads temperature for first situation _____
2. Reads temperature correctly (within three degrees) _____
3. Reads temperature for second situation _____
4. Reads temperature correctly (within three degrees) _____
5. Reads temperature for third situation _____
6. Reads temperature correctly (within three degrees) _____

TIME - CALENDAR KNOWLEDGE

19.2.3.3.4.0.1(547) Given a request by the teacher, the student will, with 100% accuracy, name the seven days of the week in order, and tell which days are considered to be weekends.

This objective is mastered when the student:

1. Names days of week:

| | |
|-------------------|------------------|
| "Monday" _____ | "Thursday" _____ |
| "Tuesday" _____ | "Friday" _____ |
| "Wednesday" _____ | "Saturday" _____ |
| "Sunday" _____ | |

2. Names days of week in order _____

3. Names days of the week-end:

"Saturday" _____ "Sunday" _____

19.2.3.3.4.0.2(548) Given a request by the teacher, the student will, with 100% accuracy, name the twelve months of the year in order.

This objective is mastered when the student:

BASIC SKILLS
NUMBER SKILLS

1. Names months of year:

| | | |
|------------------|----------------|-------------------|
| "January" _____ | "May" _____ | "September" _____ |
| "February" _____ | "June" _____ | "October" _____ |
| "March" _____ | "July" _____ | "November" _____ |
| "April" _____ | "August" _____ | "December" _____ |

2. Names months in correct order _____

19.2.3.3.4.0.3(549) Given four pairs of pictures (one picture showing day-time and one picture showing night-time in each pair), the student will, with 100% accuracy, touch the picture illustrating day-time or the picture illustrating night-time requested from each pair.

This objective is mastered when the student touches the underlined picture in each pair in response to the teacher request for that pair:

(Pictures: Day-time, night-time)

1. "Touch the picture which shows day-time." _____

(Pictures: School-time activity, night-time activity)

2. "Touch the picture which shows what you do during the night-time." _____

(Pictures: Night-time, day-time)

3. "Touch the picture which shows night-time." _____

(Pictures: School-time activity, night-time activity)

4. "Touch the picture which shows what you do during the day-time." _____

19.2.3.3.4.0.4(550) Given a request by the teacher, the student will, with 100% accuracy, state that there are seven days in a week, twelve months in a year, and 52 weeks in a year.

This objective is mastered when the student responds correctly to each of the requests below:

1. "How many days are in one week?" _____

2. "How many months are in one year?" _____

BASIC SKILLS
NUMBER SKILLS

3. "How many weeks are in one year?" _____

TIME - CALENDAR USE

19.2.3.3.5.0.1(551) Given a closed calendar, the student will, with 100% accuracy, open the calendar to each of five different months named by the teacher.

This objective is mastered when the student opens the calendar to:

- | | |
|-------------------|------------------|
| 1. November _____ | 3. May _____ |
| 2. August _____ | 4. January _____ |
| 5. July _____ | |

19.2.3.3.5.0.2(552) Given a calendar open to the month of May, the student will, with 100% accuracy, touch the correct day for each of five dates named by the teacher.

This objective is mastered when the student touches the correct day for:

- | | |
|-----------------|-----------------|
| 1. May 5 _____ | 3. May 31 _____ |
| 2. May 12 _____ | 4. May 23 _____ |
| 5. May 11 _____ | |

19.2.3.3.5.0.3(553) Given a calendar with the holidays clearly marked, the student will, with 100% accuracy, touch one holiday on the calendar in each of five different months named by the teacher.

This objective is mastered when the student:

1. Opens calendar to December _____
2. Touches holiday in December _____

**BASIC SKILLS
NUMBER SKILLS**

3. Opens calendar to February _____
4. Touches holiday in February _____
5. Opens calendar to November _____
6. Touches holiday in November _____
7. Opens calendar to October _____
8. Touches holiday in October _____
9. Opens calendar to July _____
10. Touches holiday in July _____

19.2.3.3.5.0.4(554) Given a large demonstration calendar open to the current month, the student will, with 100% accuracy, touch the name of the month, the current day of the week, and the current date on the calendar.

This objective is mastered when the student:

1. Touches name of month _____
2. Touches name of current day of week _____
3. Touches current date _____

19.2.3.3.5.0.5(555) Given a calendar open to the current month, the student will, with 100% accuracy, state the correct days of the week and dates for today, yesterday, and tomorrow.

This objective is mastered when the student:

| | <u>TODAY</u> | <u>TOMORROW</u> | <u>YESTERDAY</u> |
|-----------------------|--------------|-----------------|------------------|
| 1. States day of week | _____ | _____ | _____ |
| 2. States month | _____ | _____ | _____ |
| 3. States date | _____ | _____ | _____ |

BASIC SKILLS
NUMBER SKILLS

TELLING TIME WITH A CLOCK

19.2.3.3.6.0.1(556) Given a demonstration clock, the student will, with 100% accuracy, state the correct time on the hour for each of three different settings.

This objective is mastered when the student states the correct time for each of the following settings:

1. 9:00 ___ 2. 2:00 ___ 3. 11:00 ___

19.2.3.3.6.0.2(557) Given a demonstration clock, the student will, with 100% accuracy, state the correct time on the half-hour for each of three different settings.

This objective is mastered when the student states the correct time for each of the following settings:

1. 11:30 ___ 2. 3:30 ___ 3. 4:30 ___

19.2.3.3.6.0.3(558) Given a demonstration clock, the student will, with 100% accuracy, state the correct time on the quarter-hour for each of three different settings.

This objective is mastered when the student states the correct time for each of the following settings:

1. 6:15 ___ 2. 12:15 ___ 3. 5:45 ___

19.2.3.3.6.0.4(559) Given five pairs of pictures of clocks (one picture in each pair showing a before the hour setting and one picture in each pair showing an after the hour setting), the student will, with 100% accuracy, touch the picture illustrating before the hour or the picture illustrating after the hour requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Pictures: 10:40-- 11:20)

1. "Touch the clock that shows twenty minutes before 11:00." _____

(Pictures: 1:50 - 2:10)

2. "Touch the clock that shows ten minutes after 2:00." _____

(Pictures: 6:55 - 7:05)

3. "Touch the clock that shows five minutes before 7:00." _____

(Pictures: 11:35 - 12:25)

4. "Touch the clock that shows twenty-five minutes after 12:00." _____

(Pictures: 4:59 - 5:01)

5. "Touch the clock that shows one minute before 5:00." _____

19.2.3.3.6.0.5(560) Given a demonstration clock, the student will state the time within plus or minus one minute of the correct time for each of three different settings.

This objective is mastered when the student states the correct time for each of the following settings.

1. 6:05 _____ 2. 11:18 _____ 3. 5:56 _____

DRY MEASURE

19.2.3.3.7.0.1(561) Given eight measuring utensils, the student will, with 100% accuracy, touch the 1 cup measure, the 1/2 cup measure, the 1/3 cup measure, the 1/4 cup measure, the 1 tablespoon measure, the 1 teaspoon measure, the 1/2 teaspoon measure, and the 1/4 teaspoon measure when named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: 1/4 cup, 1 cup, 1/2 cup, and 1/3 cup)

1. "Touch 1/3 cup." _____ 3. "Touch 1/2 cup." _____
2. "Touch 1 cup." _____ 4. "Touch 1/4 cup." _____

**BASIC SKILLS
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(Stimuli: 1 teaspoon, 1/4 teaspoon, 1 tablespoon, 1/2 teaspoon)

5. "Touch 1 tablespoon." ___ 7. "Touch 1 teaspoon." ___
6. "Touch 1/2 teaspoon." ___ 8. "Touch 1/4 teaspoon." ___

19.2.3.3.7.0.2(562) Given a cup, a teaspoon, a tablespoon, a container of flour, a table, a bowl, and a knife, the student will, to the satisfaction of the teacher, completely fill each utensil with flour, remove any excess flour from the utensil by leveling with the knife, and empty the flour into the bowl with a minimum of spillage.

This objective is mastered when the student:

1. Picks up cup ___
2. Fills cup completely with flour ___
3. Picks up knife ___
4. Uses knife to level flour in cup ___
5. Holds cup over top of container while leveling ___
6. Pours cup of flour into bowl ___
7. Fills cup without spilling outside of container ___
8. Levels without spilling outside of container ___
9. Pours flour into bowl without spilling ___
10. Repeats numbers 1-9 for teaspoon ___
11. Repeats numbers 1-9 for tablespoon ___

19.2.3.3.7.0.3(563) Given twelve flashcards containing quantitative words and their abbreviations, the student will, with 100% accuracy, name each word or abbreviation when requested by the teacher.

This objective is mastered when the student names each of the following words and abbreviations:

BASIC SKILLS
NUMBER SKILLS

- | | | |
|---------------------|-------------------|------------------------|
| 1. "c" _____ | 5. "quart" _____ | 9. "cup" _____ |
| 2. "pint" _____ | 6. "pt." _____ | 10. "tsp." _____ |
| 3. "teaspoon" _____ | 7. "qt." _____ | 11. "tablespoon" _____ |
| 4. "Tbs." _____ | 8. "gallon" _____ | 12. "gal." _____ |

19.2.3.3.7.0.4(564) Given six pairs of containers (one full container and one empty container in each pair), the student will, with 100% accuracy, touch the full container or empty container requested from each pair.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: Empty box - full box)

1. "Touch the full box." _____

(Stimuli: Empty cup - full cup)

4. "Touch the full cup." _____

(Stimuli: Empty pan - full pan)

2. "Touch the full pan." _____

(Stimuli: Full can - empty can)

5. "Touch the empty can." _____

(Stimuli: Full bottle - empty bottle)

3. "Touch the empty bottle." _____

(Stimuli: Empty bag - full bag)

6. "Touch the full bag." _____

LIQUID MEASURE

19.2.3.3.8.0.1(565) Given 13 measuring utensils, the student will, with 100% accuracy, touch the 1 cup measure, the 1/2 cup measure, the 1/3 cup measure, the 1/4 cup measure, the 1 tablespoon measure, the 1 teaspoon measure, the 1/2 teaspoon measure, the 1/4 teaspoon measure, the 1 pint measure, the 1 quart measure, the 1 gallon measure, the 1/2 gallon measure, and the capful measure, when named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: 1 cup, 1/3 cup, 1/2 cup, 1/4 cup)

1. "Touch 1/4 cup." _____

3. "Touch 1/2 cup." _____

2. "Touch 1/3 cup." _____

4. "Touch 1 cup." _____

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(Stimuli: 1/4 teaspoon, 1 tablespoon, 1/2 teaspoon, 1 teaspoon)

5. "Touch 1 tablespoon." ___ 7. "Touch 1/4 teaspoon." ___
6. "Touch 1 teaspoon." ___ 8. "Touch 1/2 teaspoon." ___

(Stimuli: quart container, cap, 1/2 gallon container, pint container, gallon container)

9. "Touch 1 pint." ___ 11. "Touch 1/2 gallon." ___
10. "Touch 1 capful." ___ 12. "Touch 1 quart." ___
13. "Touch 1 gallon." ___

19.2.3.3.8.0.2(566) Given a bowl, a quart container of water, a cup, a teaspoon, a tablespoon, a cap from a bottle of cleaning liquid, and a tray, the student will, to the satisfaction of the teacher, fill each utensil with water so that each is at least 3/4 full but not overflowing, and pour the liquid into the bowl with a minimum of spillage.

This objective is mastered when the student:

1. Picks up cup ___
2. Picks up water container ___
3. Holds cup and water container over tray ___
4. Fills cup at least 3/4 full ___
5. Pours cup of water into bowl ___
6. Fills cup with little spillage ___
7. Pours water into bowl with little spillage ___
8. Repeats numbers 1-7 for teaspoon ___
9. Repeats numbers 1-7 for tablespoon ___
10. Repeats numbers 1-7 for bottle cap ___

LINEAR MEASURE

19.2.3.3.9.0.1(567) Given a request by the teacher, the student will, with 100% accuracy, state that there are 12 inches in one foot, three feet in one yard, and 36 inches in one yard.

This objective is mastered when the student responds correctly to each of the requests below:

1. "How many inches are in one foot?" _____
2. "How many feet are in one yard?" _____
3. "How many inches are in one yard?" _____

19.2.3.3.9.0.2(568) Given a pencil, a 12 inch ruler, and a yardstick, the student will, within plus or minus $1/4$ " of the desired length, touch with the pencil two different inch locations and two different $1/2$ inch locations on both the ruler and the yardstick.

This objective is mastered when the student:

1. Touches 1" mark on ruler _____
2. Touches 5" mark on ruler _____
3. Touches $2\ 1/2$ " mark on ruler _____
4. Touches $10\ 1/2$ " mark on ruler _____
5. Touches 12" mark on yardstick _____
6. Touches 24" mark on yardstick _____
7. Touches $16\ 1/2$ " mark on yardstick _____
8. Touches $28\ 1/2$ " mark on yardstick _____
9. Touches within $1/4$ " of all locations _____

19.2.3.3.9.0.3(569) Given four objects varying in length from 1 inch to 36 inches, a 12 inch ruler, and a yardstick, the student will, within plus or

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minus $\frac{1}{4}$ " of the desired length, measure two objects to the inch using the ruler, and two objects to the inch using the yardstick.

This objective is mastered when the student:

(Using ruler:)

1. Measures 4" long pencil _____

2. Measures 11" long stick _____

(Using yardstick:)

3. Measures 13" long stick _____

4. Measures 26" long stick _____

5. Measures within $\frac{1}{4}$ " of actual length _____

19.2.3.3.9.0.4(570) Given four objects varying in length from 1 inch to 36 inches, a 12 inch ruler, and a yardstick, the student will, within plus or minus $\frac{1}{4}$ " of the desired length, measure two objects to the $\frac{1}{2}$ inch using the ruler, and two objects to the $\frac{1}{2}$ inch using the yardstick.

This objective is mastered when the student:

(Using ruler:)

1. Measures 2 $\frac{1}{2}$ " long pencil _____

2. Measures 7 $\frac{1}{2}$ " long pencil _____

(Using yardstick:)

3. Measures 32 $\frac{1}{2}$ " long stick _____

4. Measures 14 $\frac{1}{2}$ " long stick _____

5. Measures within $\frac{1}{4}$ " of actual length _____

19.2.3.3.9.0.5(571) Given a 12 inch ruler, a yardstick, a pencil, and a large sheet of unlined paper, the student will, within plus or minus $\frac{1}{4}$ " of the desired length, use the ruler and the yardstick to draw two lines of varying length to the nearest $\frac{1}{2}$ inch, and two lines of varying length to the nearest inch.

This objective is mastered when the student:

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(Using ruler:)

1. Draws 3" line _____

2. Draws 4 1/2" line _____

5. Draws lines to within 1/4" of desired length _____

(Using yardstick:)

3. Draws 31" line _____

4. Draws 19 1/2" line _____

**BASIC SKILLS
NUMBER SKILLS**

ADDITION AND SUBTRACTION

ADDITION

19.2.3.4.1.0.1(572) Given a pencil and a paper containing five one digit addition problems with sums less than ten, the student will, with 100% accuracy, add, total, and write the sum of the numbers for each problem.

This objective is mastered when the student correctly solves each of the following problems:

1. $\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$ (5) _____
2. $\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$ (9) _____
3. $\begin{array}{r} 6 \\ +1 \\ \hline \end{array}$ (7) _____
4. $\begin{array}{r} 9 \\ +0 \\ \hline \end{array}$ (9) _____
5. $\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$ (9) _____

19.2.3.4.1.0.2(573) Given a pencil and a paper containing five one digit addition problems with sums equal to or greater than ten, the student will, with 100% accuracy, add, total, and write the sum of the numbers for each problem.

This objective is mastered when the student correctly solves each of the following problems:

1. $\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$ (16) _____
2. $\begin{array}{r} 5 \\ +9 \\ \hline \end{array}$ (14) _____
3. $\begin{array}{r} 7 \\ +5 \\ \hline \end{array}$ (12) _____
4. $\begin{array}{r} 5 \\ 9 \\ +4 \\ \hline \end{array}$ (18) _____
5. $\begin{array}{r} 6 \\ 4 \\ +5 \\ \hline \end{array}$ (15) _____

19.2.3.4.1.0.3(574) Given a pencil and a paper containing five two or more digit addition problems which do not require carrying, the student will, with 100% accuracy, add, total, and write the sum of the numbers for each problem.

This objective is mastered when the student correctly solves each of the following problems:

1. $\begin{array}{r} 23 \\ +56 \\ \hline \end{array}$ (79) _____
2. $\begin{array}{r} 126 \\ +841 \\ \hline \end{array}$ (967) _____
3. $\begin{array}{r} 4615 \\ +1253 \\ \hline \end{array}$ (5869) _____

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| | | | | |
|----|-------------|-------|----|------------|
| 4. | 312 | | 5. | 13 |
| | 25 | | | 41 |
| | <u>+101</u> | | | 12 |
| | (438) | _____ | | <u>+10</u> |
| | | | | (76) _____ |

19.2.3.4.1.0.4(575) Given a pencil and a paper containing five two or more digit addition problems which require carrying, the student will, with 100% accuracy, add, carry, total, and write the sum of the numbers for each problem.

This objective is mastered when the student correctly solves each of the following problems:

| | | | | | | | |
|----|-------------|--|----|--------------|--|----|--------------|
| 1. | 18 | | 2. | 52 | | 3. | 643 |
| | <u>+23</u> | | | 73 | | | <u>+486</u> |
| | (41) _____ | | | <u>+29</u> | | | (1129) _____ |
| | | | | (154) _____ | | | |
| 4. | 135 | | 5. | 8783 | | | |
| | 260 | | | <u>+ 319</u> | | | |
| | <u>+426</u> | | | (9102) _____ | | | |
| | (821) _____ | | | | | | |

SUBTRACTION

19.2.3.4.2.0.1(576) Given a pencil and a paper containing five one digit subtraction problems, the student will, with 100% accuracy, subtract and write the difference for each problem.

This objective is mastered when the student correctly solves each of the following problems:

| | | | | | | | | | | | | | |
|----|-----------|--|----|-----------|--|----|-----------|--|----|-----------|--|----|-----------|
| 1. | 6 | | 2. | 2 | | 3. | 5 | | 4. | 9 | | 5. | 7 |
| | <u>-3</u> | | | <u>-1</u> | | | <u>-4</u> | | | <u>-9</u> | | | <u>-0</u> |
| | (3) _____ | | | (1) _____ | | | (1) _____ | | | (0) _____ | | | (7) _____ |

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19.2.3.4.2.0.2(577) Given a pencil and a paper containing five two or more digit subtraction problems which do not require borrowing, the student will, with 100% accuracy, subtract and write the difference for each problem.

This objective is mastered when the student correctly solves each of the following problems:

$$\begin{array}{r} 1. \quad 67 \\ \quad -34 \\ \hline \end{array} \quad (33) \quad \underline{\hspace{1cm}}$$

$$\begin{array}{r} 2. \quad 634 \\ \quad -213 \\ \hline \end{array} \quad (421) \quad \underline{\hspace{1cm}}$$

$$\begin{array}{r} 3. \quad 358 \\ \quad -317 \\ \hline \end{array} \quad (41) \quad \underline{\hspace{1cm}}$$

$$\begin{array}{r} 4. \quad 593 \\ \quad -201 \\ \hline \end{array} \quad (392) \quad \underline{\hspace{1cm}}$$

$$\begin{array}{r} 5. \quad 9624 \\ \quad -5312 \\ \hline \end{array} \quad (4312) \quad \underline{\hspace{1cm}}$$

19.2.3.4.2.0.3(578) Given a pencil and a paper containing five two or more digit subtraction problems which require borrowing, the student will, with 100% accuracy, subtract, borrow, and write the difference for each problem.

This objective is mastered when the student correctly solves each of the following problems:

$$\begin{array}{r} 1. \quad 43 \\ \quad -28 \\ \hline \end{array} \quad (15) \quad \underline{\hspace{1cm}}$$

$$\begin{array}{r} 2. \quad 516 \\ \quad -93 \\ \hline \end{array} \quad (423) \quad \underline{\hspace{1cm}}$$

$$\begin{array}{r} 3. \quad 80 \\ \quad -36 \\ \hline \end{array} \quad (44) \quad \underline{\hspace{1cm}}$$

$$\begin{array}{r} 4. \quad 642 \\ \quad -345 \\ \hline \end{array} \quad (297) \quad \underline{\hspace{1cm}}$$

$$\begin{array}{r} 5. \quad 3364 \\ \quad -1425 \\ \hline \end{array} \quad (1939) \quad \underline{\hspace{1cm}}$$

O C C U P A T I O N A L C O M P E T E N C Y

V O C A T I O N A L A D J U S T M E N T

GENERAL WORK SKILLS

WORK CONCEPTS

19.3.1.1.1.0.1(579) Given five pairs of pictures (one picture in each pair showing a work situation and one picture in each pair showing a play situation), the student will, with 100% accuracy, touch the picture illustrating work or the picture illustrating play requested from each pair.

This objective is mastered when the student touches the underlined picture in each pair in response to the teacher request for that pair:

(Pictures: Carpenter, man swinging)

1. "Touch the picture which shows work." _____

(Pictures: Ditch digger, two men playing catch)

2. "Touch the picture which shows play." _____

(Pictures: Lady swimming, secretary working)

3. "Touch the picture which shows work." _____

(Pictures: People playing cards, house painter)

4. "Touch the picture which shows work." _____

(Pictures: Garbageman, horse shoe players)

5. "Touch the picture which shows play." _____

19.3.1.1.1.0.2(580) Given two sets of five pictures which depict work and play situations, the student will, with 100% accuracy, touch all the pictures in each set which correctly answer specific teacher questions about work and play.

This objective is mastered when the student touches the underlined pictures in each set in response to the teacher request for that set:

(Pictures: Lineman, man in hammock, firefighter, person sleeping, person at church)

1. "Touch all the pictures of people doing things for which they would receive pay." _____

(Pictures: Man building house, person roller skating, nurse, policeman directing traffic, people dancing)

2. "Touch all the pictures of people doing things for which they would not receive pay." _____

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SORTING

19.3.1.1.2.0.1(581) Given five 4" x 4" x 4" open-topped boxes of the following colors: black, blue, red, green, and yellow, and fifty colored plastic chips (ten black, ten blue, ten red, ten green, and ten yellow), the student will, with 100% accuracy, place all ten same-colored plastic chips in each box of the corresponding color.

This objective is mastered when the student:

1. Places chips into five boxes _____
2. Places all red chips in red box _____
3. Places all blue chips in blue box _____
4. Places all yellow chips in yellow box _____
5. Places all black chips in black box _____
6. Places all green chips in green box _____

19.3.1.1.2.0.2(582) Given an assortment of five screws, five nuts, five bolts, five washers, and four empty labeled jars (one labeled with a picture of a screw, one labeled with a picture of a nut, one labeled with a picture of a bolt, and one labeled with a picture of a washer), the student will, with 100% accuracy, place all the screws, nuts, bolts, and washers in the appropriately labeled jars.

This objective is mastered when the student:

1. Places all nuts in appropriate jar _____
2. Places all screws in appropriate jar _____
3. Places all washers in appropriate jar _____
4. Places all bolts in appropriate jar _____

19.3.1.1.2.0.3(583) Given 25 screws (five each of five different sizes), and five jars each containing a sample of one of the five different screw sizes, the student will, with 100% accuracy, place each of the screws in the jar containing the same-sized sample screw.

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This objective is mastered when the student:

1. Places first group of five same-sized screws in appropriate jar _____
2. Places second group of five same-sized screws in appropriate jar _____
3. Places third group of five same-sized screws in appropriate jar _____
4. Places fourth group of five same-sized screws in appropriate jar _____
5. Places fifth group of five same-sized screws in appropriate jar _____

ASSEMBLING

19.3.1.1.3.0.1(584) Given two $1/4''$ x $12''$ x $12''$ pieces of masonite, each with five $1/2''$ holes in corresponding locations (one in the center and the four other holes quadrilaterally symmetrical near each of the four corners), the student will, to the satisfaction of the teacher, place one masonite board on top of the other so that all five holes are aligned.

This objective is mastered when the student:

1. Places masonite boards together _____
2. Aligns center holes _____
3. Aligns corner holes _____
4. Aligns all holes _____

19.3.1.1.3.0.2(585) Given a $1/4''$ x $12''$ x $12''$ piece of masonite drilled with ten $3/8''$ holes (in two evenly spaced rows of five), ten $1 1/2''$ x $3/8''$ machine bolts, ten $3/8''$ hex nuts, and a completed task sample, the student will, to the satisfaction of the teacher, insert a bolt in each hole and tighten it with a hex nut so that all ten bolts are secure and protruding from the same side of the masonite as in the task sample.

This objective is mastered when the student:

1. Picks up bolt _____
2. Inserts bolt into hole _____
3. Picks up nut _____
4. Places nut on bolt _____
5. Tightens nut _____
6. Repeats numbers 1-5 for 3 bolts _____
7. Repeats numbers 1-5 for 6 bolts _____
8. Repeats numbers 1-5 for all bolts _____

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9. Bolts secure _____

10. Bolts facing same direction _____

19.3.1.1.3.0.3(586) Given a simulated work situation in which the following materials are placed at four work stations located along a table:

(STATION I): a box containing 36 pieces of 1/4" x 4" x 4" masonite with a 3/8" hole drilled in the center

(STATION II): an empty box and a box containing 36 - 3/8" x 3/4" machine bolts

(STATION III): an empty box and a box containing 36 - 3/8" flat washers

(STATION IV): two empty boxes and a box containing 36 - 3/8" hex nuts

and a teacher demonstration, four students will, to the satisfaction of the teacher, process the materials in a sequential assembly task wherein the student at station I places a piece of masonite in the empty box at station II; the student at station II takes the masonite, inserts a bolt, turns the masonite over, and places it in the empty box at station III; the student at station III takes the product, places a washer over the bolt on the underside of the masonite, and places it in the empty box at station IV; the student at station IV puts a nut on the bolt and washer, tightens it down, and places it in the other empty box.

This objective is mastered when the student:

(STUDENT 1)

1. Picks up masonite _____
2. Places masonite in empty box at station II _____

(STUDENT 2)

3. Picks up masonite _____
4. Picks up bolt _____
5. Inserts bolt into hole _____
6. Turns masonite over _____
7. Places product in empty box at station III _____

(STUDENT 3)

8. Holds bolt in place _____
9. Picks up product _____
10. Picks up washer _____

OCCUPATIONAL
VOCATIONAL ADJUSTMENT

11. Places washer on bolt (underside of masonite) _____

12. Places product in empty box at station IV _____

(STUDENT 4)

13. Holds bolt in place _____

14. Picks up product _____

15. Picks up nut _____

16. Puts nut on bolt and washer _____

17. Tightens nut on bolt _____

18. Places finished product in box _____

(ALL STUDENTS)

19. Repeat steps 1-18 to complete six items _____

20. Repeat steps 1-18 to complete 12 items _____

21. Repeat steps 1-18 to complete 18 items _____

22. Repeat steps 1-18 to complete 24 items _____

23. Repeat steps 1-18 to complete 36 items _____

OCCUPATIONAL
VOCATIONAL ADJUSTMENT

WORK HABITS

WORK SAFETY SKILLS

19.3.1.2.1.0.1(587) Given several work situations, the student will work safely to a level of nearly all the time as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___
Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate safe work behaviors which may contribute to a student being rated at the level of "nearly all the time".

