

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980010
Course Title: Exploratory Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to obtain a basic introduction to skills and aptitudes associated with a broad range of occupations in order to assist in making preliminary decisions regarding their future academic and occupational goals. This program should provide a foundation for further progress at a higher level and provide the option to move between occupational clusters if desired.

The content should include, but not be limited to, exploratory experiences in one or more vocational clusters such as:

- health science
- agriculture
- business technology
- family and consumer sciences
- industrial
- marketing

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. Course requirements must include the vocational and exceptional student education performance

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standards that reflect the student's desired post-school outcome statement on the Transition Individual Educational Plan.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
 - Physical prompt—a touch, pointing, or other type of gesture as a reminder
 - Verbal prompt—a sound, word, phrase, or sentence as a reminder
 - Visual prompt—color coding, icons, symbols, or pictures as a reminder
 - Assistive technology—an alarm, an electronic tool
 - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.
 - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
 - Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may

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need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Experiences should be provided to assist the students in evaluating their interests, abilities, values, and needs as they relate to the world of work. The use of community resource people is encouraged.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Effectively use a planning process to establish and revise realistic personal and career goals.

- | | |
|-------------|---|
| CL.C.1.In.3 | make general preparations for entering the work force. |
| CL.C.1.Su.3 | make general preparations for entering the work force—with guidance and support. |
| IF.B.1.In.1 | make plans about personal and career choices after identifying and evaluating personal goals, options, and risks. |
| IF.B.1.In.2 | carry out and revise plans related to decisions about personal and career choices. |
| IF.B.1.Su.1 | make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support. |
| IF.B.1.Su.2 | carry out plans and adjust to changing circumstances—with guidance and support. |

Indicate guidance and support necessary for mastery at supported level:

- | | | |
|---|--|--|
| <input type="checkbox"/> physical prompt | <input type="checkbox"/> verbal prompt | <input type="checkbox"/> visual prompt |
| <input type="checkbox"/> assistive technology | <input type="checkbox"/> supervision | <input type="checkbox"/> other: _____ |
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Personal Planning

- 1.1. Identify the need for responsible planning in making personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)

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- 1.2. Set preferred school and extracurricular goals (e.g., passing specific courses, obtaining a diploma, joining a civic group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.3. Set preferred personal goals related to community and leisure activities (e.g., join a recreational sports team, read self-help books, participate in religious organizations, volunteer at a community organization, attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.4. Make a plan to implement personal goals (e.g., identify steps; record the steps [orally or in writing]; discuss goals with family, peers, or teachers; seek assistance, if needed). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.5. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need hour or so depending on extent of repairs, need an open space, need tools and lubricant; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of past tests). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.6. Identify consequences of decisions before acting (e.g., thinking about the ethical or legal implications of an action; volunteering your services—personal satisfaction, job related benefits, letters of recommendation). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.7. Commit to carry out the plan to accomplish personal goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 1.8. Evaluate progress and adjust plan if circumstance requires. (IF.B.1.In.2, IF.B.1.Su.2)

Career Planning

- 1.9. Use a goal-directed strategy to prepare plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ reconcile personal-assessment with environmental assessment of a potential workplace
_____ identify long-range alternatives
_____ specify short-range goals
_____ set priorities and prepare an action plan
_____ develop a contingency plan
_____ other: _____
- 1.10. Identify various methods of achieving career goals when employed (e.g., choosing preferred career, choosing jobs with high probability of promotion, working hard, living up to expectations). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.11. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, prepare resume and application, apply for Social Security card, know how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.12. Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that relate to your strengths and experience). (IF.B.1.In.1, IF.B.1.Su.1)

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- 1.25. Identify inappropriate grooming and attire for job interview (e.g., dirty clothes, excessive perfume or cologne, uncombed hair). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.26. Identify steps in preparing for a job interview (e.g., identify sources for learning about the company, identify commonly asked interview questions, find out who to contact, practice by role playing). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.27. Identify purposes of job application forms (e.g., provide personal information, serve as a basis for matching individual to job opening, describe special needs). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.28. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*
- 1.29. Identify specific information requested on job application forms (e.g., personal history, job interests and skills, references and education, employment record). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.30. Identify information that an applicant may choose to keep confidential when completing an application or interviewing for a job (e.g., marital status, disability, information about family). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.31. Identify common tests necessary for employment (e.g., drug tests, eye examinations, physical examinations, Armed Services Vocational Aptitude Battery [ASVAB], driving test). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.32. Identify the purposes of testing potential employees (e.g., screen applicants, verify skills and capabilities of workers). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.33. Identify ways to prepare for common employment examinations (e.g., get physical examination, study materials, obtain study guides, contact others who have taken the exam, choose a testing date). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.34. Identify special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., separate setting, extra time). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.35. Identify sources of assistance in obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., private agencies, public agencies, equal opportunity offices, counselors). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.36. Identify purposes of obtaining references when looking for a job (e.g., prospective employer can talk to former employer; employer can gain insight into applicant's responsibility, work ethic, and personality traits). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.37. Identify types of information provided by references (e.g., name, address, business title, and telephone number; relationship to individual; opinions about individual's work ethic and performance abilities). (CL.C.1.In.3, CL.C.1.Su.3)

