

TRANSITION SKILLS GUIDELINES

LAURENT CLERC CENTER NATIONAL DEAF EDUCATION CENTER

K-12 PROGRAM

Gallaudet University

STANDARD 1: Student demonstrates the skills necessary to advocate and empower for him/herself.

Topic	Grade K	Grades 1, 2, 3	Grades 4, 5	Grades 6, 7, 8	Grade 9	Grade 10	Grade 11	Grade 12
Self-Awareness	Identifies characteristics of self.	States positive traits and skills about self.	Identifies simple personal goals (academic, social, and career).	Identifies personal strengths and skills needed for family, school, and community success.	Links personal and academic skills to achieving personal, social, educational, and career goals. Identifies strengths and skills needed for employment success.	Develops and implements a plan to strengthen skills needed for future goals. Reviews postsecondary goals and plans to ensure they reflect strengths and skills.	Reflects on progress and updates plan to strengthen personal skills needed for future goals. Reviews postsecondary goals and plans to ensure they reflect strengths and skills.	Implements and updates an always evolving postsecondary plan.
Rights and Responsibilities	Recognizes that some actions are acceptable and others are not. Follows basic rules at home and at school.	Groups actions into acceptable and unacceptable categories at home, in school, and in the community.	Defines concepts of <i>laws</i> and <i>rights</i> . Gives examples of laws and rights in the school and community. Describes how laws and rights apply to self.	Recognizes that there are limits to one's rights and that with <i>rights</i> come <i>responsibility</i> . Participates in classroom or school activities that define school rights and responsibilities.	Summarizes rights provided by laws in the legal system (e.g., right to a trial, right to a jury). Identifies the role of school and organizational governing bodies.	Describes the basic rights in the Americans with Disabilities Act and other civil rights legislation. Identifies resources to support a person's rights. Identifies resources available to support a deaf person's rights.	Explains how laws that provide personal protections (e.g., right to privacy) are applied differently in home, school, and the community. Selects and summarizes those laws that have the greatest impact on their postsecondary plans.	Explains the basic rights and responsibilities of United States citizens (e.g., obtain a US passport, pay income tax). Participates in a process to obtain resources to support one's rights.

Topic	Grade K	Grades 1, 2, 3	Grades 4, 5	Grades 6, 7, 8	Grade 9	Grade 10	Grade 11	Grade 12
Advocacy/ Empowerment	<p>Selects toys, foods, and activities from a set of options.</p> <p>Indicates basic wants and needs.</p>	<p>Using language, expresses basic thoughts and ideas.</p> <p>Attends to thoughts and ideas of others and identifies when those thoughts and ideas may be different from own.</p>	<p>Provides supporting details when discussing likes and dislikes.</p> <p>Categorizes information as opinion or fact.</p>	<p>Expresses opinions, wants, and needs appropriately.</p> <p>Provides reasons to support wants and needs.</p> <p>Respects the opinions and needs of others.</p>	<p>Defines advocacy and explains why self-advocating is important.</p> <p>Identifies needs in school and develops a personal plan to meet those needs.</p> <p>Gives examples of how facts and opinions are used to meet needs in various situations.</p>	<p>Describes and applies a process to advocate for self in school settings.</p> <p>Intentionally uses both facts and opinions to advocate for self.</p>	<p>Advocates for groups and others in school setting.</p> <p>Provides rationale and evidence to justify needs in class or other school activities.</p>	<p>Assertively advocates for the needs of self and others in a variety of environments.</p> <p>Advocates for and obtains services and resources to initiate postsecondary plan (e.g., Vocational Rehabilitation).</p>