1. Handles equipment carefully _____
2. Handles material carefully _____
3. Keeps harmful objects out of mouth, eyes, etc. _____
4. Wears safety equipment when necessary _____
5. Observes smoking rules _____
6. Does not throw objects _____

ATTENDING

19.3.1.2.2.0.1(588) Given several supervised work situations, the student will attend to his work visually or physically by establishing and maintaining visual and/or physical contact at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___
Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate supervised-work situation attending behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

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1. Attends to appropriate external visual stimuli _____
2. Attends to appropriate external auditory stimuli _____
3. Does not wander off _____
4. Does not dance around _____
5. Does not meddle _____
6. Does not self-stimulate _____
7. Does not engage in lengthy personal discussions _____

19.3.1.2.2.0.2(589) Given several unsupervised work situations, the student will attend to his work visually or physically by establishing and maintaining visual and/or physical contact at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____
Less than 50% of the time _____

The following checklist may be helpful in identifying appropriate unsupervised-work situation attending behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Attends to appropriate visual stimuli _____
2. Attends to appropriate auditory stimuli _____
3. Does not wander off _____
4. Does not dance around _____
5. Does not meddle _____
6. Does not self-stimulate _____
7. Does not engage in lengthy personal discussions _____

OCCUPATIONAL
VOCATIONAL ADJUSTMENT

RULE FOLLOWING

19.3.1.2.3.0.1(590) Given several work situations in which employer rules must be followed, the student will demonstrate rule following behavior at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____
Less than 50% of the time _____

The following checklist may be helpful in identifying appropriate rule following behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

- | | |
|--|---|
| 1. Does not run _____ | 4. Does not smoke in work area _____ |
| 2. Does not talk excessively _____ | 5. Does not bring liquids or foods into work area _____ |
| 3. Does not talk loudly _____ | |
| 6. Enters and leaves work area through appropriate entrances and exits _____ | |

MOVEMENT

19.3.1.2.4.0.1(591) Given several work situations in which movement or maintenance of an appropriate position is necessary for the completion of a task, the student will engage in acceptable movement or maintenance of an appropriate position at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____
Less than 50% of the time _____

The following checklist may be helpful in identifying appropriate work movement or position maintenance behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

- | | |
|--|---|
| 1. Does not wander around work areas _____ | 3. Does not dance around _____ |
| 2. Does not visit with other workers _____ | 4. Does not engage in movements at work station which interfere with completing job _____ |

OCCUPATIONAL
VOGATIONAL ADJUSTMENT

5. Does not engage in movements at work station which interfere with quality of work _____

COOPERATION

19.3.1.2.5.0.1(592) Given several work situations, the student will demonstrate cooperative behavior with his co-workers at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____

Less than 50% of the time _____

The following checklist may be helpful in identifying appropriate cooperative behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

- | | |
|-------------------------------------|-----------------------------------|
| 1. Does not withdraw _____ | 3. Is not resistive _____ |
| 2. Is not passive _____ | 4. Is not verbally negative _____ |
| 5. Is not physically negative _____ | |

INDEPENDENCE

19.3.1.2.6.0.1(593) Given several work situations, the student will demonstrate independent behavior at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____

Less than 50% of the time _____

The following checklist may be helpful in identifying appropriate independent behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

- | | |
|---------------------------------------|---|
| 1. Does not require redirection _____ | 3. Does not frequently ask for help _____ |
| 2. Does not require reassurance _____ | 4. Does not demand excessive teacher time _____ |

OCCUPATIONAL
VOCATIONAL ADJUSTMENT

INITIATIVE

19.3.1.2.7.0.1(594) Given several work situations in which the student is working without continuous direct supervision, the student will exhibit initiative at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____
Less than 50% of the time _____

The following checklist may be helpful in identifying those initiating behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. When out of materials:
 - a. gets more materials _____
 - b. or seeks assistance from supervisor _____
 - c. or switches to another appropriate task _____
2. Begins work immediately _____
3. Resumes work immediately after break _____
4. Seeks supervisory help in appropriate situations _____

DEPENDABILITY

19.3.1.2.8.0.1(595) Given several work situations, the student will exhibit dependability at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____
Less than 50% of the time _____

The following checklist may be helpful in identifying appropriate dependability behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Punctual _____
2. Attends regularly _____
3. Reports absences and tardiness _____
4. Maintains time card _____
5. Punches out or in on time clock when leaves/returns work area. _____
6. Keeps appointments _____

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7. Follows orders without need for monitoring by supervisor _____
8. Does not leave work area for inappropriate reasons _____

VERSATILITY

19.3.1.2.9.0.1(596) Given several work situations, the student will exhibit versatility at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____
Less than 50% of the time _____

The following checklist may be helpful in identifying appropriate versatility behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Is able to perform more than one task without reorientation _____
2. Adapts well to different situations _____
3. Does not persevere _____

PRODUCTIVITY

19.3.1.2.10.0.1(597) Given several work situations, the student will exhibit appropriate productive behavior at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____
Less than 50% of the time _____

The following checklist may be helpful in identifying appropriate production behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Works at adequate speed _____
2. Completes assigned tasks _____
3. Possesses endurance to complete work day _____

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4. Works well alone _____ 5. Works well with others _____

WORK QUALITY

19.3.1.2.11.0.1(598) Given several work situations, the student will engage in work behavior which produces high quality work at a level of more than 50% of the time as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____

Less than 50% of the time _____

The following checklist may be helpful in identifying appropriate behaviors which produce high quality work and may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Does neat work _____ 3. Does accurate work _____
2. Does careful work _____ 4. Work meets specifications _____
5. Does not damage work _____

USE OF EMPLOYER PROPERTY

19.3.1.2.12.0.1(599) Given several work situations in which the student is using employer materials and property, the student will demonstrate respect and care for the materials and property at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____

Less than 50% of the time _____

The following checklist may be helpful in identifying appropriate use of property behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Asks permission, when appropriate, to use property or materials _____ 3. Does not steal materials or property _____
2. Does not litter _____ 4. Does not hide materials or property _____

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5. Does not damage materials or property _____

MAINTENANCE OF WORK AREA

19.3.1.2.13.0.1(600) Given several work situations, the student will maintain a clean and orderly work area at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____

Less than 50% of the time _____

The following checklist may be helpful in identifying appropriate work area maintenance behaviors which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Cleans area _____
2. Cleans tools _____
3. Puts away tools _____

BEHAVIOR ON BREAKS

19.3.1.2.14.0.1(601) Given several situations in which breaks are scheduled or permitted by the supervisor, the student will engage in appropriate behavior while on break at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____

Less than 50% of the time _____

The following checklist may be helpful in identifying appropriate behaviors while on break which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

1. Goes to appropriate areas _____
2. Stays in appropriate areas _____
3. Exhibits proper behavior with opposite sex _____
4. Returns at designated time _____
5. Does not bother other workers _____
6. Does not litter _____

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7. Does not abuse co-workers
verbally _____

8. Does not abuse co-workers
physically _____

9. Does not request unreasonable
number of specific supervisor-
given breaks (bathroom, water
etc.) _____

10. Returns from such breaks within
reasonable amount of time _____

WORK RELATIONS

RELATING TO CO-WORKERS

19.3.1.3.1.0.1(602) Given several work situations in which physical interaction with his co-workers is appropriate, the student will interact physically with his co-workers in a positive way at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___
Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate physical interaction behaviors of the student with his co-workers which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

- | | | | |
|--|-----|--|-----|
| 1. Relates well physically to same sex | ___ | 7. Does not spit | ___ |
| 2. Relates well physically to opposite sex | ___ | 8. Does not kick | ___ |
| 3. Does not display temper | ___ | 9. Does not hit | ___ |
| 4. Does not make obscene gestures | ___ | 10. Does not pull | ___ |
| 5. Is not withdrawn | ___ | 11. Does not push | ___ |
| 6. Does not bite | ___ | 12. Does not engage in sexual behavior | ___ |
| | | 13. Does not interfere with other's work | ___ |

19.3.1.3.1.0.2(603) Given several work situations in which verbal interaction with his co-workers is appropriate, the student will verbally interact with his co-workers in a positive way at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time ___ More than 50% of the time ___
Less than 50% of the time ___

The following checklist may be helpful in identifying appropriate verbal interaction behaviors of the student with his co-workers which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

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VOCATIONAL ADJUSTMENT**

- | | |
|--|---|
| 1. Relates well verbally to same sex _____ | 6. Does not tease _____ |
| 2. Relates well verbally to opposite sex _____ | 7. Is not verbally aggressive _____ |
| 3. Uses friendly conversation _____ | 8. Is mannerly and polite in verbal interaction _____ |
| 4. Does not complain _____ | 9. Does not scream _____ |
| 5. Does not swear _____ | 10. Does not lie _____ |

RELATING TO SUPERVISOR

19.3.1.3.2.0.1(604) Given several work situations in which physical interaction with his supervisor is appropriate, the student will interact physically with his supervisor in a positive way at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

- Nearly all the time _____ More than 50% of the time _____
 Less than 50% of the time _____

The following checklist may be helpful in identifying appropriate physical interaction behaviors of the student with his supervisor which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

- | | |
|--|----------------------------------|
| 1. Relates well to same sex physically _____ | 6. Does not bite _____ |
| 2. Relates well to opposite sex physically _____ | 7. Does not spit _____ |
| 3. Is cooperative _____ | 8. Does not push _____ |
| 4. Does not make obscene gestures _____ | 9. Does not pull _____ |
| 5. Does not display temper _____ | 10. Does not kick _____ |
| | 11. Does not fondle or hug _____ |

19.3.1.3.2.0.2(605) Given several work situations in which verbal interaction with his supervisor is appropriate, the student will verbally interact with his

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supervisor in a positive way at a level of more than 50% of the time or higher as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____

Less than 50% of the time _____

The following checklist may be helpful in identifying appropriate verbal interaction behaviors of the student with his supervisor which may contribute to a student being rated at the level of "more than 50% of the time" or higher.

- | | |
|--|--|
| 1. Relates well verbally to same sex _____ | 7. Does not scream _____ |
| 2. Relates well verbally to opposite sex _____ | 8. Does not pester _____ |
| 3. Uses friendly conversation _____ | 9. Is not verbally aggressive _____ |
| 4. Is amenable to advice _____ | 10. Is mannerly and polite in verbal interaction _____ |
| 5. Does not complain _____ | 11. Does not need excessive praise _____ |
| 6. Does not lie _____ | 12. Does not swear _____ |
| 13. Does not tease _____ | |

APPROPRIATE SEXUAL BEHAVIOR

19.3.1.3.3.0.1(606) Given several work situations, the student will engage in appropriate sexual behavior with members of the same and opposite sex at the level of nearly all the time as determined by teacher rating on the following scale:

Nearly all the time _____ More than 50% of the time _____

Less than 50% of the time _____

The following checklist may be helpful in identifying appropriate sexual behavior which may contribute to a student being rated at the level of "nearly all the time."

- | | |
|--|--|
| 1. Does not fondle same sexed co-workers _____ | 2. Does not fondle opposite sexed co-workers _____ |
|--|--|

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VOCATIONAL ADJUSTMENT**

- | | | | |
|----------------------------|-----|------------------------------|-----|
| 3. Does not masturbate | ___ | 6. Does not hug supervisors | ___ |
| 4. Does not expose self | ___ | 7. Does not kiss co-workers | ___ |
| 5. Does not hug co-workers | ___ | 8. Does not kiss supervisors | ___ |

3.0

O C C U P A T I O N A L C O M P E T E N C Y

D O M E S T I C S E R V I C E

H O U S E K E E P I N G

T I D Y I N G

19.3.2.1.1.0.1(607) Given an ashtray filled with ashes and cigarette butts, and a trash can, the student will, to the satisfaction of the teacher, empty the ashtray into the trash can.

This objective is mastered when the student:

- | | | | |
|---------------------------------|-------|--|-------|
| 1. Picks up ashtray | _____ | 4. Does not spill ashes or cigarette butts | _____ |
| 2. Holds ashtray over trash can | _____ | 5. Does not drop ashtray | _____ |
| 3. Empties ashes into trash can | _____ | 6. Returns ashtray to proper place | _____ |

19.3.2.1.1.0.2(608) Given a wastebasket filled with trash and a central waste receptacle, the student will, to the satisfaction of the teacher, empty the contents of the basket into the central receptacle.

This objective is mastered when the student:

- | | | | |
|--|-------|---|-------|
| 1. Picks up wastebasket | _____ | 4. Empties all trash from wastebasket into central receptacle | _____ |
| 2. Carries wastebasket to central receptacle | _____ | 5. Does not spill any trash on ground or floor | _____ |
| 3. Holds wastebasket over central receptacle | _____ | | |
| 6. Returns wastebasket to proper place | | | _____ |

19.3.2.1.1.0.3(609) Given an assortment of six objects scattered around a room and their appropriate place designations, the student will, to the satisfaction of the teacher, pick up and place each of these objects in its designated place.

This objective is mastered when the student:

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1. Picks up first object _____
2. Places first object in its proper place _____
3. Repeats numbers 1 and 2 for second object _____
4. Repeats numbers 1 and 2 for third object _____
5. Repeats numbers 1 and 2 for fourth object _____
6. Repeats numbers 1 and 2 for fifth object _____
7. Repeats numbers 1 and 2 for sixth object _____

19.3.2.1.1.0.4(610) Given a cabinet and a drawer with the contents out of place, the student will, to the satisfaction of the teacher, straighten the contents by opening the cabinet door, putting the contents in their proper places, closing the cabinet door, and repeating this procedure for the contents of the drawer.

This objective is mastered when the student:

1. Opens cabinet door _____
2. Puts contents in proper places _____
3. Closes cabinet _____
4. Opens drawer _____
5. Puts contents in proper places _____
6. Closes drawer _____

19.3.2.1.1.0.5(611) Given a living room with a slipcovered chair and a sofa, and scatter rugs that are in disarray, the student will, to the satisfaction of the teacher, straighten up each slipcover to fit the contours of the chair and sofa, place each pillow on the chair and sofa in proper order, and place each scatter rug in its proper place.

This objective is mastered when the student:

1. Straightens slipcovers to fit contours of sofa _____
2. Straightens pillows on sofa _____
3. Straightens slipcovers to fit contours of chair _____
4. Straightens pillows on chair _____
5. Straightens scatter rugs _____

FURNITURE CARE

19.3.2.1.2.0.1(612) Given a dust cloth, a spray-on dusting agent, and a dusty table, the student will, to the satisfaction of the teacher, dust the table by applying the dusting agent to the dust cloth or to the table surface and wiping the table surface with the dust cloth until the dust and dusting agent are no longer visible.

This objective is mastered when the student:

- | | |
|---|--|
| 1. Opens container of dusting agent (if necessary) _____ | 4. Wipes table surface _____ |
| 2. Applies agent to cloth or to table _____ | 5. Table free of all visible dirt _____ |
| 3. Uses correct amount of dusting agent _____ | 6. Table free of all visible dusting agent _____ |
| 7. Closes container of dusting agent (if appropriate) _____ | |

19.3.2.1.2.0.2(613) Given a liquid or spray-on furniture polish, a polishing cloth, and a wooden table, the student will, to the satisfaction of the teacher, polish the furniture by applying the polishing agent to the table and wiping the table surface with the polishing cloth until the wood shines and the polishing agent is no longer visible.

This objective is mastered when the student:

- | | |
|--|--|
| 1. Opens container of furniture polish (if necessary) _____ | 4. Polishes table _____ |
| 2. Applies polish _____ | 5. Wood shines _____ |
| 3. Uses correct amount of polish _____ | 6. Table free of all visible polishing agent _____ |
| 7. Closes container of furniture polish (if appropriate) _____ | |

19.3.2.1.2.0.3(614) Given a vacuum cleaner with an attachment for furniture and an upholstered chair, the student will, to the satisfaction of the teacher, clean the chair by installing the vacuum attachment, plugging in and turning

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DOMESTIC SERVICE

or. the vacuum cleaner, and vacuuming the chair so that the dirt is no longer visible.

This objective is mastered when the student:

- | | | | |
|-------------------------------------|-------|--------------------------------------|-------|
| 1. Places attachment on hose nozzle | _____ | 4. Vacuums chair (outer surface) | _____ |
| 2. Plugs in vacuum cleaner | _____ | 5. Vacuums behind cushion | _____ |
| 3. Turns on machine | _____ | 6. Chair is free of all visible dirt | _____ |
| | | 7. Turns off vacuum | _____ |

WALL AND WOODWORK CARE

19.3.2.1.3.0.1(615) Given a 9' x 12' room with dirty baseboards, a pail of warm soapy water, a pail of clean water, a tray, and two cloths, the student will, to the satisfaction of the teacher, clean the baseboards by washing them with a cloth and soapy water until they are clean, and rinsing all the baseboards with a clean cloth and clear water until the dirt and soap are no longer visible.

This objective is mastered when the student:

1. Places cleaning cloth in pail of soapy water _____
2. Wrings out cleaning cloth _____
3. Wipes small area of baseboard clean _____
4. Moves tray along floor so that pail is within his reach _____
5. Moves tray without spilling water on floor _____
6. Repeats numbers 1-5 until entire baseboard washed _____
7. Entire baseboard free of all visible dirt _____
8. Places rinsing cloth in pail of rinse water _____
9. Wrings out rinsing cloth _____
10. Wipes small area of baseboard _____
11. Moves tray along floor so that pail is within his reach _____

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- 12. Moves tray without spilling water on floor _____
- 13. Repeats numbers 8-12 until entire baseboard rinsed _____
- 14. Entire baseboard free of all visible soap _____

19.3.2.1.3.0.2(616) Given a wall with smudges or scuffs on it, a sponge, and a spray cleaner appropriate for cleaning walls, the student will, to the satisfaction of the teacher, clean the walls by spraying the cleaner on each smudge or scuff, wiping the sprayed area with the sponge, and repeating this procedure until the dirt and cleaner are no longer visible.

This objective is mastered when the student:

- 1. Opens container of spray cleaner (if necessary) _____
- 2. Sprays cleaner on one smudge or scuff mark _____
- 3. Sprays entire area of smudge or scuff mark _____
- 4. Wipes area with sponge until entire smudge or scuff mark is removed _____
- 5. Repeats numbers 2-4 for remaining smudges or scuff marks _____
- 6. Entire wall free of all visible smudges or scuff marks _____
- 7. Closes container of spray cleaner (if appropriate) _____

WINDOW AND GLASS CARE

19.3.2.1.4.0.1(617) Given a spray-on window cleaner, a cheese cloth, and a dirty window or mirror, the student will, to the satisfaction of the teacher, clean the entire window or mirror by applying an appropriate amount of cleaning agent to a small area of the window or mirror, wiping that area clean with the cheese cloth, and repeating this procedure for the entire window or mirror until the dirt and cleaner are no longer visible.

This objective is mastered when the student:

- 1. Opens container of spray cleaner (if necessary) _____
- 2. Sprays cleaner on window/mirror _____

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- | | |
|---|--|
| 3. Uses appropriate amount of cleaner _____ | 8. Window/mirror free of all visible smudges _____ |
| 4. Sprays small area at time _____ | 9. Repeats numbers 2-5 until entire window/mirror is free of all visible dirt and cleaning agent _____ |
| 5. Wipes area with cheese cloth _____ | 10. Closes container of spray cleaner (if appropriate) _____ |
| 6. Window/mirror free of all visible dirt _____ | |
| 7. Window/mirror free of all visible cleaning agent _____ | |

19.3.2.1.4.0.2(618) Given a dirty screen, a broom, a box of detergent, a pail half-filled with water, a brush, and a hose, the student will, to the satisfaction of the teacher, clean the screen by brushing off the loose dirt with the brush, mixing an appropriate amount of detergent in the pail of water, wetting the screen with water from the hose, placing the screen on a clean, hard surface, sweeping on soapy water from the pail with the broom until the screen is clean, and rinsing off the washed screen with water from the hose until the dirt and detergent are no longer visible.

This objective is mastered when the student:

- | | |
|---|---|
| 1. Brushes off loose dirt with brush _____ | 8. Places screen on hard, clean surface _____ |
| 2. Opens box of detergent _____ | 9. Puts broom in detergent water _____ |
| 3. Mixes detergent with water in pail _____ | 10. Sweeps on soapy water with broom _____ |
| 4. Uses appropriate amount of detergent _____ | 11. Sweeps entire surface of screen _____ |
| 5. Closes box of detergent (if appropriate) _____ | 12. Rinses screen with water from hose _____ |
| 6. Turns on water _____ | 13. Turns off water _____ |
| 7. Wets screen with water from hose _____ | 14. Screen free of all visible soap _____ |
| 15. Screen free of all visible dirt _____ | |

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19.3.2.1.4.0.3(619) Given two cloths (one damp and one dry), and a venetian blind to clean, the student will, to the satisfaction of the teacher, clean the blind by wiping it with the damp cloth until it is clean and then wiping it with the dry cloth until the dirt and moisture are no longer visible.

This objective is mastered when the student:

- | | | | |
|-----------------------------------|-----|---------------------------------------|-----|
| 1. Picks up damp cloth | ___ | 5. Picks up dry cloth | ___ |
| 2. Wipes blind with damp cloth | ___ | 6. Dries blind with dry cloth | ___ |
| 3. Wipes entire surface of blind | ___ | 7. Wipes entire surface of blind | ___ |
| 4. Blind free of all visible dirt | ___ | 8. Blind free of all visible moisture | ___ |

FLOOR CARE

19.3.2.1.5.0.1(620) Given an unswept 12' x 30' vinyl tile, wooden, or linoleum floor, a soft bristled pushbroom, a dustpan, and a waste container, the student will, to the satisfaction of the teacher, sweep the entire floor with the pushbroom, sweep the dirt into the dustpan, and empty the dirt into the waste container.

This objective is mastered when the student:

- | | | | |
|-------------------------------------|-----|---|-----|
| 1. Picks up broom | ___ | 5. Sweeps dirt into dustpan | ___ |
| 2. Pushes broom with forward motion | ___ | 6. Empties dirt into waste container | ___ |
| 3. Sweeps entire floor | ___ | 7. Does not spill dirt on floor when emptying dustpan | ___ |
| 4. Sweeps dirt into pile(s) | ___ | | |
| | | 8. Entire floor free of all visible dirt | ___ |

19.3.2.1.5.0.2(621) Given a dusty 9' x 12' floor and a dust mop, the student will, to the satisfaction of the teacher, dust mop the floor.

This objective is mastered when the student:

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|---|--|
| 1. Picks up dust mop _____ | 3. Dust mops entire floor _____ |
| 2. Dusts with back and forth motion _____ | 4. Entire floor free of all visible dust _____ |

19.3.2.1.5.0.3(622) Given an unswept 9' x 12' floor, a standard broom, a dustpan, and a waste container, the student will, to the satisfaction of the teacher, sweep the entire floor with the broom, sweep the dirt into the dustpan, and empty the dirt into the waste container.

This objective is mastered when the student:

- | | |
|--|---|
| 1. Picks up broom _____ | 5. Sweeps dirt into dustpan _____ |
| 2. Sweeps with back and forth motion _____ | 6. Empties dirt into waste container _____ |
| 3. Sweeps entire floor _____ | 7. Does not spill dirt on floor when emptying dustpan _____ |
| 4. Sweeps dirt into pile(s) _____ | |
| 8. Entire floor free of all visible dirt _____ | |

19.3.2.1.5.0.4(623) Given a dirty 9' x 12' floor, a standard floor mop, a floor cleaning liquid, a sink, and two medium sized pails half-filled with water, the student will, to the satisfaction of the teacher, mop the floor by adding an appropriate amount of floor cleaning liquid to one pail of water, putting the mop into the pail with the cleaning liquid until it is thoroughly wet, wringing the mop free of excess water, mopping the entire floor, a small area at a time, until the entire floor is clean, and rinsing by repeating this procedure, using the pail of clean water until the dirt, soap, and excess water are no longer visible.

This objective is mastered when the student:

- | | |
|---|--|
| 1. Opens container of floor cleaning liquid _____ | 4. Closes container of floor cleaning liquid _____ |
| 2. Adds floor cleaning liquid to one pail of water. _____ | 5. Places mop in water with cleaning liquid _____ |
| 3. Uses appropriate amount _____ | 6. Wets mop thoroughly _____ |

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- | | |
|--|---|
| 7. Wrings mop free of excess water _____ | 14. Wrings mop free of excess water _____ |
| 8. Mops a small area of floor at time _____ | 15. Puts mop in pail of clean water _____ |
| 9. Puts mop in cleaning liquid when necessary _____ | 16. Wrings mop free of excess water _____ |
| 10. Entire floor mopped free of all visible dirt _____ | 17. Rinses small area of floor at time _____ |
| 11. Turns on water in sink _____ | 18. Puts mop in clean water when necessary _____ |
| 12. Rinses cleaning liquid from mop in sink _____ | 19. Entire floor rinsed free of all visible soap and dirt _____ |
| 13. Turns off water in sink _____ | |
| 20. Does not mop self into corner or center of floor _____ | |

19.3.2.1.5.0.5(624) Given an unwaxed 9' x 12' floor, a bottle of liquid wax, and a soft cloth for waxing, the student will, to the satisfaction of the teacher, wax the floor by pouring approximately one capful of wax on the floor and using the cloth to spread the wax over the floor, a small area at a time, and repeating this procedure until the entire floor is waxed.

This objective is mastered when the student:

- | | |
|-------------------------------------|--|
| 1. Opens bottle of wax _____ | 6. Works small area at a time _____ |
| 2. Pours wax on floor _____ | 7. Repeats numbers 2-6 until entire floor is waxed _____ |
| 3. Uses about one capful _____ | 8. Does not wax self into corner or center _____ |
| 4. Uses cloth to spread wax _____ | 9. Replaces top on bottle of wax _____ |
| 5. Uses back and forth motion _____ | |

RUG CARE

19.3.2.1.6.0.1(625) Given a dirty scatter rug, the student will, to the satis-

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fraction of the teacher, take the rug outside and clean it by getting a firm grip on the rug and shaking it in an up and down motion.

This objective is mastered when the student:

1. Takes rug outside _____
2. Grasps each side of rug with one hand _____
3. Holds rug tightly in hands _____
4. Shakes rug in up and down motion _____
5. Rug is free of all visible dirt _____

19.3.2.1.6.0.2(626) Given a dirty 9' x 12' and a vacuum cleaner, the student will, to the satisfaction of the teacher vacuum the rug by plugging in and turning on the vacuum cleaner, vacuuming the entire rug, a small area at a time, and turning off and unplugging the vacuum cleaner.

This objective is mastered when the student:

1. Plugs in vacuum cleaner _____
2. Turns on vacuum cleaner _____
3. Vacuums in small sections _____
4. Uses back and forth motions _____
5. Entire rug is free of all visible dirt _____
6. Turns off vacuum cleaner _____
7. Unplugs vacuum cleaner _____

19.3.2.1.6.0.3(627) Given a vacuum cleaner containing a vacuum cleaner bag partly filled with dirt, a trash can, and a clean vacuum cleaner bag, the student will, to the satisfaction of the teacher, change the vacuum cleaner bag by opening the vacuum cleaner lid, taking out the old bag, putting the old bag in the trash can without spilling any dirt on the floor, putting the new bag in its proper place, and closing and locking the vacuum cleaner lid.

This objective is mastered when the student:

1. Opens vacuum cleaner lid _____
2. Takes out old bag _____
3. Puts old bag in trash can _____
4. Does not spill dirt on floor _____
5. Puts new bag in proper place _____
6. Closes lid _____
7. Locks lid _____

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19.3.2.1.6.0.4(628) Given a dirty 9' x 12' rug, a vacuum cleaner, and a rug shampooer filled with rug shampoo, the student will, to the satisfaction of the teacher, shampoo the rug by plugging in and turning on the shampooer, shampooing the entire rug, a small area at a time, turning off and unplugging the shampooer, following teacher directions on drying time, plugging in and turning on the vacuum cleaner, and vacuuming the shampooed rug until the dirt and shampoo are no longer visible.

This objective is mastered when the student:

- | | | | |
|-------------------------------------|-----|--|-----|
| 1. Plugs in shampooer | ___ | 9. Follows teacher directions on drying time | ___ |
| 2. Turns on shampooer | ___ | 10. Plugs in vacuum cleaner | ___ |
| 3. Shampoos rug in small sections | ___ | 11. Turns on vacuum cleaner | ___ |
| 4. Uses back and forth motions | ___ | 12. Vacuums shampooed area | ___ |
| 5. Goes over rug no more than twice | ___ | 13. Rug is free of all visible dirt | ___ |
| 6. Covers entire rug with shampoo | ___ | 14. Rug is free of all visible shampoo | ___ |
| 7. Turns off shampooer | ___ | 15. Turns off vacuum cleaner | ___ |
| 8. Unplugs shampooer | ___ | 16. Unplugs vacuum cleaner | ___ |

KITCHEN CARE

19.3.2.1.7.0.1(629) Given a kitchen counter covered with bread crumbs and food spills, and a damp dishcloth/sponge, the student will, to the satisfaction of the teacher, clean the counter by gathering all the crumbs into his hand with the dishcloth/sponge, disposing of the crumbs properly, rinsing the dishcloth/sponge, and wiping the kitchen counter until the crumbs and spills are no longer visible.

This objective is mastered when the student:

- | | | | |
|---|-----|--|-----|
| 1. Gathers crumbs with dishcloth/sponge | ___ | 4. Wipes up food spills | ___ |
| 2. Disposes of crumbs properly | ___ | 5. All food removed from counter | ___ |
| 3. Rinses dishcloth/sponge | ___ | 6. Counter free of all visible crumbs and spills | ___ |

OCCUPATIONAL
DOMESTIC SERVICE

19.3.2.1.7.0.2(630) Given a smudged and dirty refrigerator exterior, a bottle of liquid cleaner, and a damp dishcloth/sponge, the student will, to the satisfaction of the teacher, clean the refrigerator exterior by applying the cleaner to the refrigerator surface and wiping the exterior refrigerator surface until the dirt and cleaner are no longer visible.

This objective is mastered when the student:

- | | | | |
|---|-----|--|-----|
| 1. Opens bottle of cleaner | ___ | 6. Refrigerator sides free of all visible dirt and smudges | ___ |
| 2. Applies cleaner to refrigerator or to dishcloth/sponge | ___ | 7. Wipes front of refrigerator | ___ |
| 3. Wipes top of refrigerator | ___ | 8. Refrigerator front free of all visible dirt and smudges | ___ |
| 4. Refrigerator top free of all visible dirt and smudges | ___ | 9. Does not wipe inside of refrigerator | ___ |
| 5. Wipes sides of refrigerator | ___ | | |
| | | 10. Replaces top on bottle of cleaner | ___ |

19.3.2.1.7.0.3(631) Given a smudged and dirty kitchen cabinet exterior within reach of the student, a container of spray cleaner, and a cloth, the student will, to the satisfaction of the teacher, clean the cabinet exterior by applying the cleaner to a small area of the cabinet, wiping that area until the dirt and cleaner have been removed, and repeating this procedure for the entire cabinet exterior until the dirt and cleaner are no longer visible.

This objective is mastered when the student:

- | | | | |
|--|-----|---|-----|
| 1. Opens container of cleaner (if necessary) | ___ | 5. Wipes area until all dirt and cleaner are removed | ___ |
| 2. Sprays cleaner in direction of cabinet | ___ | 6. Repeats numbers 2-5 until entire outside area of cabinet is free of all visible dirt and cleaner | ___ |
| 3. Sprays correct amount of cleaner | ___ | 7. Closes container of cleaner (if appropriate) | ___ |
| 4. Sprays small area of cabinet at time | ___ | | |

OCCUPATIONAL
DOMESTIC SERVICE

19.3.2.1.7.0.4(632) Given a stove covered with bread crumbs or stained by grease and food, and a damp dishcloth/sponge, the student will, to the satisfaction of the teacher, clean the stove by gathering all the crumbs into his hand with the dishcloth/sponge, disposing of the crumbs properly, rinsing the dishcloth/sponge, and wiping the top and front surface of the stove until the grease and food are no longer visible.

This objective is mastered when the student:

- | | | | |
|--|-------|--|-------|
| 1. Gathers crumbs with dishcloth/sponge into hand | _____ | 4. Wipes top of stove | _____ |
| 2. Disposes of crumbs properly | _____ | 5. Stove top free of all visible food and grease | _____ |
| 3. Rinses dishcloth/sponge | _____ | 6. Wipes front of stove | _____ |
| 7. Stove front free of all visible food and grease | _____ | | |

BATHROOM CARE

19.3.2.1.8.0.1(633) Given a sponge, a can of commercial cleanser, and a bathroom sink, the student will, to the satisfaction of the teacher, clean the sink by applying the cleanser to the sink and fixtures, scrubbing these areas with a wet sponge until they are clean, and rinsing these areas with a clean sponge and water until the cleanser and dirt are no longer visible.

This objective is mastered when the student:

- | | | | |
|---|-------|--|-------|
| 1. Applies small amount of cleanser to sink | _____ | 8. Fixtures free of all visible dirt | _____ |
| 2. Applies small amount of cleanser to fixtures | _____ | 9. Rinses sponge | _____ |
| 3. Turns on water | _____ | 10. Sponge free of all visible dirt | _____ |
| 4. Wets sponge | _____ | 11. Rinses fixtures | _____ |
| 5. Scrubs sink | _____ | 12. Fixtures free of all visible dirt and cleanser | _____ |
| 6. Sink free of all visible dirt | _____ | 13. Rinses sink | _____ |
| 7. Scrubs fixtures | _____ | 14. Sink free of all visible dirt and cleanser | _____ |
| 15. Turns off water | _____ | | |

OCCUPATIONAL
DOMESTIC SERVICE

19.3.2.1.8.0.2(634) Given a sponge, a can of commercial cleanser, and a bathtub, the student will, to the satisfaction of the teacher, clean the bathtub by applying the cleanser to the bathtub and fixtures, scrubbing these areas with a wet sponge until they are clean, and rinsing these areas with a clean sponge and water until the cleanser and dirt are no longer visible.