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- 1.38. Identify characteristics of individuals who are effective references (e.g., know you well, know your work and capabilities, have a high opinion of you). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.39. Identify kinds of information that the person requesting the reference should provide (e.g., a description of job that you are seeking, your reasons for wanting the job). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.40. Identify types of follow-up procedures to use when seeking a job (e.g., thank you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.41. Identify common legal documents necessary for employment (e.g., identification card, driver's license, birth certificate, Social Security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.42. Identify purposes of common legal documents necessary for employment (e.g., provide legal protection, provide information for filing income taxes, verify personal information). (CL.C.1.In.3, CL.C.1.Su.3)

2. Evaluate own interests and abilities as related to career and postsecondary educational opportunities.

IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.

IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

2.1. Complete a personal assessment to determine current status related to career planning. (IF.B.1.In.1, IF.B.1.Su.1)

- Specify: _____ self-concept and values clarification
_____ personality characteristics and personal style
_____ motivational patterns and personal preferences
_____ occupational interests
_____ personal and educational background
_____ work history and experience
_____ key accomplishments and successes
_____ satisfying and dissatisfying experiences
_____ test scores
_____ physical stamina
_____ other: _____

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- 2.2. Complete a personal assessment to determine career goals and desires. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ analysis of current job—behavioral demands
_____ significance of various job elements—likes and dislikes
_____ values, skills, and abilities—professional or technical, managerial, personal
_____ personal understanding of own capabilities—personal qualities, individual needs
_____ ideal job description
_____ preferred working environment
_____ ideal life-style
_____ career goals
_____ other: _____
- 2.3. Identify personal characteristics that affect preferred job choices (e.g., special talents, self-management, ability to solve problems, ability to communicate, physical stamina). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.4. Identify personal limitations that may negatively affect career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.5. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 2.6. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., certificates or diplomas desired, ambition, test scores, previous experiences, personal strengths). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.7. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*
- 2.8. Evaluate the results of personal appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)
- 2.9. Identify individual strengths and weaknesses that may affect preferred post-secondary educational opportunities (e.g., grades, test scores, independent study skills, courses taken, desire). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.10. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals—veterinarian’s assistant; gardening—landscaper; volunteering to help others—teacher, child-care worker). (IF.B.1.In.1, IF.B.1.Su.1)
3. **Demonstrate understanding of options for high school diploma and requirements for postsecondary training that relate to desired career and post-school outcomes.**
Indicate guidance and support necessary for mastery at supported level:
___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____
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- 3.1. Demonstrate knowledge of diploma options and requirements for each (e.g., standard diploma—required courses, credits, grade point average, passing grade on High School Competency Test or Florida Comprehensive Assessment Test; special diploma—mastery of standards, number and types of courses).
- 3.2. Demonstrate understanding of diploma options, including benefits and limitations of each (e.g., standard diploma—accepted by colleges, armed services, and employers; special diploma—accepted by employers).
- 3.3. Identify preferred goals relating to own plan for high school and postsecondary training (e.g., earning a diploma, graduating, attending trade school, earning an advanced degree). (IF.B.1.In.1, IF.B.1.Su.1)
- 3.4. Identify educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency and technical school training; millwright—apprenticeship; cashier—high school education and on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.5. Identify the characteristics of available postsecondary education and training opportunities within career clusters to provide the skills associated with specific job types (e.g., computer courses, apprenticeships, technical school). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.6. Use knowledge and understanding of diploma options to plan high school course of study.