Topic	Grade K	Grades 1, 2, 3	Grades 4, 5	Grades 6, 7, 8	Grade 9	Grade 10	Grade 11	Grade 12
Interpreting	Participates in activities where interpreters are present.	<p>Explains the idea of multiple languages.</p> <p>States that deaf people use ASL and that hearing people use spoken languages.</p> <p>Identifies presence of interpreters in a variety of settings.</p> <p>Attends to interpreters for increasing periods of time.</p>	<p>Defines idea and role of interpreter.</p> <p>Understands that all languages can communicate the same thoughts, ideas, and feelings.</p> <p>Selects appropriate seat to ensure visual access to interpreter and speaker.</p>	<p>Provides examples of variations in ASL.</p> <p>States when the services of an interpreter are needed.</p> <p>Describes how to work effectively with an interpreter for school activities (e.g., physical arrangement, language preference).</p>	<p>Summarizes the history of interpreting and how it is provided in the deaf community.</p> <p>Summarizes the RID code of ethics for interpreters and how it has an impact on interactions with and through the interpreter.</p> <p>Describes how to work effectively with an interpreter in various settings (e.g., physical arrangement, language preference).</p>	<p>Identifies community interpreting resources.</p> <p>Discusses payment issues for interpreter services.</p> <p>Describes how to access interpreting services.</p> <p>Defines the concepts “qualified” and “certified” interpreters.</p> <p>Articulates specific individual needs regarding interpretation.</p> <p>Effectively attends to interpreters throughout school and community events.</p>	<p>Articulates which laws apply in what situations regarding equal access through an interpreter.</p> <p>Explains the relationship between language and culture, and its impact on the limitations of interpretation.</p> <p>Describes a positive, proactive team approach to working with interpreters. (e.g., meets or talks with interpreter ahead of time, shares materials in a timely manner, discusses with interpreter how best to work together).</p> <p>Requests an interpreter when appropriate.</p> <p>Demonstrates how to work effectively with an interpreter (e.g., physical arrangement of environment, language preferences).</p>	<p>Provides examples of how self-advocating lays the groundwork for others to have increased access as well.</p> <p>Understands how dynamics of being a member of a minority group impacts/limits access to information, and how an interpreter can function as a bridge to said information.</p> <p>Demonstrates through role play or video of an actual encounter, an integration of all principles related to effectively working with an interpreter to ensure successful communication for self and others.</p>

STANDARD 2: Student demonstrates knowledge of educational and career exploration, preparation, and planning.

Topic	Grade K	Grades 1, 2, 3	Grades 4, 5	Grades 6, 7, 8	Grade 9	Grade 10	Grade 11	Grade 12
Career Exploration and Planning	<p>Identifies family members and their roles.</p> <p>Participates in occupation-based play.</p> <p>Performs different roles in the classroom.</p>	<p>Lists roles and responsibilities in school and the community.</p> <p>Identifies and describes different types of work in the community.</p> <p>Understands that children grow up to have occupations outside of the home.</p>	<p>Describes skills and working environments for a variety of occupations.</p> <p>Identifies the occupations of characters in books, movies, television shows, and newspapers.</p> <p>Explains how skills used in school are used at home and in the community.</p> <p>Identifies why people work and the benefits of working.</p>	<p>Identifies education and training requirements for various occupations.</p> <p>Completes basic interest inventories and identifies possible future careers.</p> <p>Groups occupations based on interests, skills, abilities, work activities, and work environment.</p> <p>Identifies and uses resources in the family school, and community to gather career information.</p> <p>Develops a list of skills needed to succeed in any career.</p> <p>Explores summer opportunities that enhance personal growth</p>	<p>Completes interest inventories.</p> <p>Identifies possible job titles for careers of interest.</p> <p>Matches career requirements with own strengths and interests.</p> <p>Explores a variety of careers.</p> <p>Identifies general skills, education, and training needed for careers of interest.</p> <p>Provides examples of how stereotypes can impact career choices (e.g., gender, disability).</p> <p>Identifies volunteer opportunities in school or community.</p>	<p>Analyzes career interests based on knowledge, skills, abilities, work activities, values, related occupations, and wage and employment possibilities.</p> <p>Explains specific tasks and characteristics within a career cluster as described in Holland's Theory of Career Choice.</p> <p>Examines own career exploration process for impact of stereotypes.</p> <p>Completes and documents results of an informational interview for a career of interest.</p> <p>Reviews the resume' of a professional in a career of interest.</p> <p>Explains process to volunteer and completes at least one volunteer experience.</p>	<p>Makes necessary adjustments in school performance to prepare to achieve career goal.</p> <p>Completes a variety of assessments, both formal and informal, to identify skills, aptitudes, and interests.</p> <p>Analyzes career options to identify those that best fit with education, skills, aptitudes, and interests.</p> <p>Identifies viable postsecondary career options.</p> <p>Documents the educational requirements, job responsibilities, skills needed, for a specific career of interest.</p> <p>Volunteers or works for at least one semester.</p>	<p>Develops a process of continuous review and revision of school and work performance to prepare to achieve career goal.</p> <p>Defines a specific career goal and has a postsecondary plan that supports goal attainment.</p> <p>Explains and uses a decision-making process to compare education and career opportunities.</p> <p>Develops a realistic, life-long career path for a career of interest (include entry level, mid-level, and advanced positions).</p> <p>Volunteers or works in a field of interest.</p>