This objective is mastered when the student:

- | | | | |
|---|-----|--|-----|
| 1. Applies small amount of cleanser to bathtub | ___ | 10. Fixtures free of all visible dirt | ___ |
| 2. Applies small amount of cleanser to fixtures | ___ | 11. Rinses sponge | ___ |
| 3. Turns on water in bathtub | ___ | 12. Sponge free of all visible dirt | ___ |
| 4. Wets sponge | ___ | 13. Rinses outside of tub | ___ |
| 5. Scrubs inside of tub | ___ | 14. Outside of tub free of all visible dirt and cleanser | ___ |
| 6. Inside of tub free of all visible dirt | ___ | 15. Rinses fixtures | ___ |
| 7. Scrubs outside of tub | ___ | 16. Fixtures free of all visible dirt and cleanser | ___ |
| 8. Outside of tub free of all visible dirt | ___ | 17. Rinses inside of tub | ___ |
| 9. Scrubs fixtures | ___ | 18. Inside of tub free of all visible dirt and cleanser | ___ |
| 19. Turns off water in bathtub | | ___ | |

19.3.2.1.8.0.3(635) Given a sponge, a cloth, a long-handled brush, a can of commercial cleanser, a pail of water, a pre-measured amount of toilet bowl cleaner, and a toilet, the student will, to the satisfaction of the teacher, clean the toilet by applying the cleanser to the outer areas of the toilet, scrubbing these areas with a wet sponge and water, rinsing and drying the outer areas of the toilet, putting the toilet bowl cleaner into the toilet bowl, scrubbing the bowl with the long-handled brush until it is clean, and flushing the toilet to rinse the bowl and brush.

This objective is mastered when the student:

- | | | | |
|---|-----|----------------------------------|-----|
| 1. Applies cleanser to outer area of toilet | ___ | 2. Uses small amount of cleanser | ___ |
|---|-----|----------------------------------|-----|

OCCUPATIONAL
DOMESTIC SERVICE

- | | | |
|--|-----|--|
| 3. Wets sponge _____ | 11. | Does not get cleanser or water on floor _____ |
| 4. Scrubs outer area of toilet _____ | 12. | Pours pre-measured amount of toilet bowl cleaner in toilet bowl without getting it on skin _____ |
| 5. Rinses sponge _____ | 13. | Waits for toilet bowl cleaner to take action _____ |
| 6. Sponge free of all visible dirt _____ | 14. | Scrubs inside of toilet bowl with long-handled brush _____ |
| 7. Wets sponge in pail of clean water _____ | 15. | Brushes until inside of toilet bowl is free of all visible dirt _____ |
| 8. Rinses outer area of toilet with clean sponge _____ | | |
| 9. Outer area of toilet free of all visible dirt and cleanser _____ | | |
| 10. Dries outer area of toilet _____ | | |
| 16. Rinses long-handled brush and toilet bowl by flushing toilet _____ | | |

19.3.2.1.8.0.4(636) Given a sponge, a can of commercial cleanser, a pail, a commercial tile cleaner, a plastic scrub pad, and a shower stall with tile walls, the student will, to the satisfaction of the teacher, clean the shower stall by applying the tile cleaner to the shower walls, scrubbing the tile walls with the scrub pad until they are clean, applying the commercial cleanser to the shower floor and fixtures, scrubbing these areas with a wet sponge until they are clean, and rinsing the entire shower stall with a clean sponge and water until the cleanser, tile cleaner, and dirt are no longer visible.

This objective is mastered when the student:

- | | | |
|---|-----|---|
| 1. Opens container of tile cleaner (if necessary) _____ | 6. | Entire shower wall is free of all visible dirt _____ |
| 2. Applies tile cleaner to wall _____ | 7. | Closes container of tile cleaner (if appropriate) _____ |
| 3. Applies cleaner to small area at time _____ | 8. | Applies cleanser to shower floor and fixtures _____ |
| 4. Scrubs tile area with cleaner on it with plastic scrub pad _____ | 9. | Fills pail with water _____ |
| 5. Scrubs entire shower wall, small area at time _____ | 10. | Wets sponge _____ |

**OCCUPATIONAL
DOMESTIC SERVICE**

- | | | | |
|--|-------|---|-------|
| 11. Scrubs shower floor and fixtures with sponge | _____ | 17. Rinses shower walls | _____ |
| 12. Shower fixtures free of all visible dirt | _____ | 18. Shower walls free of all visible dirt and cleaner | _____ |
| 13. Rinses sponge | _____ | 19. Rinses shower fixtures | _____ |
| 14. Sponge free of all visible dirt | _____ | 20. Shower fixtures free of all visible dirt and cleanser | _____ |
| 15. Empties water from pail | _____ | 21. Rinses shower floor | _____ |
| 16. Fills pail with clean water | _____ | 22. Shower floor free of all visible dirt and cleanser | _____ |

HOMEMAKING

STORAGE AND RETRIEVAL

19.3.2.2.1.0.1(637) Given an empty ice tray, a sink, and a freezer, the student will, to the satisfaction of the teacher, fill the ice tray by holding the ice tray under the faucet, turning on the faucet, letting the water run into the ice tray, turning the faucet off after all the cells of the ice tray have been filled and placing the ice tray in the freezer.

This objective is mastered when the student:

- | | | | |
|---|-----|---|-----|
| 1. Holds ice tray under faucet | ___ | 3. Turns off faucet when all cells of ice tray have been filled | ___ |
| 2. Turns on faucet, letting water run into ice tray | ___ | 4. Places ice tray in freezer | ___ |
| 5. Does not spill water | | ___ | |

19.3.2.2.1.0.2(638) Given a box of salt, a can of pepper, ten pounds of flour, five pounds of sugar, one pound of coffee, a box of loose tea, salt and pepper shakers, a sugar bowl, and four graduated canisters, the student will, to the satisfaction of the teacher, fill the containers by pouring each food into the appropriate container until the container is at least 3/4 full.

This objective is mastered when the student:

| | <u>FLOUR</u> | <u>SUGAR</u> | <u>COFFEE</u> | <u>TEA</u> |
|----------------------------------|--------------|--------------|---------------|------------|
| 1. Opens package | ___ | ___ | ___ | ___ |
| 2. Fills canister | ___ | ___ | ___ | ___ |
| 3. Canister is at least 3/4 full | ___ | ___ | ___ | ___ |
| 4. Does not spill | ___ | ___ | ___ | ___ |
| 5. Puts away materials properly | ___ | ___ | ___ | ___ |
| | <u>SUGAR</u> | <u>SALT</u> | <u>PEPPER</u> | |
| 6. Opens package | ___ | ___ | ___ | |
| 7. Fills container | ___ | ___ | ___ | |

**OCCUPATIONAL
DOMESTIC SERVICE**

| | <u>SUGAR</u> | <u>SALT</u> | <u>PEPPER</u> |
|-----------------------------------|--------------|-------------|---------------|
| 8. Container is at least 3/4 full | — | — | — |
| 9. Does not spill | — | — | — |
| 10. Puts away materials properly | — | — | — |

19.3.2.2.1.0.3(639) Given two pots, two pans, two knives, two forks, two spoons, two cups, two glasses, and a kitchen that has specific areas designated for storage of these utensils, the student will, to the satisfaction of the teacher, place each of these utensils in its proper storage area.

This objective is mastered when the student:

- | | | | |
|---|---|--|---|
| 1. Stores 2 pans in appropriate place | — | 5. Stores 2 spoons in appropriate place | — |
| 2. Stores 2 pots in appropriate place | — | 6. Stores 2 cups in appropriate place | — |
| 3. Stores 2 knives in appropriate place | — | 7. Stores 2 glasses in appropriate place | — |
| 4. Stores 2 forks in appropriate place | — | 8. Does not damage utensils | — |

19.3.2.2.1.0.4(640) Given a kitchen with clearly designated storage areas for utensils, the student will, to the satisfaction of the teacher, retrieve seven designated utensils from their appropriate storage areas and place them in a teacher-designated area.

This objective is mastered when the student:

- | | | | |
|--------------------|---|-----------------------------|---|
| 1. Retrieves plate | — | 5. Retrieves spoon | — |
| 2. Retrieves pot | — | 6. Retrieves cup | — |
| 3. Retrieves knife | — | 7. Retrieves glass | — |
| 4. Retrieves fork | — | 8. Does not damage utensils | — |

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DOMESTIC SERVICE

19.3.2.2.1.0.5(641) Given three different food items and a kitchen that has specific areas designated for storage of these food items, the student will, to the satisfaction of the teacher, place each of the three items in its proper storage area.

This objective is mastered when the student:

- | | |
|--|---|
| 1. Stores first food item correctly _____ | 3. Stores third food item correctly _____ |
| 2. Stores second food item correctly _____ | 4. Does not damage items _____ |

19.3.2.2.1.0.6(642) Given a kitchen with clearly designated storage areas, the student will, to the satisfaction of the teacher, retrieve three designated food items from their appropriate storage areas and place them in a teacher-designated area.

This objective is mastered when the student:

- | | |
|--------------------------------|--------------------------------|
| 1. Retrieves first item _____ | 3. Retrieves third item _____ |
| 2. Retrieves second item _____ | 4. Does not damage items _____ |

19.3.2.2.1.0.7(643) Given ten labeled, canned or boxed foods, the student will, with 100% accuracy, touch each of five different food containers after each is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: #2 can of green beans, 1 lb. box of brown sugar, 10 1/2 oz. can of chicken noodle soup, #2 can of corn, 1 lb. box of minute rice, #2 can of bean soup, #2 can of tomatoes, #2 can of peaches, 1 lb. box of raisins, #2 can of peas)

- | | |
|---|-----------------------------------|
| 1. "Touch the corn." _____ | 3. "Touch the rice." _____ |
| 2. "Touch the peaches." _____ | 4. "Touch the green beans." _____ |
| 5. "Touch the chicken noodle soup." _____ | |

OCCUPATIONAL
DOMESTIC SERVICE

OPENING CONTAINERS

19.3.2.2.2.0.1(644) Given an unopened box with a pouring spout, the student will, to the satisfaction of the teacher, open the box by inserting the tip of his index finger behind the rim of the spout and pulling the spout forward until it is completely open.

This objective is mastered when the student:

- | | | | |
|--|-------|-----------------------------------|-------|
| 1. Holds box with one hand | _____ | 3. Pulls spout completely out | _____ |
| 2. Inserts tip of index finger behind rim of spout | _____ | 4. Does not spill contents of box | _____ |

19.3.2.2.2.0.2(645) Given an unopened pop top can, the student will, to the satisfaction of the teacher, open the can by holding the can in one hand, lifting the ring, inserting one finger through the ring, and pulling the ring forward until the pop top is completely off the can.

This objective is mastered when the student:

- | | | | |
|------------------------------|-------|-----------------------------------|-------|
| 1. Picks up can | _____ | 5. Places finger through ring | _____ |
| 2. Holds can in one hand | _____ | 6. Pulls ring forward | _____ |
| 3. Inserts finger under ring | _____ | 7. Removes pop top from can | _____ |
| 4. Lifts ring | _____ | 8. Does not spill contents of can | _____ |

19.3.2.2.2.0.3(646) Given an unopened jar, the student will, to the satisfaction of the teacher, open the jar by holding the jar in one hand, twisting the lid in a counter-clockwise direction with the other hand until the lid is loosened, and removing the lid from the jar.

This objective is mastered when the student:

- | | | | |
|-----------------------------------|-------|---|-------|
| 1. Holds jar with one hand | _____ | 3. Turns lid in counter-clockwise direction | _____ |
| 2. Grips lid with opposite hand | _____ | 4. Removes lid from jar | _____ |
| 5. Does not spill contents of jar | | _____ | |

OCCUPATIONAL
DOMESTIC SERVICE

19.3.2.2.2.0.4(647) Given an unopened bottle and a bottle opener, the student will, to the satisfaction of the teacher, open the bottle by placing the bottle opener on the tip of the bottle top, pressing downward, while at the same time pulling in an upward motion with the opener until the top is completely off the bottle.

This objective is mastered when the student:

1. Picks up bottle opener _____
2. Holds bottle in one hand _____
3. Places bottle opener on tip of bottle top _____
4. Presses downward on bottle top while pulling upward with opener _____
5. Loosens bottle top completely _____
6. Removes bottle top from bottle _____
7. Does not spill contents of bottle _____

19.3.2.2.2.0.5(648) Given a cellophane bag of packaged food, the student will, to the satisfaction of the teacher, open the bag by pulling the cellophane apart along the top of the bag until the bag is completely open.

This objective is mastered when the student:

1. Grasps front of bag with one hand near top of bag _____
2. Grasps back of bag with other hand near top of bag _____
3. Pulls front and back apart _____
4. Opens package _____
5. Uses only hands to open package _____
6. Does not spill contents of package _____

19.3.2.2.2.0.6(649) Given a packet of dry condiment (salt, pepper, or sugar) and a packet of moist condiment (mustard, ketchup, or mayonnaise), the student will, to the satisfaction of the teacher, tear open the packets at the top until each packet is completely open.

This objective is mastered when the student:

1. Picks up packet of dry condiment _____
2. Tears packet open at top _____

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3. Opens packet completely _____ 4. Repeats numbers 1-3 for packet
of moist condiment _____
5. Does not spill contents of packets _____

19.3.2.2.2.0.7(650) Given a carton of milk, the student will, to the satisfaction of the teacher, open the milk carton by folding the flaps back, exerting pressure on the edges of the flaps, while at the same time pulling the flaps toward him until they form a pouring spout.

This objective is mastered when the student:

1. Takes one flap of carton _____ 3. Exerts pressure on edges of flaps
in each hand _____ while pulling flaps forward _____
2. Folds back flaps _____ 4. Pulls flaps completely forward
until they form pouring spout _____
5. Does not spill milk _____

19.3.2.2.2.0.8(651) Given a manual can opener and an unopened can, the student will, to the satisfaction of the teacher, open the can by placing it on a counter, puncturing the top of the can near the rim with the can opener, continuing pressure with the can opener around the perimeter of the lid until the lid is loosened from the rim, and removing the lid from the can.

This objective is mastered when the student:

1. Places can on counter _____ 5. Continues pressure around peri-
meter of can until lid is loosened
from rim _____
2. Picks up can opener _____
3. Exerts pressure on can _____ 6. Removes lid from can _____
opener _____
4. Punctures lid near rim of _____ 7. Does not injure self _____
can with can opener _____
8. Does not spill contents of can _____

BEVERAGE PREPARATION

19.3.2.2.3.0.1(652) Given a powdered mix, a liquid, a glass, and a spoon, the student will, to the satisfaction of the teacher, mix a liquid drink by spooning the prescribed quantity of mix into the glass, filling the glass 3/4 full of liquid, and stirring the contents with the spoon until the mix is thoroughly dissolved.

This objective is mastered when the student:

- | | | | |
|----------------------------|-----|-----------------------------------|-----|
| 1. Opens mix | ___ | 4. Fills glass to 3/4 full | ___ |
| 2. Spoons mix into glass | ___ | 5. Stirs contents until dissolved | ___ |
| 3. Pours liquid into glass | ___ | 6. Does not spill liquid or mix | ___ |

19.3.2.2.3.0.2(653) Given a sink, a stove, a tea kettle, a cup and saucer, and a tea bag, the student will, to the satisfaction of the teacher, make a cup of tea by filling the kettle with cold water, placing the kettle on the stove, turning on the stove and bringing the water to a boil, placing the tea bag in the cup, filling the cup with hot water from the kettle, allowing the tea to steep for up to three minutes, and removing the tea bag from the cup.

This objective is mastered when the student:

- | | | | |
|---------------------------------|-----|--|-----|
| 1. Picks up kettle | ___ | 9. Turns off stove | ___ |
| 2. Turns on cold water | ___ | 10. Places tea bag in cup | ___ |
| 3. Fills kettle with cold water | ___ | 11. Pours water from kettle into tea cup | ___ |
| 4. Turns off water | ___ | 12. Does not spill water | ___ |
| 5. Places kettle on stove | ___ | 13. Allows tea to steep | ___ |
| 6. Turns on stove | ___ | 14. Removes tea bag after appropriate amount of time | ___ |
| 7. Brings water to boil | ___ | 15. Discards used tea bag appropriately | ___ |
| 8. Removes kettle from stove | ___ | | |

OCCUPATIONAL
DOMESTIC SERVICE

19.3.2.2.3.0.3(654) Given a sink, a stove, a kettle for heating water, a coffee mug, a teaspoon, and a jar of instant coffee, the student will, to the satisfaction of the teacher, make a cup of instant coffee by filling the kettle with cold water, placing the kettle on the stove, turning on the stove and bringing the water to a boil, opening the jar of coffee, placing one teaspoon of instant coffee in the cup, filling the cup with hot water from the kettle, and stirring the contents.

This objective is mastered when the student:

- | | | | |
|---------------------------------|-----|--------------------------------------|-----|
| 1. Picks up kettle | ___ | 9. Turns off stove | ___ |
| 2. Turns on cold water | ___ | 10. Opens jar of coffee | ___ |
| 3. Fills kettle with cold water | ___ | 11. Takes out one teaspoon of coffee | ___ |
| 4. Turns off water | ___ | 12. Places coffee in mug | ___ |
| 5. Places kettle on stove | ___ | 13. Pours water from kettle into mug | ___ |
| 6. Turns on stove | ___ | 14. Does not spill water | ___ |
| 7. Brings water to boil | ___ | 15. Stirs mug contents with spoon | ___ |
| 8. Removes kettle from stove | ___ | | |
| | | 16. Replaces top on jar of coffee | ___ |

19.3.2.2.3.0.4(655) Given a sink, an eight cup electric perculator coffee pot, a tablespoon, and a can of electropark coffee, the student will, to the satisfaction of the teacher, make a pot of coffee by filling the coffee pot to the six cup level with cold water, placing the stem and basket in the pot, putting six tablespoons of coffee into the coffee basket, covering the basket, covering the pot, plugging the coffee pot into an outlet, and telling the teacher when the coffee is ready.

This objective is mastered when the student:

- | | | | |
|--|-----|---|-----|
| 1. Picks up coffee pot | ___ | 5. Places stem in pot | ___ |
| 2. Turns on cold water | ___ | 6. Places coffee basket in pot | ___ |
| 3. Fills pot to six cup level with water | ___ | 7. Puts six tablespoons of coffee into basket | ___ |
| 4. Turns off water | ___ | 8. Puts top on basket | ___ |

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9. Puts top on pot _____ 11. Puts can of coffee away _____
10. Plugs in coffee pot _____ 12. Notifies teacher when coffee is ready _____

SIMPLE MIXES

19.3.2.2.4.0.1(656) Given a jello mix, the required measure of water to boil, the required measure of cold water, a pot, a bowl, a stove, and a spoon, the student will, to the satisfaction of the teacher, make jello by pouring the jello mix into the bowl, pouring the boiling water into the bowl, stirring the mix with the spoon until thoroughly dissolved, and pouring the cold water into the bowl.

This objective is mastered when the student:

1. Pours water into pot _____ 7. Pours mix into bowl _____
2. Turns on burner _____ 8. Pours boiling water into bowl _____
3. Places pot on burner _____ 9. Stirs mix with spoon until
thoroughly dissolved _____
4. Brings water to boil _____ 10. Pours cold water into bowl _____
5. Turns off burner _____ 11. Does not spill water or ingre-
6. Opens jello mix _____ dients _____

19.3.2.2.4.0.2(657) Given a rotary hand mixer and a bowl containing cake mix ingredients, the student will, to the satisfaction of the teacher, blend the ingredients by placing the rotary hand mixer into the bowl, holding the mixer in one hand and turning the handle with the other until the mix is thoroughly blended.

This objective is mastered when the student:

1. Places mixer in bowl _____ 4. Blends mix thoroughly _____
2. Holds mixer in one hand _____ 5. Removes mixer from bowl _____
3. Turns handle with other
hand _____ 6. Does not spill ingredients _____

OCCUPATIONAL
DOMESTIC SERVICE

19.3.2.2.4.0.3(658) Given a round one-layer cake, an open container of frosting, a spreading knife, and a spoon, the student will, to the satisfaction of the teacher, frost the cake by removing one spoonful of frosting at a time and spreading it evenly with the knife over the surface of the cake until the entire top and sides of the cake are frosted.

This objective is mastered when the student:

1. Takes spoonful of frosting from container _____
2. Places frosting on cake _____
3. Spreads frosting with knife _____
4. Repeats numbers 1-3 until cake is frosted _____
5. Spreads frosting evenly over top of cake _____
6. Spreads frosting evenly over sides of cake _____

19.3.2.2.4.0.4(659) Given a simple cake mix, the prescribed ingredients, a bowl, a spoon, and a greased cake pan, the student will, to the satisfaction of the teacher, mix a cake by pouring the cake mix into the bowl, adding the ingredients as specified in the recipe, mixing thoroughly, and pouring the batter into the greased pan.

This objective is mastered when the student:

1. Opens cake mix _____
2. Pours cake mix into bowl _____
3. Adds liquid ingredients _____
4. Adds eggs to mix (if necessary) _____
5. Stirs mix thoroughly _____
6. Pours mix into cake pan _____
7. Does not spill mix or ingredients _____

19.3.2.2.4.0.5(660) Given a raw egg and a bowl, the student will, to the satisfaction of the teacher, crack the egg by lightly tapping it on a hard-edged surface, separating the egg shell, and allowing the white and yolk to fall into the bowl.

This objective is mastered when the student:

1. Picks up egg _____
2. Taps egg on hard surface _____

OCCUPATIONAL
DOMESTIC SERVICE

- | | | | |
|-------------------------------------|-----|---|-----|
| 3. Holds cracked egg over bowl | ___ | 6. Discards shell properly | ___ |
| 4. Pulls shell apart with two hands | ___ | 7. Does not get shell in bowl | ___ |
| 5. Puts egg in bowl | ___ | 8. Does not spill egg on counter or floor | ___ |

19.3.2.2.4.0.6(661) Given a package of pie dough mix, a pie pan, the proper measure of water, flour, a preheated oven, a bowl, a knife, a can of filling, wax paper, and a rolling pin, the student will, to the satisfaction of the teacher, make a pie by pouring the pie dough mix into the bowl, adding water, mixing, removing the dough from the bowl, shaping the dough into a ball, flattening the dough with the rolling pin on floured wax paper until it is slightly larger than the pie pan, placing and trimming the dough in the pie pan, pouring the filling into the pan, placing a top crust on the pie, placing the pie in the oven, and removing the pie from the oven when cooked.

This objective is mastered when the student:

- | | | | |
|--|-----|--|-----|
| 1. Opens pie dough mix | ___ | 11. Rolls dough until it is slightly larger than pie pan | ___ |
| 2. Pours mix into bowl | ___ | 12. Places bottom pie crust in pie pan | ___ |
| 3. Adds water | ___ | 13. Adds filling | ___ |
| 4. Mixes | ___ | 14. Removes excess dough from rim of pie pan | ___ |
| 5. Removes dough from bowl | ___ | 15. Rolls and flattens remaining dough | ___ |
| 6. Shapes dough into ball | ___ | 16. Cuts remaining dough into strips | ___ |
| 7. Sprinkles flour on wax paper | ___ | 17. Places strips across pie pan | ___ |
| 8. Sprinkles flour on rolling pin | ___ | 18. Presses strips firmly against top rim | ___ |
| 9. Places dough in center of wax paper and flattens by rolling in all directions | ___ | 19. Places pie in pre-heated oven | ___ |
| 10. Rolls dough evenly | ___ | 20. Removes pie from oven when cooked | ___ |

OCCUPATIONAL
DOMESTIC SERVICE

FRUIT AND VEGETABLE PREPARATION

19.3.2.2.5.0.1(662) Given prepared ingredients for a salad, a salad bowl, and two salad utensils, the student will, to the satisfaction of the teacher, mix the salad by placing the ingredients in the bowl and tossing the salad by grasping and releasing the ingredients with the utensils until the ingredients are thoroughly tossed.

This objective is mastered when the student:

1. Places ingredients in bowl _____
2. Grasps ingredients with utensils _____
3. Tosses ingredients with utensils _____
4. Salad completely tossed _____
5. Does not spill ingredients _____

19.3.2.2.5.0.2(663) Given five fruits to be rinsed and a source of cold water, the student will, to the satisfaction of the teacher, wash the fruit by placing it under or in the water and rubbing the food gently with his fingers until the entire surface of each fruit has been washed.

This objective is mastered when the student:

1. Places fruit in/under water _____
2. Rubs fruit with fingers _____
3. Rinses entire surface of fruit _____
4. Repeats numbers 1-3 for second fruit _____
5. Repeats numbers 1-3 for third fruit _____
6. Repeats numbers 1-3 for fourth fruit _____
7. Repeats numbers 1-3 for fifth fruit _____

19.3.2.2.5.0.3(664) Given two pecans, two walnuts, a nutcracker, a bowl, and a piece of paper, the student will, to the satisfaction of the teacher, crack the nuts by placing each nut in the nutcracker, exerting pressure on the handles of the nutcracker until the nut shell is broken, and removing the nut meat from the shells.

This objective is mastered when the student:

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- | | | | |
|---|-------|---------------------------------------|-------|
| 1. Places nut in teeth of nut cracker | _____ | 5. Places meat in bowl | _____ |
| 2. Squeezes handles until nut cracks open | _____ | 6. Removes all meat from shells | _____ |
| 3. Removes shells from nut | _____ | 7. Repeats numbers 1-6 for second nut | _____ |
| 4. Places shells on paper | _____ | 8. Repeats numbers 1-6 for third nut | _____ |
| 9. Repeats numbers 1-6 for fourth nut | | _____ | |

19.3.2.2.5.0.4(665) Given a knife, a cutting board, and a fruit to be cut, the student will, to the satisfaction of the teacher, cut the fruit in quarters by placing the sharp edge of the knife on the fruit, cutting away from the body, and continuing this process until the fruit is completely cut into appropriately sized pieces.

This objective is mastered when the student:

- | | | | |
|--|-------|--|-------|
| 1. Places fruit on cutting board | _____ | 4. Uses up and down cutting motion | _____ |
| 2. Places sharp edge of knife on fruit | _____ | 5. Continues until fruit is completely cut | _____ |
| 3. Cuts away from body | _____ | 6. Cuts fruit in quarters | _____ |
| 7. Does not cut self | | _____ | |

19.3.2.2.5.0.5(666) Given ten pea pods, a bowl, and a piece of paper, the student will, to the satisfaction of the teacher, shell the peas by opening each pod with his fingers and removing the peas.

This objective is mastered when the student:

- | | | | |
|-------------------------------------|-------|--|-------|
| 1. Grasps shell with fingers | _____ | 4. Places shell on paper | _____ |
| 2. Breaks open pod with his fingers | _____ | 5. Places peas in bowl | _____ |
| 3. Removes all peas from shell | _____ | 6. Repeats numbers 1-5 for remaining nine pea pods | _____ |

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19.3.2.2.5.0.6(667) Given a knife, a cutting board, and a vegetable to be sliced, the student will, to the satisfaction of the teacher, slice the vegetable by placing it on the cutting board, placing the sharp edge of the knife on the food, slicing downward with a back and forth motion, and continuing this process until the vegetable is completely sliced into appropriately sized pieces.

This objective is mastered when the student:

- | | |
|--|---|
| 1. Places vegetable on cutting board _____ | 4. Continues until vegetable is completely sliced _____ |
| 2. Places sharp edge of knife on vegetable _____ | 5. Slices are of appropriate size _____ |
| 3. Uses downward back and forth motion _____ | 6. Does not cut self _____ |

19.3.2.2.5.0.7(668) Given a grater and a vegetable to be grated, the student will, to the satisfaction of the teacher, grate the vegetable by holding the grater in one hand, placing the vegetable against the cutting surface of the grater, scraping the vegetable on the grater with an up and down motion, and continuing this process until at least $\frac{3}{4}$ of the vegetable is grated.

This objective is mastered when the student:

- | | |
|--|--|
| 1. Holds grater in one hand _____ | 4. Grates vegetable into bowl _____ |
| 2. Places vegetable against cutting edge of grater _____ | 5. Continues until at least $\frac{3}{4}$ of vegetable is grated _____ |
| 3. Scrapes vegetable on grater with up and down motion _____ | 6. Does not get vegetable on floor _____ |
| 7. Does not scrape self _____ | |

19.3.2.2.5.0.8(669) Given a peeling utensil, a piece of paper, and a vegetable to be peeled, the student will, to the satisfaction of the teacher, peel the vegetable by directing the utensil away from the body and removing all the peel with the sharp edge of the utensil.

This objective is mastered when the student:

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- | | |
|--|--|
| 1. Places sharp edge of utensil on vegetable _____ | 3. Peels entire vegetable _____ |
| 2. Directs utensil away from body _____ | 4. Peels vegetable scraps onto paper _____ |
| 5. Does not cut self _____ | |

APPORTIONING FOODS AND LIQUIDS

19.3.2.2.6.0.1(670) Given a serving spoon, a container of food which must be spooned, and five dishes onto which the food must be served, the student will, to the satisfaction of the teacher, serve the food by spooning an average portion of the food onto each dish.

This objective is mastered when the student:

- | | |
|---|--|
| 1. Places spoon in food container _____ | 6. Repeats numbers 1-5 for second dish _____ |
| 2. Lifts food with spoon _____ | 7. Repeats numbers 1-5 for third dish _____ |
| 3. Places food on dish _____ | 8. Repeats numbers 1-5 for fourth dish _____ |
| 4. Serves an average portion _____ | 9. Repeats numbers 1-5 for fifth dish _____ |
| 5. Does not spill food _____ | |

19.3.2.2.6.0.2(671) Given a fork, a container of food that must be forked, and five dishes onto which the food must be served, the student will, to the satisfaction of the teacher, serve the food by spearing the food with the fork and placing an average portion of the food onto each dish.