4. Demonstrate understanding and appreciation of the need for employment (e.g., economic, social, and personal factors).

Indicate guidance and support necessary for mastery at supported level:

<input type="checkbox"/> physical prompt	<input type="checkbox"/> verbal prompt	<input type="checkbox"/> visual prompt
<input type="checkbox"/> assistive technology	<input type="checkbox"/> supervision	<input type="checkbox"/> other: _____

- 4.1. Identify ways in which individuals who are employed help society (e.g., contributing goods and services, paying taxes). (CL.C.1.In.2, CL.C.1.Su.2)
- 4.2. Identify ways an individual can obtain personal satisfaction from an occupation (e.g., sense of independence, personal growth, goal achievement, improved self-esteem, recognition, relationships with co-workers, financial stability). (CL.C.1.In.2, CL.C.1.Su.2)
- 4.3. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, investment plans, overtime, maternity leave, contracts, unemployment benefits, wages, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.4. Identify the difference between being paid by the hour and by salary (e.g., hourly wage—overtime, opportunity for pay raise; salary—benefits, sick and vacation pay, stable pay check, opportunity for pay raise). (CL.C.1.In.1, CL.C.1.Su.1)

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5. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Planning and Implementing Work Assignments

- 5.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, determine amount of time for each task, put most important tasks first, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
- 5.2. Use strategies to pace effort so that the assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: work according to schedule set an alarm clock as a reminder
 track subtasks on calendar check off subtasks when completed
 other: _____
- 5.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: try different techniques seek advice from others
 seek assistance from others read the instructions or references
 other: _____
- 5.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: use a checklist or rubric compare with model or example
 use spell check or similar tool look for errors
 ask peer or co-worker to review ask supervisor to review
 other: _____

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- 5.5. Follow a systematic procedure to complete job-specific tasks (e.g., janitorial—clean windows; clerical—type a letter) (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ identify task
_____ name steps of task
_____ perform task following a model or demonstration
_____ perform task with decreasing feedback
_____ perform task independently
_____ monitor own task performance using workplace or industry standards
_____ evaluate own task performance using workplace or industry standards
_____ other: _____
- 5.6. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 5.7. *Follow verbal directions with more than two steps. (Language B 14: V)*
- 5.8. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 5.9. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 5.10. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 5.11. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 5.12. Complete assignments as specified in workbooks, technical manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

Problem Solving

- 5.13. Apply a general model for solving problems when working (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.14. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)
- 5.15. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ brainstorming—identifying all solutions that come to mind
_____ identifying steps—when a complicated task is involved
_____ estimating—when numbers are involved
_____ matching consequences to actions—for cause and effect
_____ troubleshooting—finding problems within a work process
_____ creative thinking—when multiple solutions are acceptable
_____ modeling—basing actions on those of a good example
_____ other: _____

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- 5.16. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.17. Identify the separate steps of a complicated process when solving a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; plan a simple project—decide on location, assign responsibility, plan sequence of tasks, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.18. Construct rough estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.19. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.20. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.21. Apply creative-thinking strategies to solve problems in which a variety of solutions are possible (e.g., design a brochure or pamphlet, rearrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.22. Apply modeling techniques to solve problems where a good example exists (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.23. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

- 5.24. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)
- 5.25. Use appropriate techniques or tools to solve problems at work (e.g., apply active listening skills, make a checklist of work to be accomplished). (CL.B.4.In.2, CL.B.4.Su.2)
- 5.26. Seek assistance when needed to solve problems at work (e.g., consult supervisor, co-workers, special assistance centers). (CL.B.4.In.2, CL.B.4.Su.2)

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Evaluating Effectiveness of Solution

- 5.27. Determine effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)
- 5.28. Determine impact of decisions and activities related to solving the problem (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

Reliability and Work Ethic

- 5.29. Demonstrate reliability and dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.30. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in supervisors). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.31. Demonstrate responsibility and self-control when working (e.g., accept criticism in a positive way, use a calm tone of voice to negotiate issues, give credit to others for their work). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.32. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 5.33. Demonstrate self-directed behavior when working (e.g., begin tasks when they are assigned, think positively, ask questions only when necessary). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.34. Demonstrate attentive behavior when working (e.g., staying on task, talking to others at appropriate times, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.35. Use strategies to maintain an acceptable attendance record at work (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ report to work regularly and be on time
 _____ stay until quitting time
 _____ return from breaks promptly
 _____ inform supervisor if unable to work—illness, lateness, scheduling conflict
 _____ other: _____
- 5.36. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*
- 5.37. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