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Career Materials Preparation	Recognizes full name, address, and phone number, and writes full name.	Writes full name, address, and phone number.	Writes parents/guardian's full name, place of employment, e-mail address, and phone number	Completes a variety of simple forms requesting personal information including Social Security number.	<p>Defines the purpose, use, and process to complete a job application, résumé, and cover letter.</p> <p>Completes school-related forms obtaining any unknown information (e.g., mother's maiden name).</p> <p>Maintains a portfolio with an initial life plan that includes steps leading to graduation and projected postsecondary goal (e.g., courses needed for college admission).</p> <p>Participates in a school-related interview, evaluates own performance, and compares to feedback from others.</p> <p>Identifies and documents career goals in life plan.</p>	<p>Develops a basic résumé, cover letter, and job application following a defined format and keeps in portfolio.</p> <p>Expands Life Plan to include updated career goal, information about self, and accomplishments.</p> <p>Participates in practice job interviews and evaluates effectiveness using defined rubric or checklist.</p> <p>Demonstrates skills to identify and seek possible job openings.</p>	<p>Updates résumé and cover letter to reflect internship and career goals.</p> <p>Expands portfolio to include résumé, cover letter, completed employment, and/or postsecondary program applications and follow-up letters.</p> <p>Modifies life plan as needed to reflect updated career goals, information about self, and accomplishments</p> <p>Identifies resources that assist with seeking and gaining postsecondary employment.</p> <p>Completes job interviews and evaluates performance using self-generated list of criteria.</p>	<p>Refines résumé so that it is consistent with professional resumes for career goal.</p> <p>Maintains the Life Plan section of portfolio to include updated copies of postsecondary educational and/or career-related forms, letters, and materials.</p> <p>Accesses resources that assist with gaining postsecondary employment.</p> <p>Identifies areas for improvement during job interviews, modifies performance, and evaluates effectiveness of changes.</p>

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Educational Planning	“Plays” school.	Explains what happens in school and why school is important.	Identifies and applies the characteristics and skills needed to be an effective student including practice and effort.	Develops a high-school preparation plan that includes knowledge, skills, and attitudes needed to succeed in high school.	Identifies the relationship between high school and work and postsecondary programs. Establishes academic or vocational training goals.	Identifies requirements for postsecondary education and training to meet career goals. Reviews and revises academic or vocational training goals.	Compares educational progress to career goals and makes apt modifications. As needed, revises academic goals to meet postsecondary goals.	Identifies and seeks support needed to succeed in postsecondary education or vocational training settings.
Learning/Study Skills	Follows one-step directions.	Follows multi-step directions.	Demonstrates effective school work habits including following multi-step directions, asking for assistance, and maintaining work quality.	Demonstrates effective school habits including accepting instructions from multiple persons and staying on task despite distractions. With guidance, identifies barriers to studying/doing homework and implements strategies to overcome them.	Practices and applies study skills and strategies with support. Identifies barriers to studying and completing homework and implements strategies to overcome them.	Identifies study skills needed for each subject. Analyzes study skills based on test scores, confidence, and teacher/staff feedback.	Continually reviews school performance and implements strategies to enhance studying and homework completion.	Describes steps for learning new information throughout life. Describes how on-going learning and skill upgrading is required for any career.
Life-role Planning	Identifies different daily activities for self and family.	Groups activities for a variety of purposes (e.g., likes/dislikes, required/optional, easy/hard).	Identifies personal strengths and areas for improvement in school, social, and family environments.	Identifies hobbies, skills, and interests for self and others.	Develops a life-style summary using portfolio, achievement scores, work experience, hobbies, and interpersonal skills. Identifies two life-long personal goals and steps required to achieve them.	Develops a life-style plan that includes family, school, and community action steps.	Develops a resource budget (including time and monetary needs) to determine minimum requirements to support desired lifestyle.	Compares identified career goals with lifestyle and resource budget to determine congruence; makes changes as appropriate.

Standard 3: Student develops positive and practical work habits, skills, and attitudes within a work environment.