This objective is mastered when the student:

- | | |
|---|--|
| 1. Places fork in food container _____ | 4. Places food on dish _____ |
| 2. Spears food to be served with fork _____ | 5. Does not drop food _____ |
| 3. Lifts food with fork _____ | 6. Repeats numbers 1-5 for second dish _____ |

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7. Repeats numbers 1-5 for third dish _____
8. Repeats numbers 1-5 for fourth dish _____
9. Repeats numbers 1-5 for fifth dish _____

19.3.2.2.6.0.3(672) Given a glass and a pitcher of liquid, the student will, to the satisfaction of the teacher, serve the liquid by pouring the liquid into the glass until the glass is at least $3/4$ full.

This objective is mastered when the student:

1. Grasps pitcher of liquid _____
2. Pours liquid into glass _____
3. Fills glass at least $3/4$ full _____
4. Does not spill liquid _____

19.3.2.2.6.0.4(673) Given a slice of bread, a spreading knife, and a container of butter, the student will, to the satisfaction of the teacher, butter the bread by taking an appropriate amount of butter from the container with the knife and spreading the butter evenly over the surface of one side of the bread without puncturing the bread.

This objective is mastered when the student:

1. Holds container while he takes butter from it _____
2. Uses knife to take appropriate amount of butter _____
3. Holds bread while spreading _____
4. Spreads butter evenly over entire surface of bread _____
5. Spreads butter on one side only _____
6. Does not puncture bread _____

19.3.2.2.6.0.5(674) Given a soup ladle, a pot of soup, and five bowls into which the soup must be served, the student will, to the satisfaction of the teacher, serve the soup by ladling the soup from the pot and pouring it into each bowl until each bowl is at least $3/4$ full.

This objective is mastered when the student:

OCCUPATIONAL
DOMESTIC SERVICE

- | | | | |
|---|-----|--|-----|
| 1. Places ladle in pot | ___ | 6. Repeats numbers 1-5 for second bowl | ___ |
| 2. Ladles soup from pot | ___ | 7. Repeats numbers 1-5 for third bowl | ___ |
| 3. Pours soup into bowl | ___ | 8. Repeats numbers 1-5 for fourth bowl | ___ |
| 4. Fills bowl at least 3/4 full | ___ | | |
| 5. Does not spill soup | ___ | | |
| 9. Repeats numbers 1-5 for fifth bowl ___ | | | |

19.3.2.2.6.0.6(675) Given a serving bowl of salad, two salad serving utensils, and five bowls into which the salad must be served, the student will, to the satisfaction of the teacher, serve the salad by grasping the salad with both utensils, removing the salad from the serving bowl, and placing the salad into each bowl until each bowl is at least 3/4 full.

This objective is mastered when the student:

- | | | | |
|---------------------------------------|-----|--|-----|
| 1. Places utensils in salad bowl | ___ | 7. Repeats numbers 1-6 for second bowl | ___ |
| 2. Uses utensils to grasp salad | ___ | 8. Repeats numbers 1-6 for third bowl | ___ |
| 3. Removes salad from salad bowl | ___ | 9. Repeats numbers 1-6 for fourth bowl | ___ |
| 4. Places salad in bowl | ___ | 10. Repeats numbers 1-6 for fifth bowl | ___ |
| 5. Fills first bowl at least 3/4 full | ___ | | |
| 6. Does not spill salad | ___ | | |

STOVE OPERATION

19.3.2.2.7.0.1(676) Given a stove and a pan half-filled with water, the student will, to the satisfaction of the teacher, boil the water by placing the pan on a burner so that the handle of the pan does not extend over the front edge of the stove, turning that burner on to the high setting, leaving the pan on the burner until the water is boiling, and turning that burner off.

This objective is mastered when the student:

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- | | | | |
|---|-----|----------------------------|-----|
| 1. Places pan on burner | ___ | 3. Turns burner on to high | ___ |
| 2. Turns handle away from front edge of stove | ___ | 4. Brings water to boil | ___ |
| | | 5. Turns off burner | ___ |

19.3.2.2.7.0.2(677) Given a stove and a pan with prepared soup in it, the student will, to the satisfaction of the teacher, heat the soup by placing the pan on a burner so that the handle of the pan does not extend over the front edge of the stove, turning that burner on to the medium setting, leaving the pan on the burner until the soup is heated, but not boiled, and turning that burner off.

This objective is mastered when the student:

- | | | | |
|---|-----|--|-----|
| 1. Places pan on burner | ___ | 4. Leaves pan on burner until soup is heated | ___ |
| 2. Turns handle away from front edge of stove | ___ | 5. Does not boil soup | ___ |
| 3. Turns burner on to medium | ___ | 6. Turns off burner | ___ |

19.3.2.2.7.0.3(678) Given a stove, a hamburger patty, a frying pan, a plate, and a spatula, the student will, to the satisfaction of the teacher, fry the hamburger by placing the pan on a burner so that the handle does not extend over the front edge of the stove, placing the hamburger in the pan, turning the burner on to medium heat, frying the hamburger, periodically turning the patty with the spatula, until the hamburger is done, removing the hamburger from the pan with the spatula, placing it on the plate, and turning the burner off.

This objective is mastered when the student:

- | | | | |
|---|-----|--|-----|
| 1. Places pan on burner | ___ | 5. Turns patty periodically with spatula | ___ |
| 2. Turns handle away from front edge of stove | ___ | 6. Cooks hamburger | ___ |
| 3. Places patty in pan | ___ | 7. Does not burn hamburger | ___ |
| 4. Turns burner on to medium | ___ | 8. Removes hamburger with spatula | ___ |

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9. Places hamburger on plate ____ 10. Turns off burner ____

19.3.2.2.7.0.4(679) Given an oven, some food to be baked, two potholders, and verbal directions by the teacher regarding the oven setting and baking time, the student will, to the satisfaction of the teacher, bake the food by setting the oven temperature, turning on the oven, placing the food to be baked into the oven when the oven is pre-heated, leaving the food in the oven for the designated time, removing the food from the oven, placing the food in a teacher-designated area, and turning the temperature and oven setting off.

This objective is mastered when the student:

- | | | | |
|---|------|---|------|
| 1. Sets oven temperature | ____ | 4. Leaves food in oven for designated time (no more than five minutes overtime) | ____ |
| 2. Turns on oven | ____ | | |
| 3. Uses potholders (one in each hand) to place food in oven when oven is pre-heated | ____ | 5. Uses potholders to remove food from oven (one in each hand) | ____ |
| | | 6. Turns off oven | ____ |
| | | 7. Turns off temperature setting | ____ |

KITCHEN APPLIANCE OPERATION

19.3.2.2.8.0.1(680) Given a toaster (plugged-in and pre-set at medium), and two pieces of bread, the student will, to the satisfaction of the teacher, toast the bread by putting a piece of bread in each of the two slots, pushing down the lever, and removing the toasted bread when it pops up.

This objective is mastered when the student:

- | | | | |
|---------------------------------------|------|---|------|
| 1. Picks up bread | ____ | 4. Pushes down lever until bread stays down | ____ |
| 2. Places piece of bread in each slot | ____ | 5. Removes toasted bread when it pops up | ____ |
| 3. Pushes down lever | ____ | | |
| | | 6. Does not burn fingers | ____ |

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19.3.2.2.8.0.2(681) Given an electric can opener (plugged-in) and a can, the student will, to the satisfaction of the teacher, open the can by placing the can under the opener blade, locking the can in place, puncturing the lid of the can with the opener blade, maintaining pressure on the opener handle until the perimeter of the lid is completely separated from the rim, taking the can from the can opener, and removing the severed lid.

This objective is mastered when the student:

- | | | | |
|---|-----|--|-----|
| 1. Picks up can | ___ | 6. Perimeter of can is completely separated from rim | ___ |
| 2. Places can under opener blade | ___ | 7. Takes can from can opener | ___ |
| 3. Locks can in place | ___ | 8. Removes severed lid | ___ |
| 4. Punctures lid of can with opener blade | ___ | 9. Does not spill contents of can | ___ |
| 5. Maintains pressure on opener handle | ___ | 10. Does not cut self | ___ |

19.3.2.2.8.0.3(682) Given an electric hand mixer (plugged-in) and ingredients to be mixed in a bowl, the student will, to the satisfaction of the teacher, mix the ingredients by turning on and setting the mixer on medium speed, placing the mixer in the bowl, mixing the ingredients by holding the mixer down, going around the inside surface of the bowl, continuing this procedure until all of the contents of the bowl are thoroughly mixed, turning the mixer off, and removing the mixer from the bowl.

This objective is mastered when the student:

- | | | | |
|-------------------------------|-----|--|-----|
| 1. Picks up mixer | ___ | 5. Moves mixer in circular direction around inside of bowl | ___ |
| 2. Turns on mixer | ___ | 6. Blends ingredients thoroughly | ___ |
| 3. Sets mixer on medium speed | ___ | 7. Turns off mixer | ___ |
| 4. Puts mixer down in bowl | ___ | | |
| | | 8. Removes mixer from bowl | ___ |

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DISHWASHING AND DRYING

19.3.2.2.9.0.1(683) Given a bowl containing 18 pieces of silverware (six forks, six knives, six spoons), the student will, with 100% accuracy, sort the silverware into one pile of six forks, one pile of six knives, and one pile of six spoons.

This objective is mastered when the student:

- | | |
|--|--|
| 1. Separates silverware into three piles _____ | 3. Places all forks in one pile _____ |
| 2. Places all knives in one pile _____ | 4. Places all spoons in one pile _____ |

19.3.2.2.9.0.2(684) Given a dry cloth, four wet plates, four wet glasses, four wet knives, four wet forks, four wet spoons, and four wet pots and pans, the student will, to the satisfaction of the teacher, dry the dishes with the dry cloth and put the dishes, glasses, silverware, and pots and pans away in the storage areas designated by the teacher.

This objective is mastered when the student:

- | | |
|--------------------------------|--|
| 1. Dries glasses _____ | 5. Stores glasses properly _____ |
| 2. Dries plates _____ | 6. Stores plates properly _____ |
| 3. Dries silverware _____ | 7. Stores silverware properly _____ |
| 4. Dries pots and pans _____ | 8. Stores pots and pans properly _____ |
| 9. Does not break dishes _____ | |

19.3.2.2.9.0.3(685) Given an automatic dishwasher, automatic dishwasher detergent, and enough dirty dishes, glasses, and silverware to fill the dishwasher, the student will, to the satisfaction of the teacher, wash the dishes by loading the dishwasher properly, putting the correct amount of detergent in the detergent dispenser, closing the dishwasher securely, starting the dishwasher, unloading the dishwasher when the cycle is completed and the dishes are cool, and putting the dishes in the storage areas designated by the teacher.

This objective is mastered when the student:

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- | | | | |
|---|-------|--|-------|
| 1. Places cups and glasses on top rack of dishwasher | _____ | 6. Closes dishwasher securely | _____ |
| 2. Places silverware in silverware basket | _____ | 7. Starts dishwasher | _____ |
| 3. Places dishes on bottom rack | _____ | 8. Waits until dishwasher cycle is completed before opening machine | _____ |
| 4. Puts correct amount of dishwasher detergent in detergent dispenser | _____ | 9. Waits until dishes are cool before unloading | _____ |
| 5. Closes detergent dispenser securely | _____ | 10. Puts all dishes, glasses, and silverware in proper storage areas | _____ |

19.3.2.2.9.0.4(686) Given a sink and a dishpan (or a double sink), a dishcloth, a bottle of dishwashing detergent, a drainboard, a dish drainer, four dirty plates, four dirty forks, four dirty spoons, four dirty knives, and four dirty glasses, the student will, to the satisfaction of the teacher, wash the dishes by filling the dishpan at least 1/2 full of warm water, adding an appropriate amount of detergent, washing, and rinsing the glasses, silverware, and plates (in that order), and placing the dishes on the drainer.

This objective is mastered when the student:

- | | | | |
|--|-------|--|-------|
| 1. Turns on water | _____ | 7. Washes plates third | _____ |
| 2. Adjusts water to medium temperature | _____ | 8. Rinses dishes and silverware | _____ |
| 3. Fills dishpan (or one side of double sink) at least 1/2 full of water | _____ | 9. All soap removed | _____ |
| 4. Adds an appropriate amount of detergent to water | _____ | 10. All dishes and silverware clean | _____ |
| 5. Washes glasses first | _____ | 11. Places dishes on drainer | _____ |
| 6. Washes silverware second | _____ | 12. Does not break dishes | _____ |
| | | 13. Empties dishpan and/or drains sink | _____ |
| 14. Turns off water | _____ | | |

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19.3.2.2.9.0.5(687) Given a sink and a dishpan (or a double sink), a dishcloth, a scouring pad, a bottle of dishwashing detergent, a drainboard, a dish drainer, two dirty pots, and two dirty pans, the student will, to the satisfaction of the teacher, wash the pots and pans by filling the dishpan at least 1/2 full of warm water, adding an appropriate amount of detergent, scouring and rinsing the pots and pans, and placing them on the drainer.

This objective is mastered when the student:

- | | | | |
|--|-----|--|-----|
| 1. Turns on water | ___ | 7. Rinses pots | ___ |
| 2. Adjusts water to medium temperature | ___ | 8. Rinses pans | ___ |
| 3. Fills dishpan (or one side of double sink) at least 1/2 full of water | ___ | 9. All soap removed | ___ |
| 4. Adds an appropriate amount of detergent to water | ___ | 10. Both pots clean | ___ |
| 5. Scours pots | ___ | 11. Both pans clean | ___ |
| 6. Scours pans | ___ | 12. Places pots and pans on drainer | ___ |
| | | 13. Empties dishpan and/or drains sink | ___ |
| | | 14. Turns off water | ___ |

TABLE SETTING AND CLEARING

19.3.2.2.10.0.1(688) Given a food scraper, a waste container, dishes with scraps of food on them, and a sink, the student will, to the satisfaction of the teacher, scrape the dishes clean by carrying the used dishes to a designated area and scraping any remaining food and pouring any remaining liquid into the designated waste container.

This objective is mastered when the student:

- | | | | |
|--|-----|-----------------------------------|-----|
| 1. Carries dishes to designated area | ___ | 4. Does not spill food | ___ |
| 2. Uses scraper to remove food particles | ___ | 5. Does not eat waste | ___ |
| 3. Disposes of scraps in waste container | ___ | 6. Pours beverage remains in sink | ___ |
| | | 7. Does not spill beverage | ___ |
| | | 8. Does not drink beverage | ___ |

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19.3.2.2.10.0.2(689) Given dirty dishes on a table with two people seated at it, the student will, to the satisfaction of the teacher, clear the table by removing the dirty dishes from the right side of each person.

This objective is mastered when the student:

- | | |
|---|---|
| 1. Removes dishes from right hand side of first person _____ | 3. Removes appropriate number of dishes at a time _____ |
| 2. Removes dishes from right hand side of second person _____ | 4. Does not drop or spill food scraps _____ |
| 5. Does not drop dishes _____ | |

19.3.2.2.10.0.3(690) Given a damp dishcloth, a dry cloth, and a table with bread crumbs and food spills on it, the student will, to the satisfaction of the teacher, clean the table by wiping the bread crumbs and food spills from the table, rinsing the cloth, washing the table clean, and drying the table surface.

This objective is mastered when the student:

- | | |
|--|--|
| 1. Wipes table using damp cloth _____ | 4. Rinses cloth _____ |
| 2. Cleans table of crumbs _____ | 5. Washes table clean of food spills _____ |
| 3. Wipes crumbs into hand or inside cloth (not on floor) _____ | 6. Dries table using dry cloth _____ |

19.3.2.2.10.0.4(691) Given seven different food items to serve to two people, the student will, to the satisfaction of the teacher, serve to the left of each person the foods and beverages in this order: water for each, soup for each, salad for each, main dish for each (meat and vegetable), dessert for each, and coffee for each.

This objective is mastered when the student:

1. Serves person #1 without spilling or dropping:

| | | |
|-------------|-----------------|---------------|
| Water _____ | Salad _____ | Dessert _____ |
| Soup _____ | Main Dish _____ | Coffee _____ |

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2. Serves person #2 without spilling or dropping:

| | | | | | |
|-------|-----|-----------|-----|---------|-----|
| Water | ___ | Salad | ___ | Dessert | ___ |
| Soup | ___ | Main Dish | ___ | Coffee | ___ |

3. Serves in correct order ___

4. Serves to left of each person ___

19.3.2.2.10.0.5(692) Given a table, two chairs, two plates, two knives, two forks, two spoons, two napkins, two glasses, and two cups and saucers, the student will, to the satisfaction of the teacher, set the table by placing a plate on the table in front of each chair, placing a fork to the left of each plate, placing a napkin to the left of each fork, placing a knife to the right of each plate (with the blade facing to the left), placing a spoon to the right of the knife, placing a glass at the tip of each knife, and placing a cup and saucer to the right of each spoon.

This objective is mastered when the student:

1. Sets place setting I:

| | | | |
|-------------------------|-----|----------------------------------|-----|
| Plate in front of chair | ___ | Blade facing to left | ___ |
| Fork to left of plate | ___ | Spoon to right of knife | ___ |
| Napkin to left of fork | ___ | Glass at tip of knife | ___ |
| Knife to right of plate | ___ | Cup and saucer to right of spoon | ___ |

2. Sets place setting II:

| | | | |
|-------------------------|-----|----------------------------------|-----|
| Plate in front of chair | ___ | Blade facing to left | ___ |
| Fork to left of plate | ___ | Spoon to right of knife | ___ |
| Napkin to left of fork | ___ | Glass at tip of knife | ___ |
| Knife to right of plate | ___ | Cup and saucer to right of spoon | ___ |

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SORTING, WASHING, AND DRYING CLOTHES

19.3.2.2.11.0.1(693) Given a load of freshly washed clothes in a washing machine, and an electric clothes dryer, the student will, to the satisfaction of the teacher, dry the clothes by removing the articles from the washer, one at a time, shaking them out, putting them into the dryer, adjusting the dryer to the proper setting, turning on the dryer, checking the clothes for dryness at the end of the drying cycle, and removing the clothes when they are dry.

This objective is mastered when the student:

- | | |
|---|---|
| 1. Takes article of clothing from washer (one at a time) _____ | 5. Adjusts dryer to proper setting _____ |
| 2. Shakes out article _____ | 6. Turns on dryer _____ |
| 3. Places article in dryer _____ | 7. Checks clothes for dryness after drying cycle is com- pleted _____ |
| 4. Repeats numbers 1-3 for each article _____ | |
| 8. Removes clothes when they are dry _____ | |

19.3.2.2.11.0.2(694) Given an automatic washer, washing detergent, and a load of colored clothes to be washed, the student will, to the satisfaction of the teacher, wash the clothes by adjusting the washer controls to the correct setting, depositing the clothes in the washer, engaging the control to fill the machine with water, adding the correct amount of washing detergent, and closing the machine.

This objective is mastered when the student:

- | | |
|--|---|
| 1. Adjusts washer control to setting for colored clothes _____ | 3. Engages control to begin filling machine with water _____ |
| 2. Deposits clothes in washer _____ | 4. Adds correct amount of washing detergent _____ |
| 5. Closes machine _____ | |

19.3.2.2.11.0.3(695) Given an automatic washer, washing detergent, and a load of white clothes to be washed, the student will, to the satisfaction of the

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teacher, wash the clothes by adjusting the washer controls to the cold water setting, depositing the clothes in the washer, engaging the control to fill the machine with water, adding the correct amount of washing detergent, and closing the machine.

This objective is mastered when the student:

1. Adjusts washer control to cold water setting _____
2. Deposits clothes in washer _____
3. Engages control to begin filling machine with water _____
4. Adds correct amount of washing detergent _____
5. Closes machine _____

19.3.2.2.11.0.4(696) Given a washing machine which contains a filter full of lint and a brush, the student will, to the satisfaction of the teacher, clean the filter by removing it from the machine, brushing the filter until all lint is removed, and returning the filter to its proper position in the machine.

This objective is mastered when the student:

1. Removes filter from machine _____
2. Brushes filter _____
3. Removes all lint from filter _____
4. Replaces filter correctly in machine _____

19.3.2.2.11.0.5(697) Given an assortment of clothes to be washed (white and colored wash-and-wear, and white and colored regular fabric), the student will, to the satisfaction of the teacher, sort the clothes by placing them in four piles according to color and type of fabric.

This objective is mastered when the student:

1. Sorts clothes into four piles _____
2. Places white wash-and-wear together _____
3. Places white regular-type fabric together _____
4. Places colored wash-and-wear together _____
5. Places colored regular-type fabric together _____

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19.3.2.2.11.0.6(698) Given a bag of clothespins, a clothesline (set up for hanging clothes), and a basket of damp clothes containing two sheets, three pairs of socks, two pairs of dungarees, and three towels, the student will, to the satisfaction of the teacher, hang the clothes on the line by properly pinning each garment securely to the line.

This objective is mastered when the student:

- | | | | |
|--------------------------|-----|------------------------------------|-----|
| 1. Opens pins correctly | ___ | 5. Pins dungarees correctly | ___ |
| 2. Pins towels correctly | ___ | 6. Hangs clothes securely | ___ |
| 3. Pins sheets correctly | ___ | 7. Does not drag clothes on ground | ___ |
| 4. Pins socks correctly | ___ | 8. Does not drop clothes on ground | ___ |

19.3.2.2.11.0.7(699) Given a washpan of warm, soapy water, a washpan of clean water, a basket, and an assortment of four pieces of clothing which require hand washing, the student will, to the satisfaction of the teacher, wash the clothes by placing the clothes, one at a time, in the soapy water, washing each piece until all visible dirt has been removed, squeezing the soapy water out of each piece, rinsing each piece in the pan of clean water until all soap and dirt have been removed, wringing each piece by hand until all the excess water has been removed, and placing each piece in the basket.

This objective is mastered when the student:

- | | | | |
|--|-----|---|-----|
| 1. Places clothing in soapy water | ___ | 8. Removes all soap from clothing | ___ |
| 2. Forces soapy water through all areas of clothing using agitating motion | ___ | 9. Wrings excess water from clothing gently | ___ |
| 3. Rubs soiled areas of clothing together gently | ___ | 10. Places clothing in basket after wringing | ___ |
| 4. All visible dirt removed from clothing | ___ | 11. Washes and rinses clothing without excess spilling | ___ |
| 5. Squeezes excess soapy water from clothing | ___ | 12. Repeats numbers 1-11 for second article of clothing | ___ |
| 6. Places clothing in rinse water | ___ | 13. Repeats numbers 1-11 for third article of clothing | ___ |
| 7. Forces clean water through clothing using up and down motion | ___ | 14. Repeats numbers 1-11 for fourth article of clothing | ___ |

BEDMAKING

19.3.2.2.12.0.1(700) Given a double bed, a fitted mattress pad, and a fitted bottom sheet, the student will, to the satisfaction of the teacher, put the mattress pad and then the bottom sheet (right-side-up) smoothly on the bed so that they are fitted and tucked in firmly at the corners and sides of the mattress.

This objective is mastered when the student:

- | | |
|---|---|
| 1. Places mattress pad on bed (right-side-up) _____ | 5. Places bottom sheet on bed (right-side-up) _____ |
| 2. Secures corners of mattress pad under corners of mattress _____ | 6. Secures corners of bottom sheet under corners of mattress _____ |
| 3. Tucks sides and ends of pad firmly under mattress (if appropriate) _____ | 7. Tucks sides and ends of bottom sheet firmly under mattress _____ |
| 4. Top of mattress pad smooth _____ | |
| | 8. Top of fitted bottom sheet smooth _____ |

19.3.2.2.12.0.2(701) Given a double bed with a mattress pad, a fitted bottom sheet, a flat top sheet, and a blanket in proper position, two pillows, and two pillow cases, the student will, to the satisfaction of the teacher, put each pillow inside a pillow case so that the pillow touches the bottom of the pillow case with the sides of the pillow adjacent to the seams of the pillow case and place the pillows in the proper position at the head of the bed.

This objective is mastered when the student:

- | | |
|---|---|
| 1. Puts pillow inside pillow case _____ | 4. Positions pillow parallel to top of mattress _____ |
| 2. Pillow touches bottom of pillow case _____ | 5. Pillow case smooth _____ |
| 3. Sides of pillow adjacent to seams of pillow case _____ | 6. Repeats numbers 1-5 for second pillow _____ |

19.3.2.2.12.0.3(702) Given a double bed with a mattress pad and bottom sheet

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in the proper position, a flat top sheet, and a flat blanket, the student will, to the satisfaction of the teacher, put the top sheet and then the blanket (right-side-up) smoothly on the bed so that the sides are even and the bottoms are tucked firmly under the foot of the mattress.

This objective is mastered when the student:

- | | |
|---|--|
| 1. Places top flat sheet on bed (right-side-up) _____ | 6. Places blanket on bed (right-side-up) _____ |
| 2. Places top of sheet within one foot of head of mattress _____ | 7. Places top of blanket within one foot of head of mattress _____ |
| 3. Sides of top sheet hang evenly over both sides of mattress _____ | 8. Sides of blanket hang evenly over both sides of mattress _____ |
| 4. Tucks bottom of top sheet firmly under foot of mattress _____ | 9. Tucks bottom of blanket firmly under foot of mattress _____ |
| 5. Top sheet smooth _____ | 10. Blanket smooth _____ |

19.3.2.2.12.0.4(703) Given a double bed with a mattress pad, a fitted bottom sheet, a flat top sheet, a blanket and two pillows in the proper position, and a bedspread, the student will, to the satisfaction of the teacher, put the spread (right-side-up) smoothly on the bed so that the sides and bottom are even and the top of the spread completely covers the pillows, with any excess spread tucked under the pillows.

This objective is mastered when the student:

- | | |
|---|--|
| 1. Places spread on bed (right-side-up) _____ | 3. Covers top of pillows completely with top of spread _____ |
| 2. Both sides and bottom of spread hang evenly over bed _____ | 4. Tucks excess spread under pillows _____ |
| 5. Bedspread smooth _____ | |

19.3.2.2.12.0.5(704) Given a double bed, a fitted mattress pad, a fitted bottom sheet, a flat top sheet, a blanket, a bedspread, two pillows, and two pillow cases, the student will, to the satisfaction of the teacher, make

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the bed by properly placing the mattress pad, sheets, blanket, pillows, and spread on the bed in the correct order.

This objective is mastered when the student:

- | | |
|--|---|
| 1. Places mattress pad on bed (right-side-up) _____ | 14. Places blanket on bed (right-side-up) _____ |
| 2. Secures corners of mattress pad under corners of mattress _____ | 15. Places top of blanket within one foot of head of mattress _____ |
| 3. Tucks sides and ends firmly under mattress (if appropriate) _____ | 16. Sides of blanket hang evenly over both sides of mattress _____ |
| 4. Mattress pad smooth _____ | 17. Tucks bottom of blanket firmly under foot of mattress _____ |
| 5. Places bottom sheet on bed (right-side-up) _____ | 18. Blanket smooth _____ |
| 6. Secures corners of bottom sheet under corners of mattress _____ | 19. Puts pillows inside pillow cases _____ |
| 7. Tucks sides and ends of bottom sheet firmly under mattress _____ | 20. Pillows touch bottom of pillow cases _____ |
| 8. Fitted bottom sheet smooth _____ | 21. Sides of pillows adjacent to seams of pillow cases _____ |
| 9. Places top flat sheet on bed (right-side-up) _____ | 22. Positions pillows parallel to top of mattress _____ |
| 10. Places top of sheet within one foot of head of mattress _____ | 23. Pillow cases smooth _____ |
| 11. Sides of top sheet hang evenly over both sides of mattress _____ | 24. Places spread on bed (right-side-up) _____ |
| 12. Tucks bottom of top sheet firmly under foot of mattress _____ | 25. Both sides and bottom of spread hang evenly over bed _____ |
| 13. Top sheet smooth _____ | 26. Covers top of pillows completely with top of spread _____ |
| | 27. Tucks excess spread under pillows _____ |
| | 28. Bedspread smooth _____ |

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IRONING AND STORAGE OF CLOTHING

19.3.2.2.13.0.1(705) Given a folded dishcloth, a folded sheet, a folded tea towel, a hot pad, and a designated storage area, the student will, to the satisfaction of the teacher, put these articles away in their proper storage area without wrinkling, unfolding, or dropping them.

This objective is mastered when the student:

- | | |
|--|---|
| 1. Carries items to storage area _____ | 3. Does not wrinkle or unfold items _____ |
| 2. Places items in storage area _____ | 4. Does not drop items _____ |

19.3.2.2.13.0.2(706) Given a pair of socks, a long-sleeved sweater, a T-shirt, a towel, and a sheet, the student will, to the satisfaction of the teacher, fold these articles neatly.

This objective is mastered when the student:

- | | |
|-------------------------------------|-------------------------------|
| 1. Folds pair of socks neatly _____ | 3. Folds T-shirt neatly _____ |
| 2. Folds sweater neatly _____ | 4. Folds towel neatly _____ |
| 5. Folds sheet neatly _____ | |

19.3.2.2.13.0.3(707) Given a steam iron (plugged in and properly set), an ironing board, a handkerchief, an apron, a long-sleeved blouse, and a pair of pants, the student will, to the satisfaction of the teacher, iron each piece of clothing until the wrinkles are removed.

This objective is mastered when the student:

| | <u>HANDKERCHIEF</u> | <u>APRON</u> | <u>LONG-SLEEVED BLOUSE</u> | <u>PANTS</u> |
|-----------------------------|---------------------|--------------|----------------------------|--------------|
| 1. Irons | _____ | _____ | _____ | _____ |
| 2. Wrinkles removed | _____ | _____ | _____ | _____ |
| 3. Does not scorch | _____ | _____ | _____ | _____ |
| 4. Does not burn self _____ | | | | |

SEWING AND MENDING BY HAND

19.3.2.2.14.0.1(708) Given ten basic sewing tools (shears, scissors, needle, thread, pins, measuring tape, thimble, seam ripper, pattern, and seam gauge), the student will, with 100% accuracy, touch the correct tool as each is named by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

(Stimuli: Pins, scissors, thimble, pattern, seam gauge, thread, needle, shears, measuring tape, seam ripper)

- | | |
|----------------------------------|--------------------------------------|
| 1. "Touch the thimble." _____ | 6. "Touch the scissors." _____ |
| 2. "Touch the needle." _____ | 7. "Touch the thread." _____ |
| 3. "Touch the pattern." _____ | 8. "Touch the seam ripper." _____ |
| 4. "Touch the seam gauge." _____ | 9. "Touch the measuring tape." _____ |
| 5. "Touch the pins." _____ | 10. "Touch the shears." _____ |

19.3.2.2.14.0.2(709) Given ten basic sewing tools (shears, scissors, needle, thread, pins, measuring tape, thimble, seam ripper, pattern, and seam gauge), the student will, to the satisfaction of the teacher, demonstrate the proper use of each tool when requested by the teacher.