Health and Safety

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- 5.38. Identify the purpose of cleaning up after spilling or breaking something and disposing of trash properly (e.g., prevent self and others from being harmed, keep area clean, prevent contamination, ensure proper sanitation). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.39. *Pick up trash and dispose properly. (Social and Personal F 47: III)*
- 5.40. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)
- 5.41. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 5.42. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 5.43. Identify materials and tools that should be found in the workplace to use in emergency situations (e.g., fire extinguisher, flashlight, candles, matches, first aid kits, battery-operated radio). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.44. Identify persons to ask for assistance in emergency situations when working (e.g., supervisor, security guard, co-workers). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.45. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 5.46. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber’s commands, report to police). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.47. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

Employability Skills

- 5.48. Demonstrate a positive attitude toward tasks at work (e.g., accept a difficult task without complaint, do not talk negatively about supervisor or co-workers, talk positively about the job when not at work). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.49. *Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)*
- 5.50. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, address concerns in an appropriate fashion, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.51. Use appropriate verbal responses to interactions from supervisors and co-workers (e.g., sir, ma’am, please, thank you, excuse me). (CL.C.2.In.3, CL.C.2.Su.3)

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- 5.52. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)
- 5.53. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 5.54. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 5.55. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 5.56. *Cooperate with peers. (Social and Personal G 51: III)*
- 5.57. *Show respect for property of others. (Social and Personal G 52: III)*
- 5.58. Identify the responsibility of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)
- 5.59. Demonstrate behavior that complies with the existing rules and code of conduct of the workplace (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)
- 5.60. Stay on task for the duration of a work activity according to the expectations of the workplace (e.g., complete one task before starting another, ask for assistance if necessary, work until task is completed, use resources if necessary, determine alternative methods, work continuously and efficiently, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)
- 5.61. Use strategies to assist with the maintenance of on-task behavior when working. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ complete one task before starting another
_____ pace work so tasks are completed on time
_____ do not take prolonged or unnecessary breaks
_____ reward yourself periodically for completing subtasks
_____ other: _____
- 5.62. *Stay on task until its completion. (Social and Personal C 20: III)*
- 5.63. *Stay on task to completion within a given time frame (Social and Personal C 22: IV)*
- 5.64. Demonstrate how to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)

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- 5.65. *Identify mistakes on task assignments with and without assistance.* (Social and Personal C 28: V)
- 5.66. *Identify appropriate responses to praise and constructive criticism.* (Social and Personal G 57: V)
- 5.67. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)
- 5.68. *Seek help and accept assistance.* (Social and Personal C 21: III)
- 5.69. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 5.70. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ work schedule _____ work duties
 _____ work site _____ supervisor
 _____ other: _____
- 5.71. Apply basic academic skills appropriate to the task and work setting (e.g., math—measuring; reading—following written directions; writing—taking messages). (CL.C.2.In.5, CL.C.2.Su.5)

Grooming and Hygiene

- 5.72. Identify characteristics of appropriate grooming and attire selection for work for specified jobs (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.73. *Distinguish between appropriate dress for school, work, and leisure activities.* (Social and Personal A 7: V)
- 5.74. Arrive at work clean and dressed properly (e.g., take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.75. Use strategies to achieve acceptable grooming and hygiene when completing work-related activities effectively and efficiently and on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothing the night before). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.76. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste).* (Social and Personal A 6: IV)

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6. Demonstrate awareness of jobs in a variety of occupational clusters.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 6.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 6.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative or clerical). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.3. Identify specific jobs associated with each career cluster (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; marketing—cashier, salesperson; administrative or clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.4. Identify advantages and disadvantages of an occupation in a specified cluster (e.g., stuffing envelopes—repetitive, essential; yard care—outdoors, varied in tasks; recycling—helpful to environment, time-consuming to sort items, requiring transportation to collect; construction—outdoors, labor-intensive, dangerous). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.5. Identify how characteristics of a given occupation may be perceived differently by individuals. (CL.C.1.In.1, CL.C.1.Su.1)
Specify: ___ activity level required ___ working environment
 ___ interaction with customers ___ consistency of expectations
 ___ other: _____
- 6.6. Identify entry-level skills needed to fulfill performance requirements for specific jobs within a career cluster (e.g., secretary—reading, writing, keyboarding; seamstress—ability to sew, take measurements, and use fractions; truck driver—reading maps, writing in travel logs, passing licensing exams; dishwasher—manual dexterity, ability to stand for long periods of time). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.7. Identify trends in the local job market for different career clusters and occupations (e.g., increase or decrease in computer skills; environmental issues; use of technology; hiring of the elderly, minorities, and the handicapped; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.8. Evaluate present and future local job market of a specific occupation. (CL.C.1.In.1, CL.C.1.Su.1)