Topic	Grade K	Grades 1, 2, 3	Grades 4, 5	Grades 6, 7, 8	Grade 9	Grade 10	Grade 11	Grade 12
Pragmatics/ Social Courtesies	Shares toys and materials during classroom and play activities. Takes turns during class and play activities.	Uses simple courtesies in a variety of situations (e.g., says “please,” “thank you”).	Demonstrates appropriate social courtesies in school and the community.	Consistently demonstrates appropriate social courtesies in familiar school environments.	Demonstrates social courtesies in unfamiliar school environments or activities.	Describes the purpose of and identifies social courtesies in the work environment.	Demonstrates appropriate social courtesies in a work environment.	Demonstrates appropriate social courtesies with deaf and hearing people in professional and casual situations.
Conflict Resolution	Accepts adult intervention when a conflict arises.	Seeks adult assistance when a conflict arises.	Participates in conflict resolution activities.	Attempts to resolve conflicts to meet the needs of self and others.	Explains the value of flexibility, tolerance and respect to avoid or resolve conflict.	Uses conflict resolution skills in school, dorm, and at home, seeking assistance as necessary.	Independently uses conflict resolution skills.	Identifies appropriate processes to resolve conflicts in a work environment.
Teamwork	Participates in group activities.	Effectively works with a variety of students. With support, assumes a variety of group roles including leader.	Gives examples of scenarios when group work is most effective. Volunteers for a variety of group roles.	Participates in a group decision-making process. Works collaboratively in a small group setting.	Effectively participates in groups outside of school. Describes the benefits and challenges of group work.	Identifies and respects the various roles in a group. Assumes a variety of group roles including group leader.	Identifies and provides evidence about which group roles they assume most effectively. Identifies characteristics of an effective group.	Effectively interacts with a diverse group of co-workers. Describes how to create and maintain an effective group.
Work Attitudes	Identifies basic emotions.	Describes characteristics of a good student and worker.	Describes how attitude impacts school performance.	Describes how attitudes, beliefs, abilities, and interests impact career choice and success.	Identifies positive contributions that workers make to their community and society.	Demonstrates a positive attitude toward all types of work.	Analyzes their attitudes toward work and towards various occupations.	Describes the impact of work attitudes on gaining, keeping, and enhancing employment.
Work Habits	Performs basic classroom jobs.	Identifies and explains (who, what, when, why, and how) classroom jobs. Independently begins and completes classroom jobs.	Develops classroom job chart, assigns jobs, and charts job completion.	Identifies and demonstrates work habits needed to succeed in high school and to gain and maintain employment.	Identifies and demonstrates work habits needed to be an effective member of the school community.	Identifies own work habits and skills and their potential impact on academic and career success.	Accepts and completes internship (work) assignments, seeking assistance when needed.	Independently adapts work habits to meet the needs of a specific situation at school and at work.

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Time Management	Begins and ends activities when asked.	Explains daily schedule with assistance. Tells time using an analog (traditional) clock.	Reads and explains daily schedule. Identifies amount of time needed for each activity.	With assistance, develops a homework schedule. With assistance, maintains an organizer with homework, appointments, and after-school activities Meets daily deadlines (e.g., wakes up on time, catches the bus).	Maintains an organizer with homework, appointments, and after-school activities. Completes and analyzes a 24-hour schedule and identifies how time is used.	Provides evidence of balancing work and leisure time with home and school responsibilities. Prioritizes tasks and assignments so all are completed on time.	Makes and keeps school- and work-related appointments. Prepares for deadlines by prioritizing tasks, allotting enough time needed for each task, and developing a schedule for completion.	Makes, changes, and keeps a variety of appointments for school and work. Develops and follows a schedule to meet the deadlines of major school projects (e.g., Senior Project)
Resource Management	Cleans up after classroom and play activities.	Keeps designated area (e.g., room, locker, desk) organized.	Brings all needed materials to and from school every day.	Maintains organization of materials.	Identifies and obtains resources needed for school assignments.	Follows a system to organize and maintain materials for classroom and school activities.	Develops a system to organize and maintain materials for school and home.	Obtains and maintains materials and resources needed to prepare for and succeed in postsecondary settings.