This objective is mastered when the student responds correctly to each of the requests below:

- | | |
|--|---|
| 1. "Show me how to use the pattern." _____ | 6. "Show me how to use the scissors." _____ |
| 2. "Show me how to use these pins." _____ | 7. "Show me how to use the measuring tape." _____ |
| 3. "Show me how to use the needle." _____ | 8. "Show me how to use the seam gauge." _____ |
| 4. "Show me how to use the thread." _____ | 9. "Show me how to use the shears." _____ |
| 5. "Show me how to use the thimble." _____ | 10. "Show me how to use the seam ripper." _____ |

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19.3.2.2.14.0.3(710) Given a thimble, a pair of scissors, a scrap of material, and a threaded needle, the student will, to the satisfaction of the teacher, sew five basting stitches by placing the thimble on the third finger of the sewing hand, pushing the needle through the material with the thimble, securing the stitches by tying a knot, and cutting the thread with the scissors.

This objective is mastered when the student:

- | | | |
|--|-------------------------------|-------|
| 1. Places thimble on third finger of sewing hand | 3. Sews baste stitch | _____ |
| 2. Pushes needle through material with thimble | 4. Sews 5 basting stitches | _____ |
| | 5. Secures stitches with knot | _____ |
| 6. Cuts thread with scissors | | _____ |

19.3.2.2.14.0.4(711) Given a garment with a hole in it, pins, an iron-on patch, an iron (plugged in and set at the correct setting), and an ironing board, the student will, to the satisfaction of the teacher, patch the hole by attaching the patch with the pins to completely cover the hole, ironing over the patch until it is secured to the garment, and removing the pins from the garment.

This objective is mastered when the student:

- | | | |
|---------------------------|------------------------------------|-------|
| 1. Places patch over hole | 4. Places garment on ironing board | _____ |
| 2. Pins patch over hole | 5. Irons over patch | _____ |
| 3. Completely covers hole | 6. Fastens patch securely | _____ |
| 7. Removes pins | | _____ |

19.3.2.2.14.0.5(712) Given a needle, a spool of thread, and a pair of scissors, the student will, to the satisfaction of the teacher, thread the needle by cutting off a sufficient amount of thread, directing one end of the thread into the eye of the needle, pulling the thread through, and securing one end of the thread with a knot.

This objective is mastered when the student:

- | | | |
|--------------------------------------|---|-------|
| 1. Cuts appropriate length of thread | 2. Directs end of thread into eye of needle | _____ |
|--------------------------------------|---|-------|

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3. Pulls thread through leaving sufficient amount of thread on each side of eye _____
4. Secures one end of thread with knot _____

19.3.2.2.14.0.6(713) Given a 1" four-holed button, a threaded needle, a pair of scissors, a thimble, and a scrap of material, the student will, to the satisfaction of the teacher, sew the button onto the material by placing the thimble on the third finger of the sewing hand, directing the needle into alternate holes using an up and down motion to attach the button to the material, securing the stitches by tying a knot, and cutting the thread with the scissors.

This objective is mastered when the student:

- | | |
|--|-------------------------------------|
| 1. Places thimble on third finger of sewing hand _____ | 4. Alternates holes _____ |
| 2. Directs needle into holes _____ | 5. Secures button to material _____ |
| 3. Uses up and down motion _____ | 6. Secures stitches with knot _____ |
| | 7. Cuts thread with scissors _____ |

19.3.2.2.14.0.7(714) Given a four-holed 1/2" snap, a threaded needle, a pair of scissors, a thimble, and a scrap of material, the student will, to the satisfaction of the teacher, sew the snap onto the material by placing the thimble on the third finger of the sewing hand, directing the needle into alternate holes using an up and down motion to attach the snap to the material, securing the stitches by tying a knot, and cutting the thread with the scissors.

This objective is mastered when the student:

- | | |
|--|-------------------------------------|
| 1. Places thimble on third finger of sewing hand _____ | 4. Alternates holes _____ |
| 2. Directs needle into holes _____ | 5. Secures snap to material _____ |
| 3. Uses up and down motion _____ | 6. Secures stitches with knot _____ |
| | 7. Cuts thread with scissors _____ |

19.3.2.2.14.0.8(715) Given a thimble, a pair of scissors, a scrap of material,

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and a threaded needle, the student will, to the satisfaction of the teacher, sew five overcast stitches by placing the thimble on the third finger of the sewing hand, stitching along the edge of the material, securing the stitches by tying a knot, and cutting the thread with the scissors.

This objective is mastered when the student:

- | | | | |
|--|-------|-------------------------------|-------|
| 1. Places thimble on third finger of sewing hand | _____ | 4. Sews with overcast stitch | _____ |
| 2. Pushes needle through material with thimble | _____ | 5. Sews 5 overcast stitches | _____ |
| 3. Sews along edge of material | _____ | 6. Makes even stitching line | _____ |
| | | 7. Secures stitches with knot | _____ |
| | | 8. Cuts thread with scissors | _____ |

19.3.2.2.14.0.9(716) Given a thimble, a pair of scissors, a scrap of material, and a threaded needle, the student will, to the satisfaction of the teacher, sew five backstitches by placing the thimble on the third finger of the sewing hand, pushing the needle through the material with the thimble, securing the stitches by tying a knot, and cutting the thread with the scissors.

This objective is mastered when the student:

- | | | | |
|--|-------|-------------------------------|-------|
| 1. Places thimble on third finger of sewing hand | _____ | 3. Sews backstitch | _____ |
| 2. Pushes needle through material with thimble | _____ | 4. Sews 5 backstitches | _____ |
| | | 5. Secures stitches with knot | _____ |
| | | 6. Cuts thread with scissors | _____ |

19.3.2.2.14.0.10(717) Given a garment to be hemmed, a seam gauge, straight pins, a pair of scissors, a threaded needle, and a thimble, the student will, to the satisfaction of the teacher, hem the garment by measuring a two-inch hem, securing the hem with the pins, placing the thimble on the third finger of the sewing hand, hemming the garment with a correct hem stitch, securing the stitches by tying a knot, cutting the thread with the scissors, and removing the pins from the hem.

This objective is mastered when the student:

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1. Measures 2" hem all around _____
2. Secures hem with straight pins _____
3. Places thimble on third finger of sewing hand _____
4. Sews hem with proper hem stitch _____
5. Secures hem _____
6. Secures stitches with knot _____
7. Cuts thread with scissors _____
8. Removes pins _____

19.3.2.2.14.0.11(718) Given a garment with a seam that needs to be mended, a threaded needle, straight pins, a pair of scissors, and a thimble, the student will, to the satisfaction of the teacher, mend the seam by securing the seam with the pins, placing the thimble on the third finger of the sewing hand, using a proper mending stitch to secure the seam, securing the stitches by tying a knot, cutting the thread with the scissors, and removing the pins from the garment.

This objective is mastered when the student:

1. Secures seam with pins _____
2. Places thimble on third finger of sewing hand _____
3. Uses proper mending stitch _____
4. Mends seam _____
5. Secures stitches with knot _____
6. Cuts thread with scissors _____
7. Removes pins _____

SEWING AND MENDING BY MACHINE

19.3.2.2.15.0.1(719) Given a sewing machine, the student will, with 100% accuracy, touch the correct area of the sewing machine in response to specific teacher questions about the function of sewing machine parts.

This objective is mastered when the student responds correctly to each of the requests below:

"Where do you place the bobbin to wind it?"

1. Touches bobbin wind thread post _____

"Where do you place the bobbin to sew?"

2. Touches bobbin case _____

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"Where do you put the spool of thread?"

3. Touches spool pin _____

"How do you make the machine go forward?"

4. Pushes stitch length selector to forward; touches presser foot _____

"How do you make the machine go backward?"

5. Pushes stitch length selector to reverse; touches presser foot _____

"Where do you place the material to sew?"

6. Touches under presser foot _____

"What do you use to make the machine go?"

7. Touches speed control and power switch _____

19.3.2.2.15.0.2(720) Given a simple pre-cut pattern, straight pins, material, a pair of scissors, and a cutting board, the student will, to the satisfaction of the teacher, use the pattern by placing the material and pattern on the cutting board, pinning the pattern on the material correctly, and cutting completely around the pattern, staying within 1/4" of the edge of the pattern.

This objective is mastered when the student:

- | | |
|---|---|
| 1. Places material on cutting board _____ | 4. Uses scissors and cuts along pattern _____ |
| 2. Places pattern on material _____ | 5. Cuts within 1/4" of edge of pattern _____ |
| 3. Secures pattern to material by pinning along edges _____ | 6. Cuts out complete pattern _____ |

19.3.2.2.15.0.3(721) Given a sewing machine and a new sewing machine needle, the student will, to the satisfaction of the teacher, change the sewing machine needle by removing the old needle and replacing it with the new sewing machine needle.

This objective is mastered when the student:

- | | |
|--|---|
| 1. Removes sewing machine needle _____ | 2. Positions new needle correctly _____ |
| 3. Secures new needle in slot _____ | |

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19.3.2.2.15.0.4(722) Given a sewing machine, an empty bobbin, a spool of thread, and a diagram, the student will, to the satisfaction of the teacher, wind the bobbin by placing the bobbin and spool of thread in the appropriate places according to the diagram and winding the bobbin until it is full.

This objective is mastered when the student:

- | | | | |
|--|-------|--|-------|
| 1. Places empty bobbin in correct place | _____ | 3. Follows diagram to place thread correctly | _____ |
| 2. Places spool of thread in correct place | _____ | 4. Winds bobbin until full | _____ |

19.3.2.2.15.0.5(723) Given two pieces of material, straight pins, a threaded bobbin, and a sewing machine, the student will, to the satisfaction of the teacher, sew the material into a seam by pinning the material together so that the edges are even, sewing a straight seam, securing the seam with a reverse stitch, cutting the thread, and removing the pins from the material.

This objective is mastered when the student:

- | | | | |
|---|-------|--|-------|
| 1. Pins two pieces of material together correctly so edges of material are even | _____ | 6. Guides material along guideline on throat plate | _____ |
| 2. Places material under presser foot | _____ | 7. Sews straight seam | _____ |
| 3. Puts presser foot down | _____ | 8. Secures seam with approximately five reverse stitches | _____ |
| 4. Starts machine in forward | _____ | 9. Cuts thread | _____ |
| 5. Sews to end of seam | _____ | 10. Removes material from under presser foot | _____ |
| 11. Removes pins from material | | _____ | |

19.3.2.2.15.0.6(724) Given a sewing machine, a threaded bobbin, a spool of thread, and a diagram, the student will, to the satisfaction of the teacher, thread the machine by positioning the bobbin and the spool of thread in their proper places and following the diagram to completely thread the machine.

This objective is mastered when the student:

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1. Places bobbin in correct place _____
2. Places spool of thread in correct place _____
3. Places thread in correct places by sequentially following diagram _____
4. Threads machine completely _____

YARDWORK AND MAINTENANCE

PET MAINTENANCE

19.3.2.3.1.0.1(725) Given a dog, a bag of dry dog food, a spoon, a feeding dish, a water dish, and a pitcher of water, the student will, to the satisfaction of the teacher, feed and water the dog by pouring an appropriate amount of dog food and water into the feeding dish, mixing it, pouring a proper amount of water into the water dish, and placing the feeding and water dishes in an area accessible to the dog.

This objective is mastered when the student:

- | | | | |
|---|-----|---|-----|
| 1. Opens bag of dog food | ___ | 6. Uses proper amount of water | ___ |
| 2. Pours dry dog food into feeding dish | ___ | 7. Mixes food and water with spoon | ___ |
| 3. Uses appropriate amount of food | ___ | 8. Pours water into water dish | ___ |
| 4. Closes bag of dog food | ___ | 9. Places food and water dishes in area accessible to dog | ___ |
| 5. Pours water from pitcher over food | ___ | 10. Does not spill water or dog food | ___ |

19.3.2.3.1.0.2(726) Given a fish bowl that needs cleaning, a plastic dishpan filled with soapy water, a washing rag, a sink, and fish food, the student will, to the satisfaction of the teacher, clean the fish bowl by pouring the dirty water from the bowl, washing the bowl with soapy water, rinsing the bowl until all the soap and dirt are removed, drying the bowl, filling the bowl with a proper amount of clean water (room temperature), and adding an appropriate amount of fish food.

This objective is mastered when the student:

- | | | | |
|---|-----|--------------------------------------|-----|
| 1. Pours water from bowl into sink | ___ | 4. Bowl is free of all visible dirt | ___ |
| 2. Holds bowl securely | ___ | 5. Turns on water | ___ |
| 3. Washes inside and outside of bowl with rag and soapy water | ___ | 6. Rinses inside and outside of bowl | ___ |
| 7. Bowl is free of all visible soap | ___ | | |

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- | | | | |
|--|-------|-------------------------------------|-------|
| 8. Dries outside of bowl | _____ | 12. Turns off water | _____ |
| 9. Pours clean water in bowl | _____ | 13. Puts animal food in bowl | _____ |
| 10. Pours room temperature water in bowl | _____ | 14. Uses appropriate amount of food | _____ |
| 11. Uses appropriate amount of water | _____ | 15. Does not spill water | _____ |

19.3.2.3.1.0.3(727) Given a dirty cage, wood chips, a source of water, cleaning agent, a brush, two pails, a rag, some newspaper, and animal food, the student will, to the satisfaction of the teacher, clean the animal cage by removing all dirty materials from inside and under the cage, preparing a pail of soapy water and a pail of clean water, washing, rinsing, and drying the cage, and placing clean food and materials inside and under the cage.

This objective is mastered when the student:

- | | | | |
|--|-------|---|-------|
| 1. Prepares cage for cleaning (e.g., removing bottom of cage if necessary) | _____ | 9. Dries inside and outside of cage thoroughly with rag | _____ |
| 2. Removes dirty materials from under and inside cage | _____ | 10. Reassembles cage (if necessary) | _____ |
| 3. Prepares pail of soapy water | _____ | 11. Places clean newspaper under cage | _____ |
| 4. Prepares pail of clean water | _____ | 12. Places new wood chips in bottom of cage | _____ |
| 5. Washes inside and outside of cage with soapy water | _____ | 13. Places food in feeder | _____ |
| 6. Cage is free of all visible dirt | _____ | 14. Uses appropriate amount of food | _____ |
| 7. Rinses inside and outside of cage | _____ | 15. Places water in dish | _____ |
| 8. Cage is free of all visible soap | _____ | 16. Uses appropriate amount of water | _____ |
| | | 17. Does not spill food or water | _____ |

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19.3.2.3.1.0.4(728) Given a dog, a pet brush, and a trash container, the student will, to the satisfaction of the teacher, remove the loose hair and tangles from all hairy areas of the dog by picking up the brush, placing the bristles of the brush on the dog, gently pulling the pet brush in the direction of the hair growth, repeating this procedure until all the hair is smooth, removing the hair from the pet brush when needed, and placing this hair in the trash container.

This objective is mastered when the student:

- | | | | |
|---|-------|--|-------|
| 1. Picks up brush | _____ | 5. Brushes to end of hair strands | _____ |
| 2. Places bristles of brush on dog | _____ | 6. Brushes all hair on dog | _____ |
| 3. Brushes in direction of hair growth | _____ | 7. Removes tangles and loose hair from dog | _____ |
| 4. Brushes gently | _____ | 8. Removes hair from pet brush | _____ |
| 9. Places loose hair in trash container | | _____ | |

19.3.2.3.1.0.5(729) Given a dog, a washtub half-filled with warm, soapy water, a brush for scrubbing animals, a washtub half-filled with clean, warm water, and a large towel, the student will, to the satisfaction of the teacher, wash the dog by placing him in the tub of soapy water, scrubbing him gently with the brush, until he is clean, placing him in the tub of clean water, rinsing him until all soap and dirt are removed, removing him from the tub, and drying him with the towel.

This objective is mastered when the student:

- | | | | |
|--|-------|--|-------|
| 1. Places dog in tub of warm soapy water | _____ | 6. Removes dog from tub of soapy water | _____ |
| 2. Grasps scrub brush | _____ | 7. Places dog in tub of clean warm water | _____ |
| 3. Scrubs dog gently with brush | _____ | 8. Pours water on dog | _____ |
| 4. Uses care around eyes and nose | _____ | 9. Dog is free of all visible soap | _____ |
| 5. Dog is free of all visible dirt | _____ | 10. Removes dog from water | _____ |

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11. Dries dog immediately ___ 12. All areas of dog dry ___
13. Holds dog firmly while washing, rinsing, and drying ___

CAR MAINTENANCE

19.3.2.3.2.0.1(730) Given a car, a pail of soapy water, a sponge, a hose attached to a faucet, dry rags, a container of window cleaner, and a brush, the student will, to the satisfaction of the teacher, wash the car by rinsing the car with water, scrubbing the outside surface from top to bottom, scouring the tires, cleaning the windows, rinsing the entire car from top to bottom, and wiping the car thoroughly with rags until it is clean and dry.

This objective is mastered when the student:

- | | | | |
|--|-----|---|-----|
| 1. Turns on water | ___ | 8. Outside surface of car free of all visible soap | ___ |
| 2. Rinses car | ___ | 9. Turns off water | ___ |
| 3. Scrubs outside surface with soapy sponge | ___ | 10. Uses rags to dry car thoroughly | ___ |
| 4. Scrubs from top to bottom | ___ | 11. Outside surface of car free of all visible moisture | ___ |
| 5. Scours tires with brush | ___ | 12. Cleans outside of windows with window cleaner | ___ |
| 6. Rinses entire car with hose | ___ | 13. Outside of windows free of all visible dirt | ___ |
| 7. Outside surface of car free of all visible dirt | ___ | | |

19.3.2.3.2.0.2(731) Given a car, a vacuum cleaner, a pail of soapy water, a hose, rags, a cheese cloth, a container of window cleaner, and a waste container, the student will, to the satisfaction of the teacher, clean the inside of the car by emptying the ashtrays, washing, rinsing, and drying the floor mats, washing, rinsing, and drying the windows, wiping the upholstery and dashboard, and vacuuming the floor and seats of the car.

This objective is mastered when the student:

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- | | | | |
|--|-----|--|-----|
| 1. Removes ashtrays from car | ___ | 13. Windows free of all visible dirt, cleaner, and streaks | ___ |
| 2. Empties ashtrays into waste container | ___ | 14. Dampens cloth in clean water | ___ |
| 3. Replaces ashtrays in car | ___ | 15. Wipes vinyl upholstery with damp cloth | ___ |
| 4. Removes floor mats | ___ | 16. Vinyl upholstery free of all visible dirt | ___ |
| 5. Dampens rag with soapy water | ___ | 17. Wipes entire dash with damp cloth | ___ |
| 6. Washes floor mats | ___ | 18. Dash free of all visible dirt | ___ |
| 7. Rinses floor mats with hose | ___ | 19. Vacuums upholstery of the entire car, | ___ |
| 8. Floor mats free of all visible dirt and soap | ___ | 20. Upholstery free of all visible dirt | ___ |
| 9. Dries floor mats | ___ | 21. Vacuums floor | ___ |
| 10. Floor mats free of all visible moisture | ___ | 22. Floor free of all visible dirt | ___ |
| 11. Sprays cleaner on windows (small area at a time) | ___ | | |
| 12. Wipes windows with cheese cloth | ___ | | |
| | | 23. Replaces mats in car | ___ |

19.3.2.3.2.0.3(732) Given a container of car wax, two clean cloths, and a clean car to be waxed, the student will, to the satisfaction of the teacher, wax the car by opening the wax container, taking an appropriate amount of wax onto one cloth, spreading the wax across the entire body of the car, a small area at a time, letting the wax dry according to the directions, and polishing the car until all the haze is removed.

This objective is mastered when the student:

- | | | | |
|---|-----|--|-----|
| 1. Opens wax container | ___ | 3. Spreads wax evenly across entire body of car (small area at time) | ___ |
| 2. Takes appropriate amount of wax onto one cloth | ___ | 4. Lets wax dry | ___ |

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5. Closes wax container 7. Polishes car
6. Takes clean cloth 8. Uses circular motions
9. Removes all haze

GROUNDSKEEPING

19.3.2.3.3.0.1(733) Given a garbage can and a 10' x 10' section of ground littered with trash, the student will, to the satisfaction of the teacher, clean up the grounds by picking up the trash and placing it in the can until the entire area is free of trash.

This objective is mastered when the student:

1. Picks up trash 3. Repeats numbers 1 and 2 for remaining trash
2. Places trash in can 4. Entire area free of all visible trash

19.3.2.3.3.0.2(734) Given a shrub, a large piece of burlap, a ball of twine, and a pair of scissors, the student will, to the satisfaction of the teacher, cover the shrub by placing the burlap over the plant and securing the burlap around the base of the plant with the twine.

This objective is mastered when the student:

1. Places burlap over shrub 3. Secures burlap at base of shrub
2. Wraps twine around burlap at base of shrub 4. Cuts twine with scissors
5. Covers shrub securely

19.3.2.3.3.0.3(735) Given a rake, a bushel basket, and a 10' x 10' section of ground covered with leaves, the student will, to the satisfaction of the teacher, rake the leaves by gathering them into a pile with the rake, using short sweeping motions, scooping the leaves into the basket, and repeating

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DOMESTIC SERVICE

this procedure until the entire section is free of leaves.

This objective is mastered when the student:

- | | | | |
|--|-------|---|-------|
| 1. Picks up rake | _____ | 4. Scoops leaves into basket with hands or rake | _____ |
| 2. Rakes with short sweeping motions | _____ | 5. Repeats numbers 2-4 for remaining leaves | _____ |
| 3. Gathers leaves into pile(s) with rake | _____ | 6. Entire area free of all visible leaves | _____ |

19.3.2.3.3.0.4(736) Given a hand lawnmower and a 10' x 10' section of overgrown grass, the student will, to the satisfaction of the teacher, mow the grass by pushing the mower in a straight line to the end of the section, turning it around, returning over the overgrown grass, and repeating this procedure until the entire section is free of overgrown grass.

This objective is mastered when the student:

- | | | | |
|---|-------|---|-------|
| 1. Pushes mower | _____ | 5. Returns on overgrown grass | _____ |
| 2. Pushes in straight line | _____ | 6. Repeats numbers 1-5 for remaining area | _____ |
| 3. Pushes mower to end of 10' x 10' section | _____ | 7. Entire 10' x 10' section free of overgrown grass | _____ |
| 4. Turns mower around | _____ | | |
- Does not injure self or others with mower _____

19.3.2.3.3.0.5(737) Given a wheelbarrow and a 3' x 3' section of ground covered with weeds, the student will, to the satisfaction of the teacher, move the weeds by grasping the bottom of each weed, pulling and removing the entire weed (roots included) from the ground, placing it in the wheelbarrow, and repeating this procedure until the entire area is free of weeds.

This objective is mastered when the student:

- | | | | |
|--------------------------|-------|---------------|-------|
| 1. Grasps weed at bottom | _____ | 2. Pulls weed | _____ |
|--------------------------|-------|---------------|-------|

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3. Removes weed (including roots) from ground _____
4. Places weed in wheelbarrow _____
5. Repeats numbers 1-4 for remaining weeds _____
6. Entire area free of all visible weeds _____
7. Does not remove plants that are not weeds _____

19.3.2.3.3.0.6(738) Given a five foot section of walkway overgrown with grass, an edger, and a wheelbarrow, the student will, to the satisfaction of the teacher, edge the walkway by placing the edger approximately one inch from the side of the walkway, pushing the edger down with his foot to loosen the grass, removing the grass and placing it in the wheelbarrow, and repeating this procedure until the entire walkway is free of overgrown grass

This objective is mastered when the student:

1. Places edger approximately 1" from side of walkway _____
2. Pushes down on edger with foot _____
3. Loosens grass _____
4. Removes grass _____
5. Places grass in wheelbarrow _____
6. Repeats numbers 1-5 for remainder of walkway _____
7. Entire walkway free of overgrown grass _____
8. Does not injure self with edger _____

19.3.2.3.3.0.7(739) Given a bush with dead parts, hand clippers, and a basket, the student will, to the satisfaction of the teacher, prune the bush by clipping the dead parts and placing them in the basket.

This objective is mastered when the student:

1. Picks up clippers _____
2. Cuts off dead part with clippers _____
3. Places dead part in basket _____
4. Repeats numbers 2 and 3 for all dead parts _____
5. Does not cut off live parts _____

PLANTING

19.3.2.3.4.0.1(740) Given an outdoor faucet, a watering can, and six seedling plants, the student will, to the satisfaction of the teacher, water the seedling plants by turning on the water faucet, filling the watering can to between one half and three-quarters of its capacity, and pouring an appropriate amount of water around each of the seedling plants.

This objective is mastered when the student:

- | | | | |
|---|-----|-----------------------------------|-----|
| 1. Picks up watering can | ___ | 5. Turns off water | ___ |
| 2. Places can under water faucet | ___ | 6. Carries watering can to plants | ___ |
| 3. Turns on water | ___ | 7. Pours water on plants | ___ |
| 4. Fills can 1/2 to 3/4 full of water | ___ | 8. Pours water on each plant | ___ |
| 9. Pours acceptable amount of water on each plant | | ___ | |

19.3.2.3.4.0.2(741) Given a spray-nozzle equipped hose attached to a faucet, and a 5' x 5' section of grass, the student will, to the satisfaction of the teacher, water the grass by turning on the water, spraying the water evenly over a small area at a time using a back and forth motion of the hose, and repeating this procedure until the entire section of grass is properly watered.

This objective is mastered when the student:

- | | | | |
|--|-----|---|-----|
| 1. Turns on faucet | ___ | 5. Sprays small area at a time | ___ |
| 2. Turns on water to moderate force | ___ | 6. Repeats numbers 3-5 for remaining area | ___ |
| 3. Sprays water with back and forth motion of hose | ___ | 7. Does not over water | ___ |
| 4. Sprays water evenly | ___ | 8. Turns off water | ___ |

19.3.2.3.4.0.3(742) Given a five pound bag of fertilizer and a 5' x 5' section of grass, the student will, to the satisfaction of the teacher, fertilize the grass by scooping up a handful of fertilizer, sprinkling the fertilizer evenly

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over a small area of grass, and repeating this procedure until the 5' x 5' section is completely fertilized.

This objective is mastered when the student:

- | | | | |
|--|-------|---|-------|
| 1. Scoops up handful of fertilizer | _____ | 4. Repeats numbers 1-3 for remaining area | _____ |
| 2. Sprinkles fertilizer over small area of grass | _____ | 5. Sprinkles entire section with fertilizer | _____ |
| 3. Spreads evenly | _____ | 6. Does not excessively fertilize | _____ |

19.3.2.3.4.0.4(743) Given a hoe and a 5' x 5' section of packed ground, the student will, to the satisfaction of the teacher, loosen the dirt by striking the ground and pulling the loose dirt until all of the ground in the 5' x 5' section has been loosened.

This objective is mastered when the student:

- | | | | |
|----------------------------------|-------|--|-------|
| 1. Picks up hoe | _____ | 5. Repeats numbers 2-4 for remaining area | _____ |
| 2. Strikes dirt with hoe | _____ | 6. Loosens dirt for entire area | _____ |
| 3. Pulls dirt loose | _____ | 7. Does not injure self or others with hoe | _____ |
| 4. Uses short striking movements | _____ | | |

19.3.2.3.4.0.5(744) Given a shovel, a wheelbarrow filled with dirt, and a hole into which the dirt can be shovelled, the student will, to the satisfaction of the teacher, fill the hole by placing the shovel into the dirt, scooping up the dirt, placing it in the hole, and repeating this procedure until all of the dirt has been shovelled from the wheelbarrow.

This objective is mastered when the student:

- | | | | |
|----------------------------|-------|---|-------|
| 1. Places shovel into dirt | _____ | 4. Repeats numbers 1-3 until wheelbarrow is empty | _____ |
| 2. Scoops up dirt | _____ | 5. Does not injure self or others with shovel | _____ |
| 3. Places dirt in hole | _____ | | |

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19.3.2.3.4.0.6(745) Given a spade, a marked 3' x 3' section of ground in which to dig, and a wheelbarrow in which to put the dirt, the student will, to the satisfaction of the teacher, dig a hole by pushing the spade down into the ground using his foot, scooping up the dirt, placing the dirt into the wheelbarrow, and repeating this procedure until a hole approximately one foot deep has been dug inside the marked section.

This objective is mastered when the student:

- | | | | |
|--|-----|--|-----|
| 1. Holds spade | ___ | 6. Digs hole approximately one foot deep | ___ |
| 2. Pushes spade into ground using foot | ___ | 7. Repeats numbers 1-6 for entire 3' x 3' area | ___ |
| 3. Loosens dirt | ___ | 8. Stays within boundaries | ___ |
| 4. Scoops up loosened dirt | ___ | 9. Does not injure self or others with spade | ___ |
| 5. Places dirt in wheelbarrow | ___ | | |

19.3.2.3.4.0.7(746) Given a wheelbarrow loaded with dirt, the student will, to the satisfaction of the teacher, wheel the dirt to a designated place 15 feet away and then dump the load of dirt out of the wheelbarrow.

This objective is mastered when the student:

- | | | | |
|---|-----|---|-----|
| 1. Grabs wheelbarrow with both hands on handles | ___ | 4. Pushes wheelbarrow to designated place | ___ |
| 2. Lifts wheelbarrow slightly off ground | ___ | 5. Tips wheelbarrow to side or on its end | ___ |
| 3. Pushes it toward designated place | ___ | 6. Empties dirt on ground | ___ |

19.3.2.3.4.0.8(747) Given two seeds, a trowel, and a 3' x 3' section of prepared soil, the student will, to the satisfaction of the teacher, plant the seeds by scooping up a trowelful of soil, inserting one seed in the hole, using the trowel to cover the seed with soil, and repeating this procedure with the other seed, spacing the seeds approximately six inches apart.

This objective is mastered when the student:

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1. Picks up trowel _____
2. Scoops up trowelful of soil _____
3. Inserts one seed in hole _____
4. Covers seed with soil using trowel _____
5. Repeats numbers 2-4 for second seed _____
6. Spaces seeds approximately 6" apart _____

19.3.2.3.4.0.9(748) Given a plant, a trowel, and a 3' x 3' section of prepared soil, the student will, to the satisfaction of the teacher, plant the plant by using the trowel to dig a hole large enough for the roots of the plant, placing the roots in the hole, and covering the roots with soil.