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- 6.9. Identify licenses and certification requirements for specific jobs within career clusters and occupations (e.g., aerobic instructor—American Council on Exercise [ACE] certification; hairdresser—cosmetology license; lifeguard—certification in first aid, Cardiopulmonary Resuscitation [CPR], water safety instruction; medical records technician—Accredited Records Technician [ART] certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.10. Identify educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency and technical school training; millwright—apprenticeship; cashier—high school education and on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.11. Identify the characteristics of postsecondary education and training opportunities available to provide the skills associated with specific job types within career clusters (e.g., computer courses, apprenticeships, trade school). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.12. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, ensure workplace accommodations, ensure accessibility to businesses, increase public awareness of individual’s rights, encourage self-advocacy, ensure legal services). (CL.C.1.In.2, CL.C.1.Su.2)
- 6.13. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney, advocacy groups). (CL.C.1.In.2, CL.C.1.Su.2)

7. Demonstrate, in the school setting, the performance standards reflected in the student’s desired postschool outcome statement on the Transition Individual Educational Plan.

Note: The standards for this requirement are to be selected from the *Vocational Program Course Standards* and *Course Descriptions for Grades 6-12, Exceptional Student Education*.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

The following courses may be used for this requirement:

Course No.	Course Name	Grade Level
Agribusiness and Natural Resources Education		
8100110	Orientation to Agriscience, Technology, and Environmental Sciences	6-9
8100120	Introduction to Agriscience, Technology, and Environmental Sciences	6-9
8100210	Exploration of Agriscience, Technology, and Environmental Sciences	6-9

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Course No.	Course Name	Grade Level
Business Technology Education		
8200110	Business Keyboarding	6-9
8200220	Computer Applications in Business I	6-9
8200210	Computer Applications in Business II	6-9
Diversified Occupations		
9100210	Exploration of Vocational Occupations	6-9
Family and Consumer Sciences		
8500130	Life Choices	6-9
8500230	Personal Development	6-9
8500240	Teen Challenges	6-9
Health Science Education		
8400110	Orientation to Health and Public Service Occupations	6-9
8400210	Exploration of Health Occupations	6-9
Marketing Education		
8800110	Orientation to Marketing Occupations	6-9
8800210	Exploration of Marketing Occupations	6-9
Technology Education		
8600000	Integrated Technology Studies	6-9

Draft

Course Number: 7980190

Course Title: Technology Education

Number of Credits: Multiple

Course Length: Year

General Notes:

PURPOSE

The purpose of this course is to enable students with disabilities to apply knowledge and skills regarding the safe and appropriate use of technology, including assistive technology, in the school, workplace, and community. Students will investigate careers in technology.

COURSE REQUIREMENTS

Requirement
Technology Systems
<ol style="list-style-type: none">1. Describe uses of technology in a variety of school, workplace, and community settings.2. Identify computer components and their functions.<ol style="list-style-type: none">2.01 Identify various computer input devices (e.g., mouse, keyboard, voice input, switch, phone, camera) and describe their use.2.02 Identify various computer output devices (e.g., monitor, printer, refreshable braille display, phone) and describe their use.2.03 Identify various storage devices (e.g., flash drive, memory card, cloud storage, external hard drive).3. Demonstrate knowledge of different operating systems.<ol style="list-style-type: none">3.01 Demonstrate proficiency with file management tasks.4. Demonstrate proficiency with common computer peripherals, including connections to standard input and output devices.<ol style="list-style-type: none">4.01 Identify the types and purposes of common input devices (e.g., mouse, keyboard, camera, microphone, scanner).4.02 Identify the types and purposes of specialized input devices (e.g., digital cameras, mobile devices, GPS devices).4.03 Describe the types and purposes of various computer connection ports (e.g., USB, firewire, parallel, series, Ethernet).4.04 Connect an input device (e.g., mouse, keyboard, cell phone, camera) and verify proper operation.4.05 Connect an output device (e.g., printer, monitor, projector) and verify proper operation.5. Demonstrate proficiency in communication using digital and multimedia technologies.<ol style="list-style-type: none">5.01 Use a portable digital video device (e.g., cell phone, tapeless video

recorder) to produce video clips for transfer onto a computer.

6. Select technology devices, such as cell phones, computers, tablets, and assistive technology devices, by comparing features that meet individual needs and financial resources.