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Workplace Communication	<p>Expresses wants and needs during play.</p> <p>Communicates, using language, gestures, and pictures, with familiar peers and adults.</p>	<p>Ask questions and requests assistance during school and home activities.</p> <p>Participates in formal and informal conversations.</p>	<p>Expresses feelings to an appropriate person and in an appropriate manner.</p> <p>Matches communication style (e.g., formal, informal, consultative) with audience.</p>	<p>Expresses ideas, concerns, problems, and questions at an appropriate time to an appropriate person.</p> <p>Uses appropriate communication register when communicating with peers and adults.</p>	<p>Uses acceptable language at school.</p> <p>Defines and gives examples of communication behaviors (passive, assertive, and aggressive).</p>	<p>Effectively expresses self in a structured work environment.</p> <p>Describes the impact of communication behaviors on meeting own needs.</p>	<p>Identifies communication breakdowns and possible solutions in a work environment.</p> <p>Describes the impact of communication behaviors on others.</p> <p>Defines appropriate and inappropriate information to share in a work environment.</p>	<p>Uses effective communication strategies to interact with signing and non-signing deaf and hearing co-workers and/or customers.</p> <p>Uses appropriate communication register and etiquette in work situations</p> <p>Adapts communication skills to ensure effective communication for self and others.</p>
Feedback	<p>Attends to feedback from teachers and family.</p>	<p>Recognizes when people give feedback to other people.</p> <p>Describes how feedback can help people improve their skills and abilities.</p> <p>Recognizes when feedback is given and received appropriately.</p>	<p>Modifies school work and social interactions based on teacher, parent, and peer feedback.</p>	<p>Identifies role and purpose of feedback.</p> <p>Describes various forms of feedback.</p> <p>Describes traits of someone who appropriately attends to feedback.</p> <p>With adult guidance, provides and accepts constructive feedback with peers.</p>	<p>Appropriately provides and accepts constructive feedback in a variety of situations.</p> <p>Describes type of feedback appropriate for variety of situations (e.g., on an essay, while practicing a sport, with friends).</p>	<p>Provides and accepts constructive feedback with peers.</p> <p>Provides feedback using a variety of means (e.g., rubrics, discussions, editing marks).</p>	<p>Seeks feedback from peers related to school and social activities.</p> <p>Analyzes feedback and decides what to “keep.”</p>	<p>Accepts constructive feedback in a work environment.</p> <p>Provides rationale for determining whether to use another person’s feedback.</p>

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Performance and self-assessment	Demonstrates positive feelings after completing a task (e.g., claps and smiles).	Knows that there are rewards and consequences related to actions at school and at home. Identifies expectations in the classroom and at home.	Identifies benefits of following directions and completing work. Uses a simple rubric to evaluate own performance during a project or activity.	Understands that one's actions can have a long-term or permanent impact on a situation. Uses peers and teacher evaluations to identify strengths and areas for improvement.	Describes how attitudes affect others in school, at work, and in social settings. Accurately completes a structured self-assessment. Describes the relationship between work performance and evaluation.	Compares own skills with those of an effective worker. Compares a self-evaluation to the evaluations of peers, supervisors, and other adults.	Creates a plan to develop and improve skills for effective job performance based on feedback from self and others. Understands that evaluation and improvements are on-going, life-long processes.	Identifies specific steps to improve work performance based on supervisor and self-evaluations. Identifies tools and processes that can be used to assess self throughout life.
Self-Management	Identifies own emotions during school activities.	Identifies own emotions and those of others during school and home activities.	Matches emotions with possible consequences (e.g., happy – get along with people; sad-cry).	Matches emotions with various school, home, and work situations.	Identifies own emotions in real or simulated work situations.	Discriminates between personal and work-related concerns and issues.	Does not allow personal concerns to impact work performance.	Manages emotions in a professional manner in a variety of work situations.
Technology and Equipment	Uses computer for games and learning activities.	Differentiates between safe and unsafe use of classroom technology and equipment. Uses technology and equipment with adult support.	Identifies general technology and equipment used for various jobs. Uses technology with increasing independence.	Describes safe and unsafe use of school and work related technology and equipment. Describes and follows basic safety and security procedures for using electronic communication.	Appropriately uses basic word processing, presentation, and spreadsheet programs for school activities. Explains and follows school technology rules and procedures.	Effectively uses technology to enhance school assignments and activities. Identifies technology and equipment used in careers of interest. Independently follows safety and security procedures for electronic communication at school and at home.	Explains the potential consequences of misusing technology. Demonstrates safe and secure use of technology and equipment at school, home, and work environments.	Explains the potential consequences of not following security procedures for personal and work-related electronic communication (e.g., identity theft). Independently uses work-related technology and equipment following all safety and security procedures.