This objective is mastered when the student:

1. Picks up trowel _____
2. Digs hole large enough for roots of plant _____
3. Places roots in soil _____
4. Covers roots with soil using trowel _____

O C C U P A T I O N A L C O M P E T E N C Y

C O M M E R C I A L S E R V I C E

P E R S O N A L P U B L I C S E R V I C E

MISCELLANEOUS

19.3.3.1.1.0.1(749) Given a bag of groceries and a designated area for depositing the bag, the student will, to the satisfaction of the teacher, carry the bag and deposit it in the designated area.

This objective is mastered when the student:

1. Picks up bag _____
2. Carries bag to designated place _____
3. Does not drop bag _____
4. Does not drop any contents _____
5. Deposits bag in designated area _____

19.3.3.1.1.0.2(750) Given a building with numbered rooms, the student will, to the satisfaction of the teacher, walk to the room named by the teacher.

This objective is mastered when the student:

1. Walks to room named by teacher _____
2. Completes within appropriate amount of time _____

19.3.3.1.1.0.3(751) Given a request by the teacher to run an errand, the student will, to the satisfaction of the teacher, complete the errand according to the teacher's directions.

This objective is mastered when the student:

1. Begins errand _____
2. Performs errand _____
3. Completes errand _____
4. Completes errand correctly _____
5. Completes errand in appropriate amount of time _____

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CUSTODIAL

19.3.3.1.2.0.1(752) Given a paper towel dispenser, a packet of paper towels, and a key to unlock the dispenser, the student will, to the satisfaction of the teacher, fill the paper towel dispenser by unlocking the dispenser, filling it with the packet of paper towels, and relocking the dispenser.

This objective is mastered when the student:

- | | | | |
|-------------------------------------|-----|--------------------------------|-----|
| 1. Inserts key in lock | ___ | 5. Does not drop towels | ___ |
| 2. Turns key to unlock dispenser | ___ | 6. Closes dispenser | ___ |
| 3. Opens dispenser | ___ | 7. Turns key to lock dispenser | ___ |
| 4. Places paper towels in dispenser | ___ | 8. Removes key from dispenser | ___ |

19.3.3.1.2.0.2(753) Given a new light bulb and a light fixture with a burned-out bulb, the student will, to the satisfaction of the teacher, change the light bulb by making sure the light fixture is turned off, unscrewing the old light bulb, screwing the new light bulb into the socket, and turning the light on and off to test it.

This objective is mastered when the student:

- | | | | |
|-----------------------------|-----|--|-----|
| 1. Turns off light | ___ | 4. Does not break old light bulb | ___ |
| 2. Unscrews old light bulb | ___ | 5. Does not break new light bulb | ___ |
| 3. Screws in new light bulb | ___ | 6. Turns light switch on and off to test | ___ |

19.3.3.1.2.0.3(754) Given a latch board with an open latch-type lock, the student will, to the satisfaction of the teacher, lock and unlock the door of the latch board by grasping the latch, turning the latch until it clicks, pulling on the door to see if it is locked, then turning the latch until the latch lock clicks in the open position.

This objective is mastered when the student:

(Locks)

1. Grasps latch ____
2. Turns latch until lock clicks ____
3. Pulls on door to see if it is locked ____

(Unlocks)

4. Grasps latch ____
5. Turns latch until lock clicks open ____

19.3.3.1.2.0.4(755) Given a latch board with an open chain-type lock, the student will, to the satisfaction of the teacher, lock and unlock the door of the latch board by grasping the end of the chain, sliding the chain lock into the chain slot until it is securely in place, then sliding the chain from the chain slot until the chain lock is in the open position.

This objective is mastered when the student:

(Locks)

1. Grasps end of chain ____
2. Slides chain lock into chain slot ____
3. Continues to slide chain until firmly anchored ____

(Unlocks)

4. Grasps end of chain ____
5. Slides chain until it is completely out of chain slot ____

19.3.3.1.2.0.5(756) Given a latch board with an open bolt-type lock, the student will, to the satisfaction of the teacher, lock and unlock the door of the latch board by grasping the bolt, sliding the bolt into the slot, pressing the bolt downward, then pressing the bolt upward and sliding it out of the slot until the bolt is in the open position.

This objective is mastered when the student:

(Locks)

1. Grasps knob on bolt ____
2. Slides bolt into slot ____
3. Presses bolt down ____

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(Unlocks)

4. Grasps knob on bolt ____
5. Pushes bolt up ____
6. Slides bolt out of slot ____

19.3.3.1.2.0.6(757) Given an unlocked door and its key, the student will, to the satisfaction of the teacher, lock and unlock the door by inserting the key in the keyhole, turning the key until the lock is engaged, pulling on the door to see if it is locked, then turning the key to release the lock, opening the door, and removing the key from the keyhole.

This objective is mastered when the student:

(Locks)

1. Inserts key ____
3. Engages lock ____
2. Turns key ____
4. Turns knob to see if door is locked ____

(Unlocks)

5. Turns key ____
7. Turns knob to open door ____
6. Releases lock ____
8. Opens door ____
9. Removes key from keyhole ____

19.3.3.1.2.0.7(758) Given three folding chairs and a storage rack, the student will, to the satisfaction of the teacher, store the chairs by collapsing each chair by bringing the seat and back of the chair together, carrying each chair to the storage rack, and placing each chair on the rack.

This objective is mastered when the student:

1. Places one hand on edge of seat ____
3. Brings seat and back of chair together ____
2. Places other hand on back of chair ____
4. Collapses chair completely ____

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5. Does not endanger hands or fingers _____
6. Carries chair to rack _____
7. Places chair on rack _____
8. Places chair on rack correctly _____
9. Does not drop chair _____
10. Repeats numbers 1-9 for second chair _____
11. Repeats numbers 1-9 for third chair _____

ROOM ATTENDANT

19.3.3.1.3.0.1(759) Given a set of five numbered keys, the student will, to the satisfaction of the teacher, distribute three keys by handing the correct key to each of three persons requesting a specifically numbered key.

This objective is mastered when the student:

1. Picks up correct key for first person _____
2. Hands correct key to correct person _____
3. Repeats numbers 1 and 2 for second request _____
4. Repeats numbers 1 and 2 for third request _____

19.3.3.1.3.0.2(760) Given five numbered coats, three numbered tickets, and a designated place to put the tickets, the student will, to the satisfaction of the teacher, distribute each of the three coats by picking up the coat which matches the number on the ticket presented, handing the coat to the person presenting the ticket, and placing the ticket in the designated place.

This objective is mastered when the student:

1. Picks up coat matching numbered ticket _____
2. Hands correct person coat _____
3. Does not drop coat _____
4. Places ticket in designated place _____
5. Repeats numbers 1-4 for second ticket _____
6. Repeats numbers 1-4 for third ticket _____

OCCUPATIONAL
COMMERCIAL SERVICE

CLERICAL SERVICE

STOCK HANDLING

19.3.3.2.1.0.1(761) Given a box of paper, a box of crayons, and a box of toys each placed in a separate storage area, the student will, to the satisfaction of the teacher, retrieve each box and carry it to the teacher.

This objective is mastered when the student:

| | <u>PAPER</u> | <u>TOYS</u> | <u>CRAYONS</u> |
|---------------------------|--------------|-------------|----------------|
| 1. Locates box | — | — | — |
| 2. Picks up box | — | — | — |
| 3. Carries box to teacher | — | — | — |
| 4. Does not drop box | — | — | — |

19.3.3.2.1.0.2(762) Given a box of paper, a box of crayons, and a box of toys, and a designated storage area for each box, the student will, to the satisfaction of the teacher, carry each box to, and place each box in, its designated storage area.

This objective is mastered when the student:

| | <u>PAPER</u> | <u>TOYS</u> | <u>CRAYONS</u> |
|---------------------------------------|--------------|-------------|----------------|
| 1. Picks up box | — | — | — |
| 2. Carries box to storage area | — | — | — |
| 3. Places box in correct storage area | — | — | — |
| 4. Does not drop box | — | — | — |

19.3.3.2.1.0.3(763) Given two sealed cardboard boxes with two objects in each box and a designated storage area for each object, the student will, to the satisfaction of the teacher, unpack the boxes by opening each sealed cardboard

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box, taking both objects out of each box, and placing each object in its designated storage area.

This objective is mastered when the student:

- | | | | |
|--|-----|---|-----|
| 1. Breaks seal on box | ___ | 5. Places second object in correct storage area | ___ |
| 2. Opens box | ___ | 6. Does not drop objects | ___ |
| 3. Takes out both objects | ___ | 7. Repeats numbers 1-6 for second box | ___ |
| 4. Places first object in correct storage area | ___ | | |

19.3.3.2.1.0.4(764) Given an empty cardboard box (approximately 1' x 1' x 2') placed on the floor, the student will, to the satisfaction of the teacher, pick up the box by bending over from the waist, grasping the box with both hands, extending to an erect position, carrying it to a designated place, and lowering it to the floor by bending over from the waist.

This objective is mastered when the student:

- | | | | |
|--|-----|------------------------------------|-----|
| 1. Bends at waist with arms extended | ___ | 5. Carries box to designated place | ___ |
| 2. Bends knees slightly | ___ | 6. Bends at waist | ___ |
| 3. Grasps box with both hands | ___ | 7. Places box on floor | ___ |
| 4. Straightens to erect position while holding box | ___ | 8. Does not drop or damage box | ___ |

19.3.3.2.1.0.5(765) Given a cardboard box (approximately 1' x 1' x 2') which weighs ten pounds and is placed on the floor, the student will, to the satisfaction of the teacher, pick up the box by bending at the knees, grasping the box with both hands, extending to an erect position, carrying it to a designated place, and lowering it to the floor by flexing his knees.

This objective is mastered when the student:

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- | | | | |
|--|-----|--|-----|
| 1. Bends at knees | ___ | 5. Carries box to designated place | ___ |
| 2. Bends slightly at waist | ___ | 6. Lowers box by bending at knees and holding waist fairly erect | ___ |
| 3. Grasps box with both hands | ___ | 7. Places box on floor | ___ |
| 4. Straightens to erect position while holding box | ___ | | |
| 8. Does not drop or damage box | | | ___ |

19.3.3.2.1.0.6(766) Given five boxes (approximately 1' x 1' x 2') stacked on the floor, a cart, and a designated storage area, the student will, to the satisfaction of the teacher, load and unload each box by lifting it from the floor, placing it on the cart, pushing the cart to the designated storage area, lifting each box from the cart, and placing each box in the designated storage area.

This objective is mastered when the student:

| | <u>BOX #1</u> | <u>BOX #2</u> | <u>BOX #3</u> | <u>BOX #4</u> | <u>BOX #5</u> |
|-----------------------------------|---------------|---------------|---------------|---------------|---------------|
| 1. Lifts box from floor | ___ | ___ | ___ | ___ | ___ |
| 2. Places box on cart | ___ | ___ | ___ | ___ | ___ |
| 3. Pushes cart to designated area | ___ | | | | |
| 4. Lifts box from cart | ___ | ___ | ___ | ___ | ___ |
| 5. Places box in designated area | ___ | ___ | ___ | ___ | ___ |
| 6. Does not drop boxes | ___ | | | | |

19.3.3.2.1.0.7(767) Given three boxes (approximately 1' x 1' x 2') stacked on the floor, a hand truck (dolly), and a designated storage area, the student will, to the satisfaction of the teacher, stack the boxes on the loading surface of the upright truck, tilt the truck back by pulling the handle(s) to the rear, move the boxes to the designated storage area, take the boxes off the hand truck, place the boxes in the designated storage area, and return the truck to an upright position.



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This objective is mastered when the student:

- | | | | |
|--|-----|---------------------------------|-----|
| 1. Picks up boxes | ___ | 5. Picks up boxes | ___ |
| 2. Places boxes on dolly | ___ | 6. Unloads dolly | ___ |
| 3. Tilts dolly back | ___ | 7. Places boxes in storage area | ___ |
| 4. Moves boxes on dolly to designated storage area | ___ | 8. Places dolly in position | ___ |

19.3.3.2.1.0.8(768) Given 12 cans and a sample layer of cans (two cans deep and three cans long), the student will, to the satisfaction of the teacher, stack the cans by placing a can on each can in the sample layer until a second layer is completed and repeating this procedure to make a third layer of cans.

This objective is mastered when the student:

- | | | | |
|--|-----|---|-----|
| 1. Places one can on top of each can in sample layer | ___ | 3. Makes third layer on top of second layer | ___ |
| 2. Makes second layer on top of sample layer | ___ | 4. Stacks cans so that they are well balanced | ___ |
| 5. Does not drop any cans | | ___ | |

PAPER HANDLING

19.3.3.2.2.0.1(769) Given five envelopes and five pieces of folded paper, the student will, to the satisfaction of the teacher, stuff each envelope by opening the flap of the envelope, placing one folded paper into the envelope so that the edges of the paper are parallel to the edges of the envelope, and closing the envelope flap.

This objective is mastered when the student:

- | | | | |
|--|-----|---|-----|
| 1. Opens flap of envelope | ___ | 3. Edges of paper parallel to edges of envelope | ___ |
| 2. Puts one sheet of paper in envelope | ___ | 4. Closes flap of envelope | ___ |

OCCUPATIONAL
COMMERCIAL SERVICE

- | | | | |
|--|-----|--|-----|
| 5. Envelope stuffed neatly | ___ | 8. Repeats numbers 1-5 for fourth envelope and paper | ___ |
| 6. Repeats numbers 1-5 for second envelope and paper | ___ | 9. Repeats numbers 1-5 for fifth envelope and paper | ___ |
| 7. Repeats numbers 1-5 for third envelope and paper | ___ | | |

19.3.3.2.2.0.2(770) Given a row of standard staples and an empty stapler, the student will, to the satisfaction of the teacher, load the stapler by pulling the top of the stapler up, pulling back the spring, inserting the row of staples, releasing the spring, closing, and securing the stapler top.

This objective is mastered when the student:

- | | | | |
|------------------------------|-----|--------------------------|-----|
| 1. Opens top of stapler | ___ | 4. Releases spring | ___ |
| 2. Pulls back spring | ___ | 5. Closes top | ___ |
| 3. Places staples in stapler | ___ | 6. Closes top firmly | ___ |
| | | 7. Does not hurt himself | ___ |

19.3.3.2.2.0.3(771) Given a staple remover and five sets of three stapled papers, the student will, to the satisfaction of the teacher, remove the staples from each set of papers by holding the staple remover in one hand while holding a set of papers in the other, inserting the staple remover prongs under the staple while at the same time pressing in on the staple remover, and removing the staple.

This objective is mastered when the student:

- | | | | |
|---|-----|---|-----|
| 1. Picks up first set of stapled papers in one hand | ___ | 4. Presses staple remover handle while prongs are placed under staple | ___ |
| 2. Holds staple remover in other hand | ___ | 5. Removes staple | ___ |
| 3. Inserts staple remover prongs under staple | ___ | 6. Does not tear papers | ___ |

OCCUPATIONAL
COMMERCIAL SERVICE

- | | |
|---|---|
| 7. Repeats numbers 1-6 for second set of papers _____ | 9. Repeats numbers 1-6 for fourth set of papers _____ |
| 8. Repeats numbers 1-6 for third set of papers _____ | 10. Repeats numbers 1-6 for fifth set of papers _____ |

19.3.3.2.2.0.4(772) Given a filled stapler and five sets of three colored pages, the student will, to the satisfaction of the teacher, staple each set of papers together by aligning the papers in each set so that the edges are even, placing the left-hand corner of each set of papers under the stapler head, and pressing down on the stapler head until the pages are stapled together.

This objective is mastered when the student:

- | | |
|---|---|
| 1. Picks up first set of three pages _____ | 5. Repeats numbers 1-4 for second set of papers _____ |
| 2. Aligns three sheets with each other so that edges are even _____ | 6. Repeats numbers 1-4 for third set of papers _____ |
| 3. Places left-hand corner of papers under stapler head _____ | 7. Repeats numbers 1-4 for fourth set of papers _____ |
| 4. Staples sheets together in upper left-hand corner _____ | 8. Repeats numbers 1-4 for fifth set of papers _____ |

19.3.3.2.2.0.5(773) Given five sheets of paper to be folded in thirds, the student will, to the satisfaction of the teacher, fold each paper by bringing up the bottom third, creasing it on the fold, bringing down the top third, and creasing it.

This objective is mastered when the student:

- | | |
|--|---|
| 1. Brings up bottom third of paper _____ | 4. Brings down top third of paper _____ |
| 2. Creases it on fold _____ | 5. Creases it on fold _____ |
| 3. Edges of paper even _____ | 6. Edges of paper even _____ |

OCCUPATIONAL
COMMERCIAL SERVICE

- | | |
|--|---|
| 7. Folds paper neatly _____ | 10. Repeats numbers 1-7 for fourth sheet of paper _____ |
| 8. Repeats numbers 1-7 for second sheet of paper _____ | 11. Repeats numbers 1-7 for fifth sheet of paper _____ |
| 9. Repeats numbers 1-7 for third sheet of paper _____ | |

19.3.3.2.2.0.6(774) Given three stacks of paper (five papers in each stack), the student will, with 100% accuracy, colate the papers by taking one piece of paper from each stack, combining them in sequential order, and repeating this procedure until the five sets of three pages have been colated.

This objective is mastered when the student:

- | | |
|--|---|
| 1. Takes one paper from each stack _____ | 4. Repeats numbers 1-3 for second set of papers _____ |
| 2. Keeps three papers in order (one, two, three) _____ | 5. Repeats numbers 1-3 for third set of papers _____ |
| 3. Puts colated papers in pile _____ | 6. Repeats numbers 1-3 for fourth set of papers _____ |
| 7. Repeats numbers 1-3 for fifth set of papers _____ | |

19.3.3.2.2.0.7(775) Given five sheets of paper and a hand paper punch, the student will, to the satisfaction of the teacher, puch a hole in the upper right-hand corner of each piece of paper by grasping the paper punch in the preferred hand, inserting the right-hand corner of one piece of paper in the paper punch, exerting pressure on the handles of the paper punch until a hole has been clearly punched through the paper, and repeating this procedure until one hole has been punched in each of the five sheets of paper.

This objective is mastered when the student:

- | | |
|--------------------------------------|--|
| 1. Picks up paper punch _____ | 4. Inserts right-hand corner of paper into paper punch _____ |
| 2. Holds paper punch correctly _____ | 5. Punches one hole properly in upper right-hand corner of paper _____ |
| 3. Picks up one piece of paper _____ | |

OCCUPATIONAL
COMMERCIAL SERVICE

- | | |
|--|--|
| 6. Repeats numbers 2-5 for second sheet of paper _____ | 8. Repeats numbers 2-5 for fourth sheet of paper _____ |
| 7. Repeats numbers 2-5 for third sheet of paper _____ | 9. Repeats numbers 2-5 for fifth sheet of paper _____ |

19.3.3.2.2.0.8(776) Given a sheet of paper with three holes along the left-hand side, ten sheets of blank paper, a wastebasket, and a three hole paper punch, the student will, to the satisfaction of the teacher, punch holes in the blank papers by placing the model sheet over five blank sheets, aligning the holes in the model sheet with the prongs in the paper punch, punching holes cleanly through the blank sheets, putting all the punched out holes in the wastebasket, and repeating this procedure until the ten sheets of paper have been punched.

This objective is mastered when the student:

- | | |
|---|---|
| 1. Picks up blank paper _____ | 5. Presses down on paper punch until holes are punched completely through _____ |
| 2. Counts out five sheets of paper _____ | 6. Punches holes in correct place _____ |
| 3. Puts model sheet on top of blank sheets _____ | 7. Puts punch-outs in wastebasket _____ |
| 4. Aligns holes in model sheet with prongs in paper punch _____ | |
8. Repeats numbers 1-7 for second five sheets of paper _____

ENVELOPE HANDLING

19.3.3.2.3.0.1(777) Given three envelopes, the student will, to the satisfaction of the teacher, seal the envelopes by moistening the glue on each envelope flap with his tongue, folding the flap of each envelope over, and pressing the edge of each flap against the back of the envelope.

This objective is mastered when the student:

- | | |
|---|--------------------------|
| 1. Moistens glue on envelope flap with tongue _____ | 2. Folds flap over _____ |
|---|--------------------------|

**OCCUPATIONAL
COMMERCIAL SERVICE**

- | | |
|---|---|
| 3. Presses flap down until securely sealed _____ | 5. Repeats numbers 1-4 for second envelope _____ |
| 4. Flap sealed neatly _____ | 6. Repeats numbers 1-4 for third envelope _____ |

19.3.3.2.3.0.2(778) Given three envelopes and three ten cent stamps, the student will, to the satisfaction of the teacher, moisten each stamp with his tongue and press each stamp on the upper right-hand corner of an envelope.

This objective is mastered when the student:

- | | |
|--|---|
| 1. Moistens glue on stamp with tongue _____ | 4. Presses stamp until secure _____ |
| 2. Places stamp in upper right- hand corner of envelope _____ | 5. Places stamp neatly _____ |
| 3. Places stamp glue-side-down _____ | 6. Repeats numbers 1-5 for second stamp and envelope _____ |
| 7. Repeats numbers 1-5 for third stamp and envelope _____ | |

19.3.3.2.3.0.3(779) Given ten self-stick labels and ten envelopes with return address areas indicated, the student will, to the satisfaction of the teacher, remove the backing from the label and place the label on the indicated area of each envelope.

This objective is mastered when the student:

- | | |
|---|---|
| 1. Picks up label _____ | 4. Places label right-side-up _____ |
| 2. Separates backing from label _____ | 5. Repeats numbers 1-4 for three envelopes _____ |
| 3. Places label (sticky-side- down) on indicated area of envelope _____ | 6. Repeats numbers 1-4 for six envelopes _____ |
| 7. Repeats numbers 1-4 for ten envelopes _____ | |

OCCUPATIONAL
COMMERCIAL SERVICE

19.3.3.2.3.0.4(780) Given an envelope, a ball point pen, and a printed name and address, the student will, to the satisfaction of the teacher, address the envelope by legibly copying the name and address correctly on the envelope, placing the address in the proper position on the envelope, and writing his/her own return address in the upper left-hand corner of the envelope.

This objective is mastered when the student:

- | | | | |
|---|-----|--|-----|
| 1. Copies name correctly | ___ | 8. Writes own name correctly | ___ |
| 2. Copies name legibly | ___ | 9. Writes own name legibly | ___ |
| 3. Copies street address correctly | ___ | 10. Writes own street address correctly | ___ |
| 4. Copies street address legibly | ___ | 11. Writes own street address legibly | ___ |
| 5. Copies city, state, and zip code correctly | ___ | 12. Writes own city, state, and zip code correctly | ___ |
| 6. Copies city, state, and zip code legibly | ___ | 13. Writes own city, state, and zip code legibly | ___ |
| 7. Address written in center lower-half of envelope | ___ | 14. Writes own address in upper left-hand corner of envelope | ___ |

PACKAGING

19.3.3.2.4.0.1(781) Given three wrapped packages (varying in size), a facsimile stamp, and an ink pad, the student will, to the satisfaction of the teacher, stamp the facsimile on the lower left-hand corner of each package.

This objective is mastered when the student:

- | | | | |
|--|-----|---|-----|
| 1. Inks facsimile stamp by pressing on ink pad | ___ | 4. Does not smear stamp | ___ |
| 2. Stamps facsimile on front lower left-hand corner of package | ___ | 5. Repeats numbers 1-4 for second package | ___ |
| 3. Stamps facsimile right-side-up | ___ | 6. Repeats numbers 1-4 for third package | ___ |

OCCUPATIONAL
COMMERCIAL SERVICE

19.3.3.2.4.0.2(782) Given two boxes (one that opens on the end and one that opens at the top), a pair of scissors, and a roll of masking tape, the student will, to the satisfaction of the teacher, seal the boxes by folding the flaps of each box together and securing the flaps with two layers of masking tape.

This objective is mastered when the student:

- | | | | |
|--|-----|---------------------------------------|-----|
| 1. Folds flaps together | ___ | 5. Presses tape to box | ___ |
| 2. Fastens tape to one end of flaps | ___ | 6. Repeats numbers 2-5 | ___ |
| 3. Unrolls tape to full length of seam | ___ | 7. Seals box securely | ___ |
| 4. Cuts tape with scissors | ___ | 8. Repeats numbers 1-7 for second box | ___ |

19.3.3.2.4.0.3(783) Given a box, a roll of scotch tape, and a piece of wrapping paper cut large enough to wrap the box, the student will, to the satisfaction of the teacher, wrap the box by pulling the paper around the four sides of the box, taping the seam, folding the paper at the ends of the box, and securely sealing the paper at the ends with scotch tape.

This objective is mastered when the student:

- | | | | |
|------------------------------------|-----|--------------------------------------|-----|
| 1. Places box on paper | ___ | 5. Tapes end securely | ___ |
| 2. Pulls paper around four sides | ___ | 6. Folds paper neatly over other end | ___ |
| 3. Tapes seam | ___ | 7. Fits paper tightly around box | ___ |
| 4. Folds paper neatly over one end | ___ | 8. Tapes end securely | ___ |

19.3.3.2.4.0.4(784) Given a wrapped package, a ball of waxed string, and a pair of scissors, the student will, to the satisfaction of the teacher, tie the package by winding the string around the length of the box (one time), crossing the string over, winding the string around the width of the box (one time), cutting the string, tying the ends in a firm knot, and cutting off the excess string.

This objective is mastered when the student:

OCCUPATIONAL
DOMESTIC SERVICE

- | | |
|--|---|
| 1. Wraps string once around box lengthwise _____ | 4. Cuts string with scissors _____ |
| 2. Crosses string over _____ | 5. Ties ends of string into firm knot _____ |
| 3. Wraps string once around width of box _____ | 6. Cuts off excess string _____ |
| 7. String fits tightly around box _____ | |

19.3.3.2.4.0.5(785) Given six newspapers, a pair of scissors, and a ball of waxed string, the student will, to the satisfaction of the teacher, bundle the papers by stacking the newspapers on top of one another, wrapping the string tightly around the stack (two times), cutting the string, tying the ends in a firm knot, and cutting off the excess string.

This objective is mastered when the student:

- | | |
|--|--|
| 1. Stacks all newspapers together _____ | 5. Cuts string with scissors _____ |
| 2. Stacks newspapers neatly _____ | 6. Ties ends in firm knot _____ |
| 3. Wraps string around newspapers _____ | 7. Cuts off excess string _____ |
| 4. Wraps string around newspapers twice _____ | 8. String tied tightly around newspapers _____ |

MACHINE OPERATION

19.3.3.2.5.0.1(786) Given a time-clock and a personal time-card placed in a slot, the student will, to the satisfaction of the teacher, punch in on the time-clock in the morning by removing his time-card from the slot, placing it accurately in the time-clock, waiting until it has been punched, removing it from the time-clock, replacing it in the appropriate slot, and repeating the entire procedure to punch out at the end of the day.

This objective is mastered when the student:

- | | |
|--|--|
| 1. Removes his time-card from slot _____ | 2. Places time-card accurately in time-clock _____ |
|--|--|

OCCUPATIONAL
COMMERCIAL SERVICE

- | | |
|--|---|
| 3. Waits until card has been punched _____ | 5. Replaces card in correct slot after punching _____ |
| 4. Removes card from time-clock _____ | 6. Repeats numbers 1-5 at end of day _____ |

19.3.3.2.5.0.2(787) Given a pencil sharpener, and an unsharpened pencil, the student will, to the satisfaction of the teacher, sharpen the pencil by turning the hole dial until he finds the appropriate size hole for the pencil, putting and holding the blunt end of the pencil into the pencil sharpener hole with one hand, and turning the handle of the sharpener with the other hand until the pencil has a sharp point.

This objective is mastered when the student:

- | | |
|---|---|
| 1. Turns hole dial (if necessary) _____ | 4. Holds pencil in place with one hand while sharpening _____ |
| 2. Selects appropriate size hole for pencil _____ | 5. Turns handle of sharpener with other hand _____ |
| 3. Puts blunt end of pencil into hole _____ | 6. Removes no more than 1/2" of pencil _____ |
| 7. Pencil has sharp point _____ | |

19.3.3.2.5.0.3(788) Given a Xerox machine ready for use and a master to be run off, the student will, to the satisfaction of the teacher, make ten Xerox copies by setting the number dial to ten, inserting the master sheet, starting the machine, allowing ten copies to be made, removing the master, and turning the machine off.

This objective is mastered when the student:

- | | |
|---|---------------------------------------|
| 1. Sets number dial to ten _____ | 4. Allows ten copies to be made _____ |
| 2. Inserts master in proper place _____ | 5. Removes master copy _____ |
| 3. Starts machine _____ | 6. Removes Xerox copies _____ |
| 7. Turns off machine (if appropriate) _____ | |

OCCUPATIONAL
COMMERCIAL SERVICE

19.3.3.2.5.0.4(789) Given a duplicator machine, a stack of 50 (8 1/2" x 11") sheets of duplicating paper, a wastebasket, and a prepared duplicator master, the student will, to the satisfaction of the teacher, make ditto copies by placing and setting the master correctly into the insert slot on the roller, placing and setting the duplicator paper in the paper feed tray, turning the machine on, pressing the automatic feed lever forward, running off 50 copies, turning the machine off, and removing the master from the roller slot.

This objective is mastered when the student:

- | | | | |
|---|-------|---|-------|
| 1. Tears carbon from master along perforated line | _____ | 8. Lowers feed roller | _____ |
| 2. Throws carbon in wastebasket | _____ | 9. Turns on machine | _____ |
| 3. Places master in insert slot on roller | _____ | 10. Presses automatic feed lever forward | _____ |
| 4. Places master ink-side-up | _____ | 11. Runs off 50 copies | _____ |
| 5. Lowers clamp | _____ | 12. Releases automatic feed lever | _____ |
| 6. Locks master in place | _____ | 13. Turns off machine | _____ |
| 7. Places stack of paper in paper feed tray correctly | _____ | 14. Removes copies from machine | _____ |
| | | 15. Removes master from roller slot correctly | _____ |

AUDIO-VISUAL EQUIPMENT

19.3.3.2.6.0.1(790) Given a filmloop projector, a set-up screen, and a filmloop cartridge, the student will, to the satisfaction of the teacher, show the filmloop by plugging in the projector, putting the filmloop in its proper place, turning the machine on, focusing the picture clearly on the center of the screen, running the film completely through one time, removing the cartridge, and turning off the machine.

