

Figure 1.5
Real-World Curriculum Component Progress/Completion Chart

Real-world curricular components (Wehman et al., 2012)	Real-world curriculum components (Patton et al., 1997)	When covered	Where covered	How covered (notes)	Mastered or in progress
Functional academics and postsecondary education	Functional academics	<input type="checkbox"/> Elementary	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> Middle	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> High	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
	Literacy	<input type="checkbox"/> Elementary	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> Middle	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> High	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
	Mathematics	<input type="checkbox"/> Elementary	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> Middle	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> High	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>

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Real-world curricular components (Wehman et al, 2012)	Real-world curriculum components (Patton et al., 1997)	When covered	Where covered	How covered (notes)	Mastered or in progress
Career education and work	Vocational education	<input type="checkbox"/> Elementary	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> Middle	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> High	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
Financial planning and management	Financial	<input type="checkbox"/> Elementary	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> Middle	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> High	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>

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Real-world curricular components (Wehman et al, 2012)	Real-world curriculum components (Patton et al., 1997)	When covered	Where covered	How covered (notes)	Mastered or in progress
Community living and participation	Community access	<input type="checkbox"/> Elementary	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> Middle	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> High	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
	Independent living	<input type="checkbox"/> Elementary	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> Middle	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> High	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
Personal health and safety	Daily living	<input type="checkbox"/> Elementary	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
Home living		<input type="checkbox"/> Middle	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> High	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>

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Real-world curricular components (Wehman et al, 2012)	Real-world curriculum components (Patton et al., 1997)	When covered	Where covered	How covered (notes)	Mastered or in progress
Travel and mobility	Transportation	<input type="checkbox"/> Elementary	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> Middle	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> High	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
Self-determination	Self-determination	<input type="checkbox"/> Elementary	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> Middle	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> High	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>

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Real-world curricular components (Wehman et al, 2012)	Real-world curriculum components (Patton et al., 1997)	When covered	Where covered	How covered (notes)	Mastered or in progress
Socialization, recreation, and leisure	Social/relationships	<input type="checkbox"/> Elementary	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> Middle	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> High	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
	Leisure & recreation	<input type="checkbox"/> Elementary	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> Middle	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>
		<input type="checkbox"/> High	<input type="checkbox"/> General education <input type="checkbox"/> Special education <input type="checkbox"/> Community <input type="checkbox"/> Other		<input type="checkbox"/> Mastered <input type="checkbox"/> In progress <i>Notes:</i>

Reprinted from *Footsteps Toward the Future: Implementing a Real-World Curriculum for Students With Developmental Disabilities* (Prism Vol. 9), E. C. Bouck, T. Taber-Doughty, and M. N. Savage, Eds., pp. 9-13. Copyright 2015 Council for Exceptional Children. All rights reserved.