

Daily Living: Grades 9-12

Transition Target:
Formulate ideas and identify issues related to citizenship, community, and cultures within communities in order to become engaged in daily life.

1 Identify the basic elements of the legal and judicial process.

- 1 Interpret and prepare legal forms (e.g., tax, employment, and voter registration). [TS.DL12.1.A](#)
 - 2 Analyze the legal and judicial processes on the local, state, and federal levels. [TS.DL11.1.A](#)
 - 3 List individual legal rights as a member of society. [TS.DL10.1.A](#)
 - 4 Describe community issues, laws, and the consequences of disobeying rules or laws. [TS.DL9.1.A](#)
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2 Identify resources and services within the community.

- 1 Formulate specific community resources and services when needed. [TS.DL12.2.A](#)
 - 2 Contrast specific community resources and services when needed. [TS.DL11.2.A](#)
 - 3 Differentiate individual needs for specific community resources and services. [TS.DL10.2.A](#)
 - 4 Identify community resources individuals associated with providing services. [TS.DL9.2.A](#)
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3 Develop and practice recreational and leisure interests available within the school and community.

- 1 Arrange requirements and expectations for participation in the chosen school or community recreational activities (e.g., rules, associated fees, and time commitment). [TS.DL12.3.A](#)
 - 2 Report on a specific school or community activity (e.g., school, band, civic club, YMCA, camp) and how it aligns with personal interests. [TS.DL11.3.A](#)
 - 3 Self-evaluate to determine specific interests in leisure and recreational activities. [TS.DL10.3.A](#)
 - 4 Examine interests in leisure and recreational activities available in the school and community. [TS.DL9.3.A](#)
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**Transition Target:
Formulate and
implement financial
management skills to be
used in daily living.**

1 Employ and evaluate financial management skills for personal daily living needs.

- 1 Prepare, maintain, and assess a personal budget (e.g., housing, food, clothing, transportation, wellness needs, healthcare, utilities, insurance, benefits). **TS.DL12.1.B**
- 2 Create personal budget according to daily living needs (e.g., food, clothing, housing, transportation, wellness needs, healthcare, utilities, insurance, and benefits). **TS.DL11.1.B**
- 3 Determine various modes of payment options (e.g., cash, check, money order, and debit cards) for daily living needs according to current or expected income. **TS.DL10.1.B**
- 4 Determine and prioritize personal needs and wants according to current or expected income. **TS.DL9.1.B**

2 Integrate the process of budgeting within living arrangements.

- 1 Appraise appropriateness of identified living arrangements (e.g., size, distance to employment, family, relation to budget, and utilities). **TS.DL12.2.B**
- 2 Design a plan addressing living arrangements and wants/needs (e.g., independent living, school dorm, and transitional living). **TS.DL11.2.B**
- 3 Diagram budget according to necessities, utilities, and rent and identify possible living arrangements. **TS.DL10.2.B**
- 4 Discuss and illustrate wants/needs in relation to income and living arrangements. **TS.DL9.2.B**

**Transition Target:
Formulate a plan to
address issues related to
the acquisition and
maintenance of
independent living
skills.**

1 Identify procedures for household safety, as well as maintenance and improvement of personal living situation.

- 1 Assess repairs or safety issues according to current plan (e.g., making a purchase, and calling for services). **TS.DL12.1.C**
- 2 Generate a plan for monthly household repairs and maintenance and determine appropriate resources to resolve current safety issues. **TS.DL11.1.C**
- 3 Demonstrate appropriate protocol via role play for various emergency situations (e.g., fire in home, heart attack, flooded pipes, and severe weather). **TS.DL10.1.C**
- 4 Identify general safety issues and procedures applicable to home and community environments, including fire safety and severe weather drills. **TS.DL9.1.C**

2 Demonstrate the ability to select and purchase appropriate clothing.

- 1 Prepare appropriate wardrobe (e.g., laundry, ironing, and purchasing articles of clothing as needed). **TS.DL12.2.C**
- 2 Assess personal needs to make appropriate clothing purchases. **TS.DL11.2.C**
- 3 Determine personal clothing options based on size, preference, and season. **TS.DL10.2.C**
- 4 Identify appropriate clothing options based on weather, budget, and care. **TS.DL9.2.C**

3 Exhibit appropriate hygiene and grooming for different environments (e.g., school, community, work).

- 1 Apply proper hygiene and grooming based on understanding of requirements in various environments (e.g., interview setting, job setting, school setting, and social setting). [TS.DL12.3.C](#)
 - 2 Select and discuss choice of grooming and dress as they relate to various environments (e.g., school, community, and work). [TS.DL11.3.C](#)
 - 3 Investigate the importance and possible results of dressing appropriately/inappropriately for differing environments (e.g., interviews, school, and community). [TS.DL10.3.C](#)
 - 4 Identify appropriate hygiene, grooming, and dress routines for a variety of settings (school, community, and work). [TS.DL9.3.C](#)
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**Transition Target:
Formulate and
implement plans that
address healthcare and
wellness needs.**

1 Identify and develop a plan to address personal healthcare needs.

- 1 Implement and evaluate an individualized plan that addresses healthcare needs such as regular doctor visits, prescription maintenance, and emergencies. [TS.DL12.1.D](#)
 - 2 Develop a personal healthcare plan that includes goals related to specific medical needs as identified by prior assessment. [TS.DL11.1.D](#)
 - 3 Assess personal healthcare needs and list resources to address those needs. [TS.DL10.1.D](#)
 - 4 Discuss healthcare needs and examine approaches to addressing those needs through available resources (e.g., emergency needs, doctor visits, and pharmacy care). [TS.DL9.1.D](#)
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2 Develop and select strategies to address wellness (e.g., maintenance of good health and prevention of illness).

- 1 Implement and evaluate an individualized plan that addresses wellness needs such as an exercise plan, balanced meal options, and routine health check-ups. [TS.DL12.2.D](#)
 - 2 Develop a personal wellness plan that includes goals related to specific wellness needs as identified by prior assessment. [TS.DL11.2.D](#)
 - 3 Assess steps to work toward personal wellness needs and list resources to address those needs. [TS.DL10.2.D](#)
 - 4 Discuss wellness needs and examine approaches to addressing those needs through available resources (e.g., optometrist, dentist, exercise program, and healthy food options). [TS.DL9.2.D](#)
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**Transition Target:
Formulate and
implement a plan that
addresses
transportation issues
and mobility needs.**

1 Identify and select options for meeting personal transportation or mobility needs and develop strategies for obtaining those options.

- 1 Utilize identified method of transportation to reach a desired location while obeying related laws and regulations (e.g., using a bus pass, wearing a seat belt, using a helmet when biking, and using crosswalks). **TS.DL12.1.E**
- 2 Develop a plan that utilizes private or public transportation services, following related rules and regulations (e.g., driver's education, bus costs, routes, and schedule, local resources such as taxi or door-to-door pickup). **TS.DL11.1.E**
- 3 Assess personal transportation services and/or mobility issues; develop strategies for obtaining, using, and maintaining transportation (e.g., public or private transportation); and examine related rules and regulations. **TS.DL10.1.E**
- 4 Discuss transportation and/or mobility issues (e.g., transportation to/from school, home, within community, associated costs, routes, and schedules) and positive/negative aspects of use. **TS.DL9.1.E**