This objective is mastered when the student:

- | | | | |
|--------------------------------------|-------|--|-------|
| 1. Plugs in projector | _____ | 4. Focuses picture clearly on center of screen | _____ |
| 2. Puts filmloop in its proper place | _____ | 5. Runs film completely through one time | _____ |
| 3. Turns on machine | _____ | | |
| 6. Removes cartridge | _____ | | |

OCCUPATIONAL
COMMERCIAL SERVICE

7. Turns off machine ___ 9. Does not damage cartridge ___
8. Unplugs machine ___ 10. Does not damage projector ___

19.3.3.2.6.0.2(791) Given a portable, folding projection screen, the student will, to the satisfaction of the teacher, set up the projection screen by releasing the legs to form a tripod, lowering the screen case to a horizontal position, hooking the screen to the vertical pole, and raising the vertical pole.

This objective is mastered when the student:

- | | | | |
|---|-----|---|-----|
| 1. Holds projection screen in vertical position | ___ | 5. Moves screen case to horizontal position | ___ |
| 2. Opens tripod legs by punching release button | ___ | 6. Locks screen case securely in position | ___ |
| 3. Locks tripod legs securely in open position | ___ | 7. Hooks screen to pole top | ___ |
| 4. Releases screen case by pushing appropriate button | ___ | 8. Raises pole to full extension | ___ |
| | | 9. Does not damage projection screen | ___ |

19.3.3.2.6.0.3(792) Given a carousel slide projector, a set-up screen, and a slide tray filled with ten slides, the student will, to the satisfaction of the teacher, show the slides by plugging in the projector, placing and locking the tray in its proper place, plugging in the automatic selector, turning on the lamp, focusing the slide picture clearly on the center of the screen, pressing the automatic selector button to show each picture, removing the slide tray, and turning off the projector.

This objective is mastered when the student:

- | | | | |
|--------------------------------|-----|--|-----|
| 1. Plugs in projector | ___ | 5. Turns on lamp | ___ |
| 2. Places tray in proper place | ___ | 6. Focuses picture clearly on center of screen | ___ |
| 3. Locks tray in place | ___ | 7. Presses auto-selector button to show slides | ___ |
| 4. Plugs in automatic selector | ___ | | |

OCCUPATIONAL
COMMERCIAL SERVICE

- | | | | |
|----------------------------|-----|---|-----|
| 8. Shows all ten slides | ___ | 11. Unplugs and stores automatic selector | ___ |
| 9. Turns off lamp | ___ | 12. Unplugs projector | ___ |
| 10. Removes slide tray | ___ | 13. Does not damage projector | ___ |
| 14. Does not damage slides | | ___ | |

19.3.3.2.6.0.4(793) Given a filmstrip projector, a set-up screen, and a filmstrip, the student will, to the satisfaction of the teacher, show the filmstrip by plugging in the projector, inserting the filmstrip in the appropriate places according to the diagram on the machine, turning on the lamp, focusing the filmstrip on the center of the screen, advancing the filmstrip correctly for each frame, rewinding and storing the filmstrip, and turning off the projector.

This objective is mastered when the student:

- | | | | |
|--|-----|---|-----|
| 1. Plugs in projector | ___ | 6. Advances filmstrip correctly until complete filmstrip has been shown | ___ |
| 2. Inserts filmstrip in appropriate place according to diagram | ___ | 7. Turns off lamp | ___ |
| 3. Threads filmstrip through machine correctly | ___ | 8. Rewinds and stores filmstrip | ___ |
| 4. Turns on lamp | ___ | 9. Unplugs projector | ___ |
| 5. Focuses filmstrip on center of screen | ___ | 10. Does not damage filmstrip | ___ |
| | ___ | 11. Does not damage projector | ___ |

19.3.3.2.6.0.5(794) Given a movie projector, a set-up screen, a film, and an appropriate diagram, the student will, to the satisfaction of the teacher, show the film by plugging in the projector, placing the take-up reel and the film reel in the appropriate places according to the diagram on the machine, threading the film through the machine properly, turning on the projector to forward, adjusting the volume, focusing the movie in the center of the screen, showing the film, rewinding and storing the film, and turning off the projector.

This objective is mastered when the student:

OCCUPATIONAL
COMMERCIAL SERVICE

1. Plugs in projector _____
2. Raises arms for both reels to proper position _____
3. Places film on front arm _____
4. Places take-up reel on back arm _____
5. Threads film correctly according to diagram _____
6. Turns projector on to forward _____
7. Adjusts volume _____
8. Focuses picture on center of screen _____
9. Picture clear _____
10. Sound clear _____
11. Shows film _____
12. Rewinds and stores film _____
13. Turns off projector _____
14. Unplugs projector _____
15. Does not damage film _____
16. Does not damage projector _____

O C C U P A T I O N A L C O M P E T E N C Y

C O N S T R U C T I O N

C R A F T S K I L L S

BASIC CRAFT SKILLS

19.3.4.1.1.0.1(795) Given a bowl of water, two open jars of different colored finger paint, one sheet of finger painting paper, and a sink, the student will, to the satisfaction of the teacher, finger paint by dampening the paper with water, taking paint from a jar with his fingers, applying the paint to the paper, washing the paint from his hands, and repeating this procedure with another color of paint:

This objective is mastered when the student:

- | | | | |
|---|-----|---|-----|
| 1. Dampens finger painting paper | ___ | 5. Applies second color to paper | ___ |
| 2. Takes paint from jar with fingers | ___ | 6. Washes paint from hands | ___ |
| 3. Applies paint to paper with fingers | ___ | 7. Uses paints without mixing colors in jars | ___ |
| 4. Washes hands before using second color | ___ | 8. Stays within confines of finger painting paper | ___ |

19.3.4.1.1.0.2(796) Given five assorted colors of crayons or craypas and a picture, the student will, to the satisfaction of the teacher, use the crayons or craypas to color the picture.

This objective is mastered when the student:

- | | | | |
|-------------------------------|-----|-----------------------------|-----|
| 1. Picks up crayon/craypas | ___ | 4. Uses at least two colors | ___ |
| 2. Colors one part of picture | ___ | 5. Stays within lines | ___ |
| 3. Colors whole picture | ___ | 6. Does not overlap colors | ___ |

19.3.4.1.1.0.3(797) Given five assorted colors of chalk, and a paper with an outlined picture, the student will, to the satisfaction of the teacher, use the chalk to color the picture.

This objective is mastered when the student:

OCCUPATIONAL
CONSTRUCTION

1. Picks up chalk _____
2. Colors with chalk(s) _____
3. Stays within outline _____
4. Colors whole picture _____
5. Does not overlap colors (if appropriate) _____

19.3.4.1.1.0.4(798) Given a sheet of manilla paper, pre-blocked into four squares, a paint brush, four containers of different colored, pre-mixed tempera paint, and a container of clean water, the student will, to the satisfaction of the teacher, paint each of the four blocks a different color by dipping the brush into the container, wiping off the excess paint on the side of the container, painting one block at a time, rinsing the brush thoroughly before using another color, and staying within each blocked area.

This objective is mastered when the student:

1. Picks up paint brush _____
2. Dips paint brush in container of tempera paint _____
3. Wipes off excess paint _____
4. Paints block _____
5. Dips brush in clean water _____
6. Cleans brush _____
7. Repeats numbers 2-6 for second block _____
8. Repeats numbers 2-6 for third block _____
9. Repeats numbers 2-6 for fourth block _____
10. Paints each block a different color _____
11. Colors entire surface of each block _____
12. Stays within lines _____
13. Does not overlap colors _____
14. Paints neatly _____

19.3.4.1.1.0.5(799) Given a paint brush with tempera paint on it and a sink, the student will, to the satisfaction of the teacher, run water over the brush until all the tempera paint is no longer visible.

This objective is mastered when the student:

1. Picks up brush _____
2. Turns on water _____

3. Holds brush under water ___ 5. Brush is free of all visible paint ___
4. Rinses brush with water ___ 6. Turns off water ___

19.3.4.1.1.0.6(800) Given a #2 paint brush, five different water colors, an outlined picture, and a container of clean water, the student will, to the satisfaction of the teacher, paint the picture by dipping the brush in the water, placing the wet brush on a water color, brushing the color onto the picture, rinsing the brush thoroughly before painting with another color, and staying within the lines of the picture.

This objective is mastered when the student:

- | | | | |
|---|-----|---------------------------------|-----|
| 1. Picks up brush | ___ | 6. Stays within lines | ___ |
| 2. Dips brush in water | ___ | 7. Paints whole picture | ___ |
| 3. Dips brush in paint | ___ | 8. Uses at least two colors | ___ |
| 4. Brushes on color | ___ | 9. Does not run colors together | ___ |
| 5. Rinses brush thoroughly before painting with another color | ___ | 10. Paints neatly | ___ |

19.3.4.1.1.0.7(801) Given a jar of paste, a cut-out, and a piece of construction paper, the student will, to the satisfaction of the teacher, paste the cut-out to the paper by opening the jar of paste, taking out an appropriate amount of paste, spreading the paste evenly over the back of the cut-out, turning the cut-out over, placing it on the paper, and patting it down.

This objective is mastered when the student:

- | | | | |
|--|-----|---|-----|
| 1. Opens jar of paste | ___ | 5. Places cut-out on paper | ___ |
| 2. Takes out appropriate amount of paste | ___ | 6. Pats down until cut-out is firmly attached | ___ |
| 3. Spreads paste evenly over back of cut-out | ___ | 7. Pastes neatly | ___ |
| 4. Turns cut-out over | ___ | 8. Closes jar of paste | ___ |

OCCUPATIONAL
CONSTRUCTION

19.3.4.1.1.0.8(802) Given a container of glue, a cut-out, and a piece of construction paper, the student will, to the satisfaction of the teacher, glue the cut-out to the paper by picking up the container of glue, placing an appropriate amount of glue on the back of the cut-out, turning the cut-out over, placing it on the paper, and patting it down.

This objective is mastered when the student:

- | | | | |
|---|-----|---|-----|
| 1. Opens container of glue | ___ | 5. Places cut-out on paper | ___ |
| 2. Places appropriate amount of glue on back of cut-out | ___ | 6. Pats down until cut-out is firmly attached | ___ |
| 3. Spreads glue evenly over back of cut-out | ___ | 7. Glues neatly | ___ |
| 4. Turns cut-out over | ___ | 8. Closes container of glue | ___ |

19.3.4.1.1.0.9(803) Given a bottle of recently used glue and a damp cloth, the student will, to the satisfaction of the teacher, clean the glue bottle by wiping the lid or nozzle of the bottle with the cloth to remove any spilled glue and by tightening the lid or nozzle of the bottle.

This objective is mastered when the student:

- | | |
|---|-----|
| 1. Picks up cloth | ___ |
| 2. Wipes spilled glue from side, lid, and/or nozzle | ___ |
| 3. Removes all glue | ___ |
| 4. Secures glue lid | ___ |

19.3.4.1.1.0.10(804) Given a pair of scissors and a piece of 8 1/2" x 11" paper marked with a quarter inch wide line, the student will, to the satisfaction of the teacher, cut the paper on the line by inserting his fingers into the handle of the scissors and opening and closing the blades until the paper is completely cut.

This objective is mastered when the student:

- | | | | |
|--|-----|---------------------------------|-----|
| 1. Picks up scissors | ___ | 3. Cuts using open/close motion | ___ |
| 2. Inserts fingers correctly into handle of scissors | ___ | 4. Cuts on line | ___ |
| | | 5. Cuts paper completely | ___ |

PAPER CRAFTS

19.3.4.1.2.0.1(805) Given several pictures, a container of glue, and a base, the student will, to the satisfaction of the teacher, make a collage by glueing the pictures to the base.

This objective is mastered when the student:

- | | | | |
|-----------------------------|-----|--|-----|
| 1. Opens container of glue | ___ | 5. Repeats numbers 2-4 for all pictures | ___ |
| 2. Applies glue to picture | ___ | 6. Arranges pictures appropriately on base | ___ |
| 3. Turns picture over | ___ | | |
| 4. Attaches picture to base | ___ | 7. Closes container of glue | ___ |

19.3.4.1.2.0.2(806) Given several magazines and pamphlets and a pair of scissors, the student will, to the satisfaction of the teacher, cut out five pictures suitable for making a collage.

This objective is mastered when the student:

- | | | | |
|---|-----|---|-----|
| 1. Picks up scissors | ___ | 5. Repeats numbers 2 and 3 for third picture | ___ |
| 2. Cuts out picture | ___ | 6. Repeats numbers 2 and 3 for fourth picture | ___ |
| 3. Stays on outline of picture | ___ | | |
| 4. Repeats numbers 2 and 3 for second picture | ___ | 7. Repeats numbers 2 and 3 for fifth picture | ___ |

19.3.4.1.2.0.3(807) Given printer's ink, a tray, and a brayer, the student will, to the satisfaction of the teacher, prepare the brayer by squeezing a

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small amount of ink onto the tray and rolling the brayer until a "tacky" sound is made.

This objective is mastered when the student:

- | | |
|---|--|
| 1. Opens container of printer's ink _____ | 4. Picks up brayer _____ |
| 2. Squeezes ink onto tray _____ | 5. Rolls ink with brayer until tacky sound is made _____ |
| 3. Squeezes small amount of ink _____ | 6. Closes container of printer's ink _____ |

19.3.4.1.2.0.4(808) Given a container, wheat paste, a spoon, and water, the student will, to the satisfaction of the teacher, make paste by pouring an appropriate amount of wheat paste into the container, adding an appropriate amount of water, and mixing with the spoon until a sticky consistency is achieved.

This objective is mastered when the student:

- | | |
|---|--------------------------------------|
| 1. Pours appropriate amount of wheat paste into container _____ | 3. Stirs mixture with spoon _____ |
| 2. Adds appropriate amount of water to wheat paste _____ | 4. Achieves sticky consistency _____ |

19.3.4.1.2.0.5(809) Given a sheet of tissue paper and a pipe cleaner, the student will, to the satisfaction of the teacher, make a tissue paper flower by making a fold approximately one inch from the bottom of the sheet of tissue paper, turning the paper over, making another fold approximately one inch from the bottom of the sheet of paper, turning the paper over, repeating this procedure until the entire tissue is folded like a fan, securing the center of the folded tissue paper with the pipe cleaner, and separating the tissue paper to form flower petals.

This objective is mastered when the student:

- | | |
|--|--|
| 1. Folds tissue paper about 1" from bottom _____ | 3. Repeats numbers 1 and 2 until entire tissue is folded _____ |
| 2. Turns tissue paper over _____ | 4. Secures center with pipe cleaner _____ |

5. Separates tissue sheets to form flower petals _____

19.3.4.1.2.0.6(810) Given newspaper, string, tape, mache, tempera paint, and a paint brush, the student will, to the satisfaction of the teacher, make a paper mache project by using the string and tape to form some of the newspaper into a basic shape, tearing or cutting the remaining newspaper into strips, dipping these strips into the mache, applying the strips to the shaped newspaper, adding to and smoothing them until the desired shape is achieved, allowing the shape to dry, and then painting the project.

This objective is mastered when the student:

- | | |
|---|---|
| 1. Uses string, tape, and newspaper to form basic shape _____ | 4. Applies strips to shaped newspaper _____ |
| 2. Tears remaining newspaper into strips _____ | 5. Adds to and smooths strips _____ |
| 3. Dips strips into mache _____ | 6. Creates desired shape _____ |
| | 7. Allows to dry _____ |
| 8. Paints object _____ | |

19.3.4.1.2.0.7(811) Given a linoleum square, a linoleum cutter, an inked brayer, and tissue paper, the student will, to the satisfaction of the teacher, make a print by cutting a design in the linoleum with the linoleum cutter, applying printer's ink to the linoleum square with the brayer, pressing the square to the tissue paper making sure that the entire square is printed, and removing the linoleum square.

This objective is mastered when the student:

- | | |
|---|---|
| 1. Picks up cutter _____ | 5. Presses square to tissue _____ |
| 2. Cuts design in linoleum _____ | 6. Prints all of square on tissue paper _____ |
| 3. Picks up brayer _____ | 7. Removes square from tissue _____ |
| 4. Applies ink to linoleum square correctly with brayer _____ | 8. Does not smear tissue _____ |

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MISCELLANEOUS CRAFTS

19.3.4.1.3.0.1(812) Given a print for decouping and a can of spray fixative, the student will, to the satisfaction of the teacher, prepare the print for decouping by spraying three coats of fixative onto the print, allowing each coat to dry before a new coat is applied.

This objective is mastered when the student:

- | | | | |
|--|-----|------------------------------------|-----|
| 1. Opens can of spray fixative | ___ | 5. Repeats numbers 2-4 second time | ___ |
| 2. Holds can appropriate distance from print | ___ | 6. Repeats numbers 2-4 third time | ___ |
| 3. Sprays print evenly | ___ | 7. Closes can of spray fixative | ___ |
| 4. Allows print to dry completely | ___ | | |

19.3.4.1.3.0.2(813) Given an unfinished wooden plaque, a prepared print for decouping, a can of varnish, a container of glue, a paint brush, and a brayer, the student will, to the satisfaction of the teacher, decoupage the print by glueing the print onto the plaque, pressing the print down with the brayer, and applying ten coats of varnish to the plaque, allowing each coat to dry before a new coat is applied.

This objective is mastered when the student:

- | | | | |
|-------------------------------------|-----|--|-----|
| 1. Opens container of glue | ___ | 8. Opens can of varnish | ___ |
| 2. Applies glue to back of print | ___ | 9. Picks up paint brush | ___ |
| 3. Closes container of glue | ___ | 10. Applies varnish evenly to plaque and print | ___ |
| 4. Turns print over | ___ | 11. Applies at least ten coats of varnish | ___ |
| 5. Places print correctly on plaque | ___ | 12. Allows plaque to dry between each coat | ___ |
| 6. Picks up brayer | ___ | 13. Closes can of varnish | ___ |
| 7. Presses print with brayer | ___ | | |

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19.3.4.1.3.0.3(814) Given pre-cut tile squares, a pre-finished base, tile adhesive, and grout, the student will, to the satisfaction of the teacher, tile the base by glueing the tiles onto the tile base until the hollowed base has been filled in and, then, filling in the cracks with grout.

This objective is mastered when the student:

- | | | | |
|--|-------|--|-------|
| 1. Opens container of tile adhesive | _____ | 6. Repeats numbers 2-5 until base is filled with tiles | _____ |
| 2. Picks up tile square | _____ | 7. Closes container of tile adhesive | _____ |
| 3. Applies appropriate amount of adhesive to back of tile square | _____ | 8. Opens container of grout | _____ |
| 4. Turns tile square over | _____ | 9. Fills cracks with grout | _____ |
| 5. Places tile on base | _____ | 10. Closes container of grout | _____ |

19.3.4.1.3.0.4(815) Given a piece of leather marked with a design outline, a leather-design tool, and a leather-work hammer, the student will, to the satisfaction of the teacher, impress the design on the leather by hammering the tool into the design outlined on the leather so that it leaves an impression but does not puncture the leather.

This objective is mastered when the student:

- | | | | |
|-----------------------------|-------|--------------------------------|-------|
| 1. Picks up hammer | _____ | 5. Makes impression on leather | _____ |
| 2. Picks up tool | _____ | 6. Does not puncture leather | _____ |
| 3. Holds tool properly | _____ | 7. Follows design outline | _____ |
| 4. Strikes tool with hammer | _____ | 8. Completes design | _____ |

19.3.4.1.3.0.5(816) Given a slab of wax and a knife, the student will, to the satisfaction of the teacher, prepare the wax for candle making by using the knife to sliver an appropriate amount of wax from the slab.

This objective is mastered when the student:

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- | | | | |
|-------------------------|-------|---------------------------------------|-------|
| 1. Picks up knife | _____ | 4. Directs knife away from body | _____ |
| 2. Holds knife securely | _____ | 5. Slivers wax into small pieces | _____ |
| 3. Holds slab of wax | _____ | 6. Prepares appropriate amount of wax | _____ |

19.3.4.1.3.0.6(817) Given candle wax, wicking, coloring, a mold, a hot plate, and a double boiler, the student will, to the satisfaction of the teacher, make a candle by running a wick through the mold and tying a knot on the bottom, putting water in the bottom part of the double boiler, placing the wax and coloring in the top part of the double boiler, setting the double boiler on the hot plate, stirring the wax until it is completely melted, pouring the melted wax into the mold, and allowing the wax to harden.

This objective is mastered when the student:

- | | | | |
|--|-------|--|-------|
| 1. Runs wick through mold | _____ | 6. Turns on hot plate | _____ |
| 2. Ties knot on bottom of wick | _____ | 7. Stirs wax until melted | _____ |
| 3. Puts water in bottom of double boiler | _____ | 8. Pours wax into mold | _____ |
| 4. Puts wax and coloring in top of double boiler | _____ | 9. Allows wax to harden | _____ |
| 5. Places double boiler on hot plate | _____ | 10. Turns off hot plate | _____ |
| | | 11. Pours out water from bottom of double boiler | _____ |

CLAY CRAFTS

19.3.4.1.4.0.1(818) Given one pound of clay, a plastic bag, a twist tie, and water, the student will, to the satisfaction of the teacher, store the clay by placing it in the plastic bag, sprinkling a small amount of water on the clay, and securing the top of the plastic bag with the twist tie.

This objective is mastered when the student:

- | | | | |
|--|-------|-------------------------------|-------|
| 1. Places clay in plastic bag | _____ | 3. Closes bag | _____ |
| 2. Sprinkles appropriate amount of water onto clay | _____ | 4. Secures bag with twist tie | _____ |

19.3.4.1.4.0.2(819) Given an unfinished damp pot, a plastic bag, and a twist tie, the student will, to the satisfaction of the teacher, store the pot by placing it in the bag and securing the top of the bag with the twist tie.

This objective is mastered when the student:

1. Places pot in bag _____
2. Closes bag _____
3. Secures bag with twist tie _____

19.3.4.1.4.0.3(820) Given a jar of prepared engobe, a greenware base, and a brush, the student will, to the satisfaction of the teacher, apply engobe to the base by brushing on the engobe until the entire base is covered.

This objective is mastered when the student:

1. Opens jar of engobe _____
2. Picks up brush _____
3. Puts brush in engobe _____
4. Brushes engobe onto base _____
5. Repeats numbers 3 and 4 until base is entirely covered _____
6. Closes jar of engobe _____

19.3.4.1.4.0.4(821) Given a package of engobe powder, a jar, a spoon, and a container of water, the student will, to the satisfaction of the teacher, prepare engobe by pouring a small amount of engobe into the jar, pouring an appropriate amount of water into the jar, allowing it to stand for a few minutes, stirring, and repeating this procedure until a thick consistency is achieved.

This objective is mastered when the student:

1. Opens package of engobe powder _____
2. Pours appropriate amount of engobe into jar _____
3. Pours appropriate amount of water into jar _____
4. Allows to stand for a few minutes _____
5. Picks up spoon _____
6. Stirs mixture _____
7. Repeats numbers 2-6 until a thick consistency is achieved _____
8. Closes package of engobe powder _____

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19.3.4.1.4.0.5(822) Given a jar of glaze, a bisque base, and a brush, the student will, to the satisfaction of the teacher, apply glaze to the base by brushing on the glaze until the entire base (excluding the bottom) is covered.

This objective is mastered when the student:

- | | | | |
|------------------------|-----|----------------------------------|-----|
| 1. Opens jar of glaze | ___ | 4. Brushes glaze onto base | ___ |
| 2. Picks up brush | ___ | 5. Covers all of base | ___ |
| 3. Puts brush in glaze | ___ | 6. Does not cover bottom of base | ___ |
| 7. Closes jar of glaze | ___ | | |

19.3.4.1.4.0.6(823) Given a half pound of clay, the student will, to the satisfaction of the teacher, make a pinchpot by forming the clay into a ball, inserting his thumbs into the center of the ball, rotating and pressing the ball until all the sides and the bottom are the same thickness, and then smoothing the inside and outside of the pot.

This objective is mastered when the student:

- | | | | |
|---------------------------------------|-----|--|-----|
| 1. Forms clay into ball | ___ | 4. Presses ball | ___ |
| 2. Inserts thumbs into center of ball | ___ | 5. Achieves even thickness on sides and bottom | ___ |
| 3. Rotates ball | ___ | 6. Smooths inside and outside of pot | ___ |

19.3.4.1.4.0.7(824) Given a half pound of clay and a damp base, the student will, to the satisfaction of the teacher, add onto the base by pinching off a small amount of clay, scoring the base, dabbing the clay onto the base, smoothing, and repeating this procedure until the desired amount of clay has been added.

This objective is mastered when the student:

- | | | | |
|---|-----|------------------------|-----|
| 1. Pinches off appropriate amount of clay | ___ | 3. Dabs clay onto base | ___ |
| 2. Scores base | ___ | 4. Smooths clay | ___ |

4.0

5. Repeats numbers 1-4 until desired amount of clay is added ____

19.3.4.1.4.0.8(825) Given a half pound of clay, a rolling pin, and two wooden guides, the student will, to the satisfaction of the teacher, roll out the clay by placing the guides about eight inches apart, placing the clay between the guides, and rolling out the clay to equal the width and thickness of the guides.

This objective is mastered when the student:

- | | | | |
|---|-------|--|-------|
| 1. Places guides approximately 8" apart | _____ | 4. Rolls out clay | _____ |
| 2. Places clay between guides | _____ | 5. Rolls out clay equal to thickness of guides | _____ |
| 3. Picks up rolling pin | _____ | 6. Rolls out clay equal to width of guides | _____ |

19.3.4.1.4.0.9(826) Given a half pound of clay, a damp pinchpot, and a potter's tool, the student will, to the satisfaction of the teacher, add to the pot by selecting an appropriate amount of clay, rolling it into a long coil, scoring the pot and the coil, attaching the pot and the coil at the score marks, and smoothing the lines.

This objective is mastered when the student:

- | | | | |
|---------------------------------------|-------|--|-------|
| 1. Selects appropriate amount of clay | _____ | 4. Scores coil | _____ |
| 2. Rolls clay into long, even coil | _____ | 5. Attaches coil to pot at score marks | _____ |
| 3. Scores pot | _____ | 6. Smooths lines | _____ |

WEAVING

19.3.4.1.5.0.1(827) Given a potholder loom, a hook, and 36 yarn loops, the student will, to the satisfaction of the teacher, make a potholder by attaching 18 loops to the prongs on opposite sides of the loom to make horizontal rows,

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attaching a loop to each prong on the third side of the loom, working these loops over and under alternate loops in the horizontal rows, hooking each loop to the corresponding prong on the fourth side of the loom, and using the hook to lock the edges with a chain stitch, leaving one free loop for hanging the potholder.

This objective is mastered when the student:

1. Places 18 loops in horizontal rows across potholder loom _____
2. Attaches loop on prong on third side of loom _____
3. Uses hook to weave loop over and under alternate loops in horizontal rows _____
4. Attaches loop to corresponding prong on fourth side of loom _____
5. Repeats numbers 2-4 for remaining loops _____
6. Uses hook to make chain stitch on edges of potholder _____
7. Leaves loop in one corner for hanging potholder _____
8. Secures final loop with knot _____

19.3.4.1.5.0.2(828) Given an upright loom with yarn attached, the student will, to the satisfaction of the teacher, weave a piece of cloth one inch wide and six inches long.

This objective is mastered when the student:

1. Uses correct weaving procedure _____
2. Weaves yarn together neatly and securely _____
3. Weaves piece of cloth approximately 1" wide and 6" long _____

STITCHERY

19.3.4.1.6.0.1(829) Given a threaded embroidery needle, an embroidery hoop, and a piece of material stamped with a simple pattern, the student will, to the satisfaction of the teacher, place the material on the hoop and embroider the pattern using a minimum of three different kinds of stitches to complete

the pattern.

This objective is mastered when the student:

- | | | | |
|--|-----|--|-----|
| 1. Opens hoop | ___ | 5. Embroiders pattern using first type stitch | ___ |
| 2. Places material over bottom of hoop | ___ | 6. Embroiders pattern using second type stitch | ___ |
| 3. Attaches top of hoop over pattern on material | ___ | 7. Embroiders pattern using third type stitch | ___ |
| 4. Picks up needle and thread | ___ | 8. Completely embroiders pattern | ___ |
| | | 9. Embroiders neatly | ___ |

19.3.4.1.6.0.2(830) Given a crocheting hook and a skein of yarn, the student will, to the satisfaction of the teacher, crochet a chain stitch to make a string six inches long and then use a double-crochet stitch to complete two six-inch rows.

This objective is mastered when the student:

- | | | | |
|----------------------------|-----|--|-----|
| 1. Picks up crochet hook | ___ | 6. Crochets double-crochet stitch | ___ |
| 2. Crochets chain stitch | ___ | 7. Crochets one 6" row | ___ |
| 3. Crochets string 6" long | ___ | 8. Crochets two 6" rows | ___ |
| 4. Holds hook correctly | ___ | 9. Holds hook correctly for double-crochet stitch | ___ |
| 5. Holds yarn correctly | ___ | | |
| | | 10. Holds yarn correctly for double-crochet stitch | ___ |

19.3.4.1.6.0.3(831) Given two plastic knitting needles and a skein of yarn, the student will, to the satisfaction of the teacher, knit one six-inch row, purl one six-inch row, and knit one, purl two for one six-inch row.

This objective is mastered when the student:

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- | | | | |
|----------------------------|-----|--------------------------------------|-----|
| 1. Picks up needles | ___ | 7. Purls 6" row | ___ |
| 2. Knits one row | ___ | 8. Holds needles correctly | ___ |
| 3. Knits 6" row | ___ | 9. Holds yarn correctly | ___ |
| 4. Holds needles correctly | ___ | 10. Knits one, purls two for one row | ___ |
| 5. Holds yarn correctly | ___ | 11. Knits one, purls two 6" row | ___ |
| 6. Purls one row | ___ | 12. Holds needles correctly | ___ |
| 13. Holds yarn correctly | | ___ | |

19.3.4.1.6.0.4(832) Given a piece of canvas marked to show a three-inch width and an appropriately threaded needle, the student will, to the satisfaction of the teacher, use an appropriate needlepoint stitch to complete three three-inch rows of needlepoint.