Standard 4: Student demonstrates the knowledge and skills necessary to live independently and successfully.

Topic	Grade K	Grades 1, 2, 3	Grades 4, 5	Grades 6, 7, 8	Grade 9	Grade 10	Grade 11	Grade 12
Emergency and Environmental Safety	Demonstrates how and when to seek help in an emergency.	Explains the procedure for calling 9-1-1. States basic home and school safety procedures.	Demonstrates safety procedures for outdoor activities.	Describes procedures for staying home alone and using public transportation and household appliances.	Selects most appropriate option to use in emergency situations (e.g., get an adult, call police/security, leave).	Describes and uses strategies to protect self and maintain a safe environment.	Practices safety and emergency procedures for community events and outings.	Explains emergency procedures for work environment.
Personal Safety	Seeks help when someone is hurt.	Recognizes medical symbols and describes basic health and safety rules. Demonstrates and practices safety procedures for and when interacting with strangers.	Demonstrates age-appropriate first-aid procedures.	Explains the danger and consequences of drug and alcohol use. Recognizes the responsibilities attached to and consequences of engaging in sexual activity.	Identifies strategies to avoid sexual activity and drug and alcohol use/abuse. Identifies ways and means to protect self from criminal activity.	Demonstrates appropriate first-aid procedures. Identifies steps to maintain personal safety in a work environment.	Designs a health and first-aid plan for a school or home activity. With guidance, creates plan to maintain personal safety in a work setting.	Describes health and first aid procedures in a work environment. Develops a plan to maintain personal safety to/from a work environment.
Money/banking	Knows that money is used to buy things. Recognizes coins and currency.	Identifies the value of coins and currency. Identifies and adds coins and currency.	Describes the purpose of banks, bank accounts, and saving money. Totals cost of multiple items to ensure adequate money.	Budgets money to fulfill personal needs and desires. Practices basic banking skills (e.g., depositing money, completing forms). Saves money for large purchases.	Applies for and maintains a savings account. Deposits and withdraws money. Knows how to use and understands the risks of using automatic teller machines (ATMs).	Explains bank statements, fees, and procedures. Describes the relationship between credit cards, checks, and money in the bank.	Develops a monthly budget using typical income and expenses information. Applies for and maintains a checking account. Explains the risks of borrowing and loaning money.	Explains procedures and responsibilities for banking services: applying for car and personal loans, using credit cards, and paying bills.

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Purchasing/Negotiating	Plays “store.”	Makes small purchases with assistance.	Develops and follows a shopping list.	Makes personal purchases based on product information such as brand name, quality, quantity, and cost.	Identifies the appropriate and “best value” store to purchase a specific item.	Uses a variety of resources to locate shops and services. Analyzes an advertisement for truth and validity.	Compares the cost, quality, and reputation of a variety of products.	Practices negotiating and learns about contracts and leasing versus buying products.
Nutrition	Names basic foods.	Assists in the preparation of snacks and desserts. Identifies basic food groups.	Makes simple sandwiches and snacks. Uses microwave safely.	Plans and prepares a simple meal following a recipe. Observes cooking safety.	Reads recipes and designs nutritionally balanced menus. Describes the role of each food group.	Shops and selects food based on freshness, quality, date, cost, and nutritional information.	Performs appropriate food handling procedures.	Prepares and cooks nutritionally balanced meals.
Clothing	Identifies different clothing items and their function.	Identifies clothing associated with specific activities and weather.	Selects appropriate clothing for specific activities. Is responsible for all clothing (e.g., not leaving coat in the cafeteria).	Sorts, launders and folds clothes.	Irons and cares for all types of clothing.	Identifies clothing that is appropriate for job interviews and work.	Performs simple clothing repairs (e.g., sews a button, patches a tear).	Dresses appropriately for all environments, including work and formal functions.
Hygiene	With supervision, uses the toilet, brushes teeth, and washes hands and face.	With periodic adult checks, completes basic toileting and grooming skills.	Performs daily grooming and hygiene skills independently.	Showers and bathes on a daily basis with family reminders as necessary. Performs personal grooming and hygiene tasks associated with puberty.	Independently showers and bathes on a daily basis. Performs personal grooming and hygiene tasks associated with puberty and ensures has all necessary grooming and hygiene products.	Uses make-up (if interested) appropriately and shaves safely.	Describes the impact of hygiene on overall health.	Maintains grooming and hygiene habits consistent with a work environment.

Standard 5: Student demonstrates knowledge of one's community, one's role in the community, and available resources.

Topic	Grade K	Grades 1, 2, 3	Grades 4, 5	Grades 6, 7, 8	Grade 9	Grade 10	Grade 11	Grade 12
Travel	<p>Identifies age-appropriate travel safety rules.</p> <p>Buckles seat belt independently.</p> <p>Identifies basic vehicles (e.g., car, truck).</p>	<p>Follows pedestrian signs and crosses a small street using safety procedures.</p> <p>Identifies traffic signs and street names.</p> <p>Knows school's name and basic location.</p> <p>Communicates basic travel phrases (e.g., "I'm lost," "where is the car?").</p>	<p>Explains and follows procedures if lost</p> <p>Follows directions (north, south, east, and west) and reads basic road markers.</p> <p>Reads and interprets a community map (location of parks, pools, police station, etc.).</p>	<p>Uses public transportation with guidance.</p> <p>Practices planning for travel.</p>	<p>Independently uses public transportation to travel to familiar locations.</p> <p>Uses a street map and develops a route with guidance.</p> <p>Explains why a license is required to drive.</p>	<p>Independently makes arrangements to get to the bus, train stations, or the airport.</p> <p>Uses street maps and writes directions.</p> <p>If interested, participates in a driver's education class.</p>	<p>Knows driving rules and the meaning of road signs.</p> <p>Gives and follows travel directions.</p> <p>If desired, develops a plan to obtain a driver's license.</p>	<p>Follows laws related to all forms of transportation.</p> <p>Independently travels to and from work or internship.</p> <p>If driving, obeys all laws and expectations.</p>
Community Roles and Responsibilities	<p>Identifies family, school, and community members.</p>	<p>Identifies one's roles in school, at home, and in the community.</p>	<p>Identifies various communities of which he or she is a member.</p>	<p>Gathers evidence of meeting responsibilities in class, at home, and in the community.</p>	<p>Identifies key roles and responsibilities for students in a high school community.</p>	<p>Identifies consequences when community members do not meet responsibilities.</p> <p>Accrues evidence of meeting school responsibilities.</p>	<p>Identifies roles and responsibilities within the Deaf community and of deaf and hard of hearing people in other communities.</p>	<p>Identifies key roles and responsibilities assumed in a postsecondary community.</p>

Topic	Grade K	Grades 1, 2, 3	Grades 4, 5	Grades 6, 7, 8	Grade 9	Grade 10	Grade 11	Grade 12
Leisure	Participates in a variety of play and game activities.	Plays independently (e.g., reads, paints, completes puzzles).	Participates in and follows rules of team sports and board and card games. Plans and participates in outings, parties, and holiday events with family and friends.	Experiences a variety of hobbies and special interests to pursue outside of school.	Participates in a variety of after-school activities and identifies those of particular interest.	Maintains a hobby or special interest to pursue outside of school.	Plans and organizes weekend leisure excursions and other school events.	Participates in leisure and social activities outside of school.
Community Resources	Demonstrates an understanding that people assist people.	Identifies people and organizations in the community that support people.	Describes the role and importance of basic resources available in the home community.	Identifies potential resources needed to succeed in a high school community. Develops a list of school and community resources for deaf and hard of hearing people and their purposes.	Develops a list of school resources, their purposes, and how to access them.	Develops a list of home resources, their purposes, and how to access them.	Develops a list of local and national resources for deaf and hard of hearing people, their purposes, and how to access them.	Develops a list of resources, including accessibility information for their future postsecondary community.
Community Service	Shares with and assists peers and adults.	Learns about and participates in school and community groups that focus on helping others.	Identifies issues and problems in communities and ways to address them.	Assists members of the community (e.g., rakes leaves, baby-sits, picks up trash).	Identifies problems in the school community and addresses at least one through community service.	Recognizes various ways to contribute to the school community.	Continues accruing community service hours and recognizes how these actions impact the community served.	Completes all community service requirements and identifies possible options for postsecondary community service.