Technology Applications

7. Demonstrate basic keyboarding skills used with common software applications.
8. Develop and apply word processing and document manipulation skills.
 - 8.01 Apply and adjust margins, tabs, line spacing and paragraph indents.
 - 8.02 Insert and manipulate text, graphics, and images.
 - 8.03 Format text using the font interface and styles interface.
 - 8.04 Use the status bar to determine the number of pages, words, and characters in a document.
 - 8.05 Insert codes for current date and time.
 - 8.06 Copy text between documents using mouse, menu, and keyboard techniques.
 - 8.07 Move text in a document using mouse, menu, and keyboard techniques.
 - 8.08 Create bulleted and numbered lists.
 - 8.09 Create a table – format rows, columns and cells.
 - 8.10 Insert page breaks.
- 9.0 Develop and apply fundamental spreadsheet skills.
 - 9.01 Describe a spreadsheet and the ways in which it may be used.
 - 9.02 Identify the parts of the spreadsheet display.
 - 9.03 Insert and format text information into cells.
 - 9.04 Insert and format numeric information into cells.
 - 9.05 Insert and format date and time information into cells.
10. Demonstrate proficiency in using presentation software.
 - 10.01 Describe presentation software and the ways in which it may be used.
 - 10.02 Add and format titles, subtitles, and talking points to a presentation slide.
 - 10.03 Insert and format images/graphics onto slides.
 - 10.04 Insert new or duplicate slides.
11. Demonstrate proficiency in using graphics software.
 - 11.01 Copy and paste graphic images.
 - 11.02 Alter the shapes and colors used in a graphic image.

Internet and Webpages

- 12 Demonstrate proficiency using the Internet to locate information.

<ul style="list-style-type: none">12.01 Identify and use web terminology.12.02 Compare and contrast the types of Internet domains (e.g., .com, .org, .edu, .gov, .net, .mil).12.03 Demonstrate proficiency using various web tools (e.g., downloading of files, transfer of files, telnet, PDF, etc.).13 Demonstrate an understanding of webpage construction, operation, and function.<ul style="list-style-type: none">13.01 Identify elements of a webpage.14 Demonstrate proficiency in using a GUI authoring tool to create a template-based website.<ul style="list-style-type: none">14.01 Create a website using an available template.14.02 Create hyperlinks to external sites.15 Conduct basic research using resources located on the Internet.<ul style="list-style-type: none">15.01 Evaluate search results to determine those sites or resources that best meet the research criteria.15.02 Incorporate the results from the Internet search into a research document (e.g., report, synopsis, et al).16 Demonstrate appropriate use of email.<ul style="list-style-type: none">16.01 Describe email capabilities and functions.16.02 Identify components of an email message.16.03 Identify the components of an email address.16.04 Attach a file to an email message.16.05 Forward an email message to one or more addressees.16.06 Use an address book.16.07 Reply to an email message.16.08 Use the Internet to perform email activities (i.e., web-based email).16.09 Identify the appropriate use of email and demonstrate related email etiquette.
17. Demonstrate how accessibility features of software programs can be used to meet individual needs.
Safe Use of Technology <ul style="list-style-type: none">18. Demonstrate an understanding of Internet safety and ethics.<ul style="list-style-type: none">18.01 Describe cyber-bullying and its impact on perpetrators and victims.18.02 Differentiate between viruses and malware, specifically their sources, ploys, and impact on personal privacy and computer operation, and ways to avoid infection.18.03 Demonstrate proficiency running an antivirus scan to remove viruses and malware.18.04 Describe risks associated with social networking sites (e.g.,

	FaceBook, MySpace, and Twitter) and ways to mitigate these risks.
18.05	Adhere to cyber safety practices with regard to conducting Internet searches, email, chat rooms, and other social network websites.
18.06	Describe risks associated with sexting, including related legal issues, social engineering aspects, prevention methods, and reporting of offenses.
18.07	Describe the risks associated with online gaming and ways to mitigate these risks.
18.08	Describe the ethics and copyright legalities of downloading music or videos from the Internet.
Careers in Technology	
19.	Describe careers in technology and related fields.
20.	Explain job responsibilities and competencies necessary for successful employment in technology and related fields.
21.	Evaluate personal interests and abilities related to careers in technology and postsecondary education/training opportunities.

NOTES

This course integrates program standards from the Curriculum Framework for Information & Communications Technology (ICT) Essentials, Program Number 9009100. Additional requirements included in this course are designed to meet the needs of students with disabilities.

Application activities are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to technology. Equipment and supplies are needed to enhance learning experiences for students.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

CERTIFICATION:

ANY EXCEPT ED FIELD

ANY VOCATIONAL FIELD OR COVERAGE

Course Number:	7980150
Course Title:	Supported Competitive Employment
Number of Credits:	Multiple
Course Length:	Year
General Notes:	<p>PURPOSE The purpose of this course is to provide customized training through paid employment for students with disabilities to facilitate progress toward attaining measurable postsecondary goals in a customized, paid employment situation. This course will enable students to apply career knowledge and skills to perform work-related behaviors in a paid employment situation with needed supports and assistance.</p> <p>COURSE REQUIREMENTS</p> <p>Self-Determination and Self-Advocacy</p> <ol style="list-style-type: none"> 1. Apply skills of self-advocacy and self-determination in the community and workplace. <p>Career Planning</p> <ol style="list-style-type: none"> 2. Apply planning processes in evaluating and revising a personal career plan, including postsecondary education/training and employment goals. <p>Community Resources</p> <ol style="list-style-type: none"> 3. Use various community resources, such as agencies and transportation, to meet needs related to employment and postsecondary education/training. <p>Rights, Benefits, and Responsibilities of Employment</p> <ol style="list-style-type: none"> 4. Explain the legal rights and responsibilities of employees in the workplace based on labor laws and disability laws, such as the Fair Labor Standards Act, the Americans with Disabilities Act, and the Rehabilitation Act. 5. Explain the legal responsibilities of employers in the workplace, including providing accommodations and grievance procedures, in compliance with labor laws and disability laws, such as the Fair Labor Standards Act, the Americans with Disabilities Act, and the Rehabilitation Act. 6. Follow procedures to access employment benefits, such as leave time, workers' compensation, and retirement options. <p>Workplace Competencies</p> <ol style="list-style-type: none"> 7. Perform job-specific duties required to maintain employment. 8. Demonstrate effective work habits, ethical behavior, and appropriate attire and personal care skills required to maintain employment. 9. Demonstrate effective communication and cooperation with the employment specialist, supervisors, and co-workers. 10. Follow personal practices and safety rules and regulations to maintain a safe and healthy work environment.

11. Use decision-making and problem-solving skills required to maintain employment.
12. Use oral and written communication skills needed in the workplace.
13. Use technological tools needed in the workplace.

Financial Management

14. Demonstrate personal money-management skills related to employment, such as applying for direct deposit of paychecks and obtaining and securing paychecks.

NOTES

This is the last course of a three-course sequence designed to prepare students for careers and post-school adult living. The first course, Career Preparation (Course Number 7980110), focuses on the acquisition of the necessary knowledge and skills for making career choices. The second course, Career Experiences (Course Number 7980120), provides opportunities for application of the knowledge and skills in school or community work experience situations with supervision or instructional assistance. The third course involves Career Placement (Course Number 7980130) or Supported Competitive Employment (Course Number 7980150), depending on the student's needs for support. It is suggested, but not required, that students take all three courses in the series.

The Supported Competitive Employment course is designed for students who are generally capable of living and working with ongoing supervision and support. Placement of a student in the Supported Competitive Employment course is determined by the amount of support and assistance that must be provided for the student as specified in the student's individual educational plan (IEP). Supports are based on the needs of the individual student outlined in an individual task analysis:

- Sequential job duties
- Work habits
- Levels of support
- Accommodations needed to accomplish job duties
- Mastery scale of job duties

Features of customized employment include intensive onsite training, fading, ongoing monitoring, and onsite advocacy. Students receive one-to-one intensive training by an employment specialist/job coach. Students receive ongoing support with at least one hour of follow-along services per week at the job site after stabilization has been attained. Stabilization refers to the point at which onsite training and support services in an individual employment situation have been 20 percent or less of normal work hours for at least 60 calendar days.

	<p>This course enables students with disabilities to apply career knowledge and skills to perform work-related behaviors with individualized, on-the-job support from an employment specialist/job coach. Students may require ongoing support services (natural supports, agency services) to master the knowledge and skills associated with their work competencies. The job or jobs for which the student is being trained should be reflected in the student's IEP.</p> <p>NOTE: The student is paid at or above minimum wage in accordance with the federal Fair Labor Standards Act (http://www.dol.gov/whd/flsa/).</p> <p>A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.</p> <p>This course is designed to reflect a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.</p>
Certification:	<p>ANY EXCEPT ED FIELD ANY VOCATIONAL FIELD OR COVERAGE</p>

Course Number:	7980130
Course Title:	Career Placement: 9–12
Number of Credits:	Multiple
Course Length:	Year
General Notes:	<p>PURPOSE The purpose of this course is to enable students with disabilities to apply career knowledge and skills to perform work-related behaviors in a paid employment situation.</p> <p>COURSE REQUIREMENTS</p> <p>Self-Determination and Self-Advocacy</p> <ol style="list-style-type: none"> 1. Apply skills of self-advocacy and self-determination in the community and workplace. <p>Career Planning</p> <ol style="list-style-type: none"> 2. Apply planning processes in evaluating and revising a personal career plan, including postsecondary education/training and employment goals. <p>Community Resources</p> <ol style="list-style-type: none"> 3. Use various community resources, such as agencies and transportation, to meet needs related to employment and postsecondary education/training. <p>Rights, Benefits, and Responsibilities of Employment</p> <ol style="list-style-type: none"> 4. Explain the legal rights and responsibilities of employees in the workplace based on labor laws and disability laws, such as the Fair Labor Standards Act, the Americans with Disabilities Act, and the Rehabilitation Act. 5. Explain the legal responsibilities of employers in the workplace, including providing accommodations and grievance procedures, in compliance with labor laws and disability laws, such as Fair Labor Standards Act, Americans with Disabilities Act, and the Rehabilitation Act. 6. Follow procedures to access employment benefits, such as leave time, workers' compensation, and retirement options. <p>Workplace Competencies</p> <ol style="list-style-type: none"> 7. Perform job-specific duties required to maintain employment. 8. Demonstrate effective work habits, ethical behavior, and appropriate attire and personal care skills required to maintain employment. 9. Follow personal practices and safety rules and regulations to maintain a safe and healthy work environment. 10. Use decision-making and problem-solving skills required to maintain employment. 11. Use oral and written communication skills needed in the workplace. 12. Use technological tools needed in the workplace.

Financial Management

13. Demonstrate personal money-management skills related to employment, such as applying for direct deposit of paychecks and obtaining and securing paychecks.

NOTES

This is the last course of a three-course sequence designed to prepare students for careers and postschool adult living. The first course, Career Preparation (Course Number 7980110), focuses on the acquisition of the necessary knowledge and skills for making career choices. The second course, Career Experiences (Course Number 7980120), provides opportunities for application of the knowledge and skills in school or community work experience situations with supervision or instructional assistance. The third course in the sequence is Career Placement (Course Number 7980130) or Supported Competitive Employment (Course Number 7980150), depending on the student's needs for support. It is suggested, but not required, that students take all three courses in the series.

The Career Placement course is designed primarily for students who are generally capable of working and living independently and may need minimal assistance. Students are expected to perform job duties independently once they have mastered the knowledge and skills associated with their work competencies. The job or jobs for which the student is being trained should be reflected in the student's individual educational plan (IEP).

NOTE: The student is paid at or above minimum wage in accordance with the federal Fair Labor Standards Act (<http://www.dol.gov/whd/flsa/>).

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

This course is designed to reflect a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

Certification:

ANY EXCEPT ED FIELD
ANY VOCATIONAL FIELD OR COVERAGE

Course Number:	7980120
Course Title:	Career Experiences: 9–12
Number of Credits:	Multiple
Course Length:	Year
General Notes:	<p>PURPOSE The purpose of this course is to enable students with disabilities to further develop knowledge and skills to select career options, access community resources, and apply work-related behaviors through guided practice and experiences in school and community work settings. Non-paid community-based vocational education (non-paid CBVE) training programs are typically implemented through this course.</p> <p>COURSE REQUIREMENTS</p> <p>Self-Determination and Self-Advocacy</p> <ol style="list-style-type: none"> 1. Apply appropriate self-determination and self-advocacy strategies in a variety of school and community work settings. <p>Career Planning</p> <ol style="list-style-type: none"> 2. Evaluate own interests and aptitudes related to postsecondary education/training and employment. 3. Select postsecondary education/training and employment options based on identified skills, preferences, and interests. 4. Use transition assessment results to update and revise personal career plan, including postsecondary education/training and employment goals. <p>Employability Skills</p> <ol style="list-style-type: none"> 5. Demonstrate competencies to apply for a targeted job, including completing the job application (electronic or paper), updating personal resume, and participating in mock job interviews. 6. Demonstrate effective work habits and ethical behavior in school and community work settings. 7. Demonstrate appropriate attire and personal care skills to meet demands of a variety of school and community work settings. <p>Community Resources and Agencies Related to Employment</p> <ol style="list-style-type: none"> 8. Describe community resources and agencies that assist with employment, such as the Division of Vocational Rehabilitation, Agency for Persons with Disabilities, and service providers. 9. Demonstrate the ability to navigate the community