This objective is mastered when the student:

- | | | | |
|---|-----|---|-----|
| 1. Picks up needle | ___ | 4. Repeats numbers 2 and 3 for second row | ___ |
| 2. Uses appropriate needlepoint stitch | ___ | 5. Repeats numbers 2 and 3 for third row | ___ |
| 3. Does needlepoint for 3" row | ___ | | |
| 6. Needlepoint stitches neat and secure | | ___ | |

SHOP SKILLS

SHOP SAFETY RULES

19.3.4.2.1.0.1(833) Given a shop period in which the student is working on a project, the student will, to the satisfaction of the teacher, behave in accordance with each of 14 safety rules for tool use, for the duration of the shop period.

This objective is mastered when the student:

1. Uses tools and machinery only with approval of teacher _____
2. Dresses properly for work in shop (removes tie, rolls up long sleeves, etc.) _____
3. Works seriously in shop area (does not play around) _____
4. Remains out of work area occupied by other students _____
5. Uses tools for their intended purpose _____
6. Keeps work areas clean _____
7. Keeps tools out of pockets _____
8. Uses safety goggles or face shield when doing any operation which might endanger his eyes _____
9. Tightens material securely in a vise or clamp before working on it (when appropriate) _____
10. Checks to see that all tools are in good working condition before using them _____
11. Observes all operating and safety instructions when using power tools _____
12. Keeps hands away from cutting edges of tools _____
13. Reports accidents at once (no matter how minor) _____
14. Does not talk and work at same time _____

19.3.4.2.1.0.2(834) Given a shop, shop tools, a storage area, tool boxes, and

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a project on which the student is working, the student will, to the satisfaction of the teacher, behave in accordance with each of six rules for tool and material storage, for the duration of the shop period.

This objective is mastered when the student:

1. Cleans tools and paint brushes before returning them to storage areas _____
2. Insures that all tools are in proper working order before storing them _____
3. Covers power tools when not in use _____
4. Returns tools to proper place in storage area _____
5. Returns materials to proper place in storage area _____
6. Insures that tools are secured properly in their storage areas _____

SORTING LUMBER

19.3.4.2.2.0.1(835) Given six boards of equal width but varying in length (three 1" x 4" x 4' boards and three 1" x 4" x 6' boards), the student will, with 100% accuracy, sort the boards into one pile of 1" x 4" x 4' boards and one pile of 1" x 4" x 6' boards.

This objective is mastered when the student:

1. Separates boards into two piles _____
2. Places all 1" x 4" x 4' boards in one pile _____
3. Places all 1" x 4" x 6' boards in second pile _____

19.3.4.2.2.0.2(836) Given six boards of equal length but varying in width (three 1" x 4" x 4' boards and three 1" x 8" x 4' boards), the student will, with 100% accuracy, sort the boards into one pile of 1" x 4" x 4' boards and one pile of 1" x 8" x 4' boards.

This objective is mastered when the student:

1. Separates boards into two piles _____
2. Places all 1' x 8" x _____ boards in one pile _____
3. Places all 1" x 4" x 4' boards in second pile _____

USE OF HOLDING TOOLS

19.3.4.2.3.0.1(837) Given a workbench with a vise and three 1" x 4" x 12" boards, the student will, to the satisfaction of the teacher, place one board in the vise, tighten the vise until the board is held securely, remove the board from the vise, repeat this procedure using two boards, and, then, repeat the procedure using three boards, leaving the vise in a relaxed position upon completion.

This objective is mastered when the student:

1. Places one board in vise _____
2. Tightens vise until board is secure _____
3. Opens vise _____
4. Removes board _____
5. Places two boards in vise _____
6. Tightens vise until two boards are secure _____
7. Opens vise _____
8. Removes two boards _____
9. Places three boards in vise _____
10. Tightens vise until three boards are secure _____
11. Opens vise _____
12. Removes three boards _____
13. Leaves vise in relaxed position (closed but not tight) _____

19.3.4.2.3.0.2(838) Given a "C" clamp, two 1" x 4" x 12" boards, and a workbench, the student will, to the satisfaction of the teacher, place the two boards in the clamp, tighten the clamp until the boards are held tightly together, remove the boards from the clamp, clamp the two boards to the edge of the bench so that the boards are held securely to the bench, and then remove the clamp from the boards and bench.

This objective is mastered when the student:

1. Places clamp on two boards _____
2. Tightens clamp until boards are held securely _____

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|---|--|
| 3. Removes clamp from boards _____ | 6. Tightens clamp until boards are held securely _____ |
| 4. Places boards on edge of bench _____ | 7. Removes clamp from boards and bench _____ |
| 5. Places clamp over boards and under bench _____ | |

USE OF DRIVING TOOLS

19.3.4.2.4.0.1(839) Given a claw hammer, a workbench with a vise, a block of wood, and a board with three nails driven into it at different depths, the student will, to the satisfaction of the teacher, secure the board in the bench vise, slip the block of wood under the head of the hammer, and use the claw of the hammer to remove each of the nails from the board.

This objective is mastered when the student:

- | | |
|--|--|
| 1. Secures board in bench vise _____ | 5. Slips block of wood under head of hammer _____ |
| 2. Picks up hammer _____ | 6. Continues to pull hammer handle until nail is removed from wood _____ |
| 3. Slips claw of hammer under head of first nail _____ | 7. Repeats numbers 3-6 for second nail _____ |
| 4. Pulls handle until it is perpendicular to board _____ | |
| 8. Repeats numbers 3-6 for third nail _____ | |

19.3.4.2.4.0.2(840) Given a workbench, a hammer, three nails, and a block of wood, the student will, to the satisfaction of the teacher, drive each nail all the way into the wooden block with the face of the hammer.

This objective is mastered when the student:

- | | |
|---|---|
| 1. Holds nail firmly in place with one hand _____ | 3. Holds hammer handle firmly near end _____ |
| 2. Picks up hammer _____ | 4. Strikes light first blow to start nail _____ |
| 5. Removes hand from nail _____ | |

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|---|-------|---|-------|
| 6. Continues to strike nail directly on head, until it is driven even with wood | _____ | 8. Does not bend nail | _____ |
| 7. Strikes nail with face of hammer | _____ | 9. Does not dent wood | _____ |
| | | 10. Repeats numbers 1-9 for second nail | _____ |
| 11. Repeats numbers 1-9 for third nail | | | _____ |

19.3.4.2.4.0.3(841) Given a properly sized slot screwdriver, a properly sized Phillips screwdriver, a pre-drilled block of wood with two holes, a woodscrew, a Phillips head screw, and a workbench with a vise, the student will, to the satisfaction of the teacher, secure the wooden block in the vise, drive each screw completely into the block with the proper screwdriver, and, then, remove each screw with the proper screwdriver.

This objective is mastered when the student:

- | | | | |
|---|-------|--|-------|
| 1. Secures wood in bench vise | _____ | 7. Drives screw completely into wood | _____ |
| 2. Selects slot screwdriver for woodscrew | _____ | 8. Selects Phillips screwdriver for Phillips screw | _____ |
| 3. Holds screw in place with one hand | _____ | 9. Repeats numbers 3-7 for Phillips screw | _____ |
| 4. Inserts screwdriver into slot | _____ | 10. Removes woodscrew with slot screwdriver | _____ |
| 5. Starts screw into hole slowly by turning screwdriver clockwise | _____ | 11. Removes Phillips screw with Phillips screwdriver | _____ |
| 6. Removes hand from screw | _____ | 12. Does not scratch wood | _____ |

USE OF DRILLING TOOLS

19.3.4.2.5.0.1(842) Given a hand drill, a drill bit, a workbench with a vise, a chuck key, and a block of wood, the student will, to the satisfaction of the teacher, secure the wooden block in the vise, insert the drill bit into the chuck, tighten the chuck with the chuck key, drill a hole completely through the wooden block, remove the drill bit from the hole, loosen the chuck with

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the chuck key, and remove the drill bit.

This objective is mastered when the student:

- | | | | |
|--|-----|--|-----|
| 1. Secures wood in bench vise | ___ | 5. Drills hole completely through wood | ___ |
| 2. Inserts drill bit into hand drill chuck | ___ | 6. Drills hole straight | ___ |
| 3. Tightens drill bit with chuck key | ___ | 7. Removes drill bit from hole | ___ |
| 4. Turns handle to operate drill | ___ | 8. Loosens chuck with chuck key | ___ |
| | | 9. Removes drill bit | ___ |

19.3.4.2.5.0.2(843) Given a portable electric drill, a drill bit, a workbench with a vise, a chuck key, and a block of wood, the student will, to the satisfaction of the teacher, secure the wooden block in the vise, insert the drill bit into the chuck, tighten the chuck with the chuck key, plug in the cord, turn on the drill, drill a hole completely through the wooden block, turn off the drill, remove the drill bit from the hole, unplug the cord, loosen the chuck with the chuck key, and remove the drill bit.

This objective is mastered when the student:

- | | | | |
|--|-----|--|-----|
| 1. Secures wood in bench vise | ___ | 6. Drills hole completely through wood | ___ |
| 2. Inserts drill bit in drill chuck | ___ | 7. Drills hole straight | ___ |
| 3. Tightens drill bit with chuck key | ___ | 8. Turns off drill | ___ |
| 4. Plugs drill cord into electric socket | ___ | 9. Removes drill bit from hole | ___ |
| 5. Turns on drill | ___ | 10. Unplugs drill | ___ |
| | | 11. Loosens chuck with chuck key | ___ |
| | | 12. Removes drill bit | ___ |

USE OF GRIPPING TOOLS

19.3.4.2.6.0.1(844) Given an open-end wrench, a stove bolt, a washer, a nut,

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and a block of wood with a pre-drilled hole secured in a workbench vise, the student will, to the satisfaction of the teacher, insert the bolt into the pre-drilled hole, put a washer and a nut on the bolt, tighten the nut securely with the wrench, and then remove the nut, washer, and bolt using the wrench.

This objective is mastered when the student:

- | | | | |
|---------------------------------------|-------|----------------------------|-------|
| 1. Inserts bolt into pre-drilled hole | _____ | 6. Tightens nut securely | _____ |
| 2. Puts washer on bolt | _____ | 7. Loosens nut with wrench | _____ |
| 3. Puts nut on bolt | _____ | 8. Removes nut | _____ |
| 4. Picks up wrench | _____ | 9. Removes washer | _____ |
| 5. Tightens nut with wrench | _____ | 10. Removes bolt | _____ |

19.3.4.2.6.0.2(845) Given a workbench, a pair of needle-nose pliers, six 12" strands of bell wire with two inches of insulation removed from one end, and a 1/4" x 6" x 8" piece of masonite drilled with six 1/8" holes, the student will, to the satisfaction of the teacher, insert each bare wire into a hole and bend the wire downward with the needle-nose pliers.

This objective is mastered when the student:

- | | | | |
|------------------------------------|-------|--|-------|
| 1. Picks up pliers | _____ | 6. Repeats numbers 2-5 for second wire | _____ |
| 2. Picks up wire | _____ | 7. Repeats numbers 2-5 for third wire | _____ |
| 3. Grasps wire with pliers | _____ | 8. Repeats numbers 2-5 for fourth wire | _____ |
| 4. Places bare end of wire in hole | _____ | 9. Repeats numbers 2-5 for fifth wire | _____ |
| 5. Bends wire downward | _____ | 10. Repeats numbers 2-5 for sixth wire | _____ |

19.3.4.2.6.0.3(846) Given a workbench, a pair of lineman's (combination) pliers and an 18" length of bell wire with marks every three inches, the student will,

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to the satisfaction of the teacher, insert the wire into the cutting area of the pliers and cut the wire at each three inch mark.

This objective is mastered when the student:

- | | | | |
|--------------------------------|-------|--|-------|
| 1. Picks up pliers | _____ | 5. Repeats numbers 3 and 4 for second mark | _____ |
| 2. Picks up wire | _____ | 6. Repeats numbers 3 and 4 for third mark | _____ |
| 3. Cuts wire at mark | _____ | 7. Repeats numbers 3 and 4 for fourth mark | _____ |
| 4. Uses cutting part of pliers | _____ | 8. Repeats numbers 3 and 4 for fifth mark | _____ |

19.3.4.2.6.0.4(847) Given a workbench, a pair of slip-joint pliers, a 1/4" x 3/4" bolt already positioned within an inch of the edge of a piece of 1/4" x 12" x 18" masonite, and a 1/4" hex nut to fit the bolt, the student will, to the satisfaction of the teacher, tighten the nut on the bolt with the slip-joint pliers.

This objective is mastered when the student:

- | | | | |
|---------------------|-------|--------------------------|-------|
| 1. Picks up nut | _____ | 4. Grasps nut | _____ |
| 2. Puts nut on bolt | _____ | 5. Turns nut with pliers | _____ |
| 3. Picks up pliers | _____ | 6. Tightens nut securely | _____ |

USE OF SAWING TOOLS

19.3.4.2.7.0.1(848) Given four different saws and four 1" x 4" x 12" boards marked in four different ways, the student will, with 100% accuracy, touch the saw needed to cut the outlined pattern or the direction of a line on each board when these are presented one at a time by the teacher.

This objective is mastered when the student:

(Stimulus: Board with line across grain)

1. Touches cross-cut saw _____

(Stimulus: Board with line drawn with grain)

2. Touches rip-saw _____

(Stimulus: Board with curved line)

3. Touches coping saw _____

(Stimulus: Board with circle)

4. Touches keyhole saw _____

19.3.4.2.7.0.2(849) Given a rip-saw, a 1" x 4" x 12" board with a line drawn with the grain, and a workbench with a vise, the student will, to the satisfaction of the teacher, place the board securely in the vise, pick up the rip-saw, and saw the board (on the line) into two pieces.

This objective is mastered when the student:

- | | |
|--|--|
| 1. Secures board in bench vise _____ | 4. Saws board into two pieces _____ |
| 2. Places board in proper position _____ | 5. Saws on line _____ |
| 3. Picks up rip-saw _____ | 6. Does not cut or endanger self _____ |

19.3.4.2.7.0.3(850) Given a coping saw, a 1" x 4" x 12" board with a curved line drawn on it, and a workbench with a vise, the student will, to the satisfaction of the teacher, place the board securely in the vise, pick up the coping saw, and saw the board (on the curved line) into two pieces. ✓

This objective is mastered when the student:

- | | |
|--|--|
| 1. Secures board in bench vise _____ | 4. Saws board into two pieces _____ |
| 2. Places board in proper position _____ | 5. Saws on line _____ |
| 3. Picks up coping saw _____ | 6. Does not cut or endanger self _____ |

19.3.4.2.7.0.4(851) Given a cross-cut saw, a 1" x 4" x 12" board with a line

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drawn across the grain, and a workbench with a vise, the student will, to the satisfaction of the teacher, place the board securely in the vise, pick up the cross-cut saw, and saw the board (on the line) into two pieces.

This objective is mastered when the student:

- | | | | |
|------------------------------------|-----|----------------------------------|-----|
| 1. Secures board in bench vise | ___ | 4. Saws board into two pieces | ___ |
| 2. Places board in proper position | ___ | 5. Saws on line | ___ |
| 3. Picks up cross-cut saw | ___ | 6. Does not cut or endanger self | ___ |

19.3.4.2.7.0.5(852) Given a keyhole saw, a board 1" x 4" x 12" with a circle drawn on it, and a workbench with a vise, the student will, to the satisfaction of the teacher, place the board securely in the vise, pick up the keyhole saw, and saw the board (on the line) into two pieces.

This objective is mastered when the student:

- | | | | |
|------------------------------------|-----|----------------------------------|-----|
| 1. Secures board in bench vise | ___ | 4. Saws board into two pieces | ___ |
| 2. Places board in proper position | ___ | 5. Saws on line | ___ |
| 3. Picks up keyhole saw | ___ | 6. Does not cut or endanger self | ___ |

19.3.4.2.7.0.6(853) Given a pair of safety goggles, a pre-adjusted circular power table saw, and a 1" x 4" x 3' board, the student will, to the satisfaction of the teacher, put on the safety goggles, use the power saw to cut the piece of lumber lengthwise into two pieces of equal width, and, with the assistance of a helper, pull the two pieces of lumber from the rear of the saw.

This objective is mastered when the student:

- | | | | |
|---------------------------|-----|----------------------------------|-----|
| 1. Puts on safety goggles | ___ | 5. Pulls pieces from rear of saw | ___ |
| 2. Turns on saw | ___ | 6. Lumber pieces of equal width | ___ |
| 3. Inserts lumber | ___ | 7. Turns off saw | ___ |
| 4. Cuts lumber lengthwise | ___ | 8. Removes safety goggles | ___ |

USE OF FASTENERS

19.3.4.2.8.0.1(854) Given a hammer, four nails, a workbench, and two 1" x 2" x 4" blocks of wood; the student will, to the satisfaction of the teacher, put the blocks together (one on top of the other) so that all the edges are even and properly drive one nail into each of the four corners so that the blocks are securely joined together.

This objective is mastered when the student:

- | | | | |
|---|-------|--------------------------------------|-------|
| 1. Puts two blocks together so edges are even | _____ | 5. Nails straight, not bent | _____ |
| 2. Picks up hammer | _____ | 6. Nails flush with wood | _____ |
| 3. Picks up nails | _____ | 7. No hammer marks in wood | _____ |
| 4. Drives one nail into each of four corners | _____ | 8. Blocks securely fastened together | _____ |

19.3.4.2.8.0.2(855) Given a slot screwdriver, four wood screws, a workbench, and two 1" x 2" x 4" pre-drilled blocks of wood, the student will, to the satisfaction of the teacher, put the blocks together (one on top of the other so that all four holes are aligned) and properly drive one screw into each of the four holes so that the blocks are securely joined together.

This objective is mastered when the student:

- | | | | |
|--|-------|---|-------|
| 1. Puts two blocks together with holes aligned | _____ | 7. Screw flush with wood | _____ |
| 2. Picks up screwdriver | _____ | 8. Does not scratch wood | _____ |
| 3. Picks up screw | _____ | 9. Repeats numbers 3-8 for second hole | _____ |
| 4. Places screw in hole | _____ | 10. Repeats numbers 3-8 for third hole | _____ |
| 5. Drives screw with screwdriver | _____ | 11. Repeats numbers 3-8 for fourth hole | _____ |
| 6. Drives screw straight | _____ | | |
| 12. Blocks securely fastened together | _____ | | |

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19.3.4.2.8.0.3(856) Given a 7/16" open-end wrench, four 1/4" x 3" stove bolts, four washers, four nuts, a workbench, and two 1" x 2" x 4" pre-drilled blocks of wood, the student will, to the satisfaction of the teacher, put the blocks together (one on top of the other) so that all four holes are in alignment, insert one bolt through each hole in the blocks, put a washer and nut on each bolt, and tighten the nuts with the wrench so that the blocks are securely joined together.

This objective is mastered when the student:

- | | | | |
|--|-----|---|-----|
| 1. Puts two blocks together with holes aligned | ___ | 7. Tightens nut with wrench | ___ |
| 2. Picks up bolt | ___ | 8. Repeats numbers 2-7 for second bolt | ___ |
| 3. Inserts bolt into hole | ___ | 9. Repeats numbers 2-7 for third bolt | ___ |
| 4. Puts washer on bolt | ___ | 10. Repeats numbers 2-7 for fourth bolt | ___ |
| 5. Puts nut on bolt | ___ | 11. Blocks securely fastened | ___ |
| 6. Picks up wrench | ___ | | |

USE OF FINISHING EQUIPMENT

19.3.4.2.9.0.1(857) Given a table-mounted power arbor with a lambs wool buffer installed and a pair of shoes with polish applied, the student will, to the satisfaction of the teacher, turn on the arbor, buff the shoes until they shine, and turn off the power arbor.

This objective is mastered when the student:

- | | | | |
|---|-----|--|-----|
| 1. Turns on buffing arbor | ___ | 4. Applies entire top surface of shoe to machine | ___ |
| 2. Picks up shoe | ___ | 5. Shoe shined | ___ |
| 3. Places shoe lightly on buffing machine | ___ | 6. Repeats numbers 2-5 for second shoe | ___ |
| 7. Turns off buffing arbor | ___ | | |

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19.3.4.2.9.0.2(858) Given a table-mounted power arbor with a sanding disc installed, a face shield, and a 1" x 2" x 4" block of wood, the student will, to the satisfaction of the teacher, put on the face shield, turn on the arbor, hold each side of the block lightly against the downward rotation side of the sander while sanding the block until all sides are smooth, turn off the power arbor, and remove the face shield.

This objective is mastered when the student:

- | | | | |
|--|-----|-------------------------------|-----|
| 1. Puts on face shield | ___ | 4. Smooths block | ___ |
| 2. Turns on arbor | ___ | 5. Smooths all sides of block | ___ |
| 3. Picks up block | ___ | 6. Turns off arbor | ___ |
| 4. Places block lightly against downward rotation side of disc | ___ | 7. Removes face shield | ___ |

19.3.4.2.9.0.3(859) Given a table-mounted power arbor with a wire brush installed, a face shield, and a rusted manipulable object (such as a bolt or hammer), the student will, to the satisfaction of the teacher, put on the face shield, turn on the arbor, hold the rusted object lightly against the moving brush on the downward rotation side until all portions of rust are removed from the object, turn off the power arbor, and remove the face shield.

This objective is mastered when the student:

- | | | | |
|--|-----|------------------------|-----|
| 1. Puts on face shield | ___ | 5. Removes rust | ___ |
| 2. Turns on arbor | ___ | 6. Removes all rust | ___ |
| 3. Picks up object | ___ | 7. Turns off arbor | ___ |
| 4. Places object lightly against downward rotation side of brush | ___ | 8. Removes face shield | ___ |

WOOD PREPARATION

19.3.4.2.10.0.1(860) Given a 1" x 2" x 4" block of wood, a workbench with a vise, a sheet of medium grit flint sandpaper divided into quarters, and a

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commercial rubber sanding block, the student will, to the satisfaction of the teacher, secure the wooden block in the vise, wrap the sandpaper around the sanding block, and sand the wooden block with the grain until the sides are smooth.

This objective is mastered when the student:

- | | | | |
|---|-----|---|-----|
| 1. Secures wooden block in vise | ___ | 5. Sands with grain | ___ |
| 2. Folds sandpaper around sanding block | ___ | 6. Uses even pressure | ___ |
| 3. Holds sandpaper on block securely | ___ | 7. Rotates wooden block in vise | ___ |
| 4. Sands with back and forth motion | ___ | 8. Sands all six surfaces of wooden block | ___ |
| | | 9. Sands wooden block smoothly | ___ |

19.3.4.2.10.0.2(861) Given a 1" x 2" x 4" block of wood that has four nail holes, a can of plastic wood, a workbench, a small piece of sandpaper, and a commercial rubber sanding block, the student will, to the satisfaction of the teacher, fill the nail holes with the plastic wood using finger pressure and hand sand the filled areas with the sandpaper and sanding block until the surface is smooth.

This objective is mastered when the student:

- | | | | |
|--|-----|--|-----|
| 1. Opens can of plastic wood | ___ | 6. Wraps sandpaper around sanding block | ___ |
| 2. Removes small portion of plastic wood with index finger | ___ | 7. Holds sandpaper on sanding block securely | ___ |
| 3. Presses plastic wood into all four nail holes | ___ | 8. Sands nail holes with back and forth motion | ___ |
| 4. Fills nail holes completely | ___ | 9. Sands with grain of wood | ___ |
| 5. Seals can of plastic wood | ___ | 10. Sands nail holes smoothly | ___ |

PAINTING

19.3.4.2.11.0.1(862) Given a shop area, a 3' x 4' piece of cardboard placed on

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a workbench, a 9" paint roller, and a 9" tray containing latex paint, the student will, to the satisfaction of the teacher, use the roller to apply the paint smoothly and evenly to the entire surface of the cardboard.

This objective is mastered when the student:

- | | | | |
|-------------------------------------|-----|--------------------------------------|-----|
| 1. Picks up roller | ___ | 4. Applies paint to top of cardboard | ___ |
| 2. Dips roller in paint | ___ | 5. Covers cardboard completely | ___ |
| 3. Removes excess paint from roller | ___ | 6. Covers cardboard evenly | ___ |
| 7. Paints neatly | | ___ | |

19.3.4.2.11.0.2(863) Given a shop area, a project ready to be shellacked, a 2" paint brush, a stirring stick, and a can of shellac, the student will, to the satisfaction of the teacher, prepare the shellac, apply the shellac with the brush smoothly and evenly to all exposed areas of the project, and prepare the can of shellac for storage.

This objective is mastered when the student:

- | | | | |
|--|-----|---|-----|
| 1. Opens can of shellac | ___ | 5. Applies shellac to project with smooth strokes | ___ |
| 2. Mixes shellac thoroughly with stirring stick | ___ | 6. Covers project completely | ___ |
| 3. Dips 1/3 of brush in shellac | ___ | 7. Covers project evenly | ___ |
| 4. Removes excess shellac from brush by wiping brush on lip of can | ___ | 8. Seals shellac can by tightly replacing lid | ___ |

19.3.4.2.11.0.3(864) Given a shop area, a project ready to be stained, a 2" paint brush, a wiping cloth, a stirring stick, and a can of stain, the student will, to the satisfaction of the teacher, prepare the stain, apply the stain with the brush smoothly and evenly to all exposed areas of the project, remove the excess stain with the wiping cloth, and prepare the can of stain for storage.

This objective is mastered when the student:

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- | | |
|--|--|
| 1. Opens can of stain _____ | 5. Applies stain to project with smooth strokes _____ |
| 2. Mixes stain thoroughly with stirring stick _____ | 6. Covers project completely _____ |
| 3. Dips 1/3 of brush in stain _____ | 7. Covers project evenly _____ |
| 4. Removes excess stain from brush by wiping brush on lip of can _____ | 8. Wipes excess stain from project with wiping cloth _____ |
9. Seals stain can by tightly replacing lid _____

19.3.4.2.11.0.4(865) Given a shop area, a project ready to be painted with enamel, a 2" paint brush, a stirring stick, and a can of quick drying enamel, the student will, to the satisfaction of the teacher, prepare the enamel paint, apply the paint with the brush smoothly and evenly to all exposed areas of the project, and prepare the can of enamel for storage.

This objective is mastered when the student:

- | | |
|---|--|
| 1. Opens can of enamel _____ | 5. Applies enamel to project with smooth strokes _____ |
| 2. Mixes enamel thoroughly with stirring stick _____ | 6. Covers project completely _____ |
| 3. Dips 1/3 of brush in enamel _____ | 7. Covers project evenly _____ |
| 4. Removes excess enamel from brush by wiping brush on lip of can _____ | 8. Seals enamel can by tightly replacing lid _____ |

19.3.4.2.11.0.5(866) Given a shop area, a project ready to be varnished, a 2" paint brush, a stirring stick, and a can of varnish, the student will, to the satisfaction of the teacher, prepare the varnish, apply the varnish with the brush smoothly and evenly to all exposed areas of the project, and prepare the can of varnish for storage.

This objective is mastered when the student:

- | | |
|-------------------------------|---|
| 1. Opens can of varnish _____ | 2. Mixes varnish thoroughly with stirring stick _____ |
|-------------------------------|---|

- | | | | |
|--|-----|---|-----|
| 3. Dips 1/3 of brush in varnish | ___ | 5. Applies varnish to project with smooth strokes | ___ |
| 4. Removes excess varnish from brush by wiping brush on lip of can | ___ | 6. Covers project completely | ___ |
| | ___ | 7. Covers project evenly | ___ |
| 8. Seals varnish can by tightly replacing lid | | | ___ |

19.3.4.2.11.0.6(867) Given a freshly used paint brush, a pail containing an appropriate solvent, a newspaper, and a cloth, the student will, to the satisfaction of the teacher, clean the brush by rinsing it in the solvent, wiping the excess solvent off on the newspaper, and drying the brush with the cloth.

This objective is mastered when the student:

- | | | | |
|--|-----|--|-----|
| 1. Holds handle of paint brush | ___ | 5. Repeats numbers 2-4 as often as necessary | ___ |
| 2. Immerses brush bristles in solvent | ___ | 6. Dries brush with cloth | ___ |
| 3. Removes brush from solvent | ___ | 7. Removes all paint from brush | ___ |
| 4. Wipes excess solvent onto newspaper | ___ | 8. Does not get paint on self | ___ |
| 9. Does not drip or spill paint or solvent | | | ___ |

GLUEING

19.3.4.2.12.0.1(868) Given a shop area, a workbench, a container of polyvinyl resin glue, a vise or clamp, a scraper, a damp cloth, and a project that requires polyvinyl resin glue, the student will, to the satisfaction of the teacher, construct a trial assembly of the project to insure that the joints fit, disassemble the project, apply the glue to the joints to be fastened (one at a time), put the joints together, and use the vise or clamp to apply pressure to the joints until the glue is dry and the joints are securely fastened.

This objective is mastered when the student:

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- | | | | |
|---|-------|--|-------|
| 1. Makes trial assembly of project to insure proper fit | _____ | 8. Removes excess glue with scraper and damp cloth | _____ |
| 2. Disassembles project | _____ | 9. Lets glue dry completely | _____ |
| 3. Opens container of glue | _____ | 10. Closes container of glue | _____ |
| 4. Applies glue to joints | _____ | 11. Removes project from vise or clamp | _____ |
| 5. Spreads glue evenly on joints | _____ | 12. Joints securely fastened | _____ |
| 6. Assembles project | _____ | 13. Excess glue removed from exposed surfaces | _____ |
| 7. Applies pressure to joints using vise or clamp | _____ | | |

19.3.4.2.12.0.2(869) Given a shop area, a workbench, a container of casein glue, materials to mix it, a vise or clamp, a scraper, a brush, a damp cloth, and a project that requires casein glue, the student will, to the satisfaction of the teacher, mix the glue according to the directions on the package, construct a trial assembly of the project to insure that the joints fit, disassemble the project, apply the glue to all the joints to be fastened (one at a time), put the joints together, and use the vise or clamp to apply pressure to the joints until the glue is dry and the joints are securely fastened.

This objective is mastered when the student:

- | | | | |
|---|-------|---|-------|
| 1. Makes trial assembly of project to insure proper fit | _____ | 8. Spreads glue evenly on joints | _____ |
| 2. Disassembles project | _____ | 9. Assembles project | _____ |
| 3. Opens container of glue | _____ | 10. Applies pressure to joints using vise or clamp | _____ |
| 4. Mixes glue according to directions on package | _____ | 11. Removes excess glue with scraper and damp cloth | _____ |
| 5. Closes container of glue | _____ | 12. Lets glue dry completely | _____ |
| 6. Picks up brush | _____ | 13. Removes project from vise or clamp | _____ |
| 7. Applies glue to joints with brush | _____ | 14. Joints securely fastened | _____ |
| | | 15. Excess glue removed from exposed surfaces | _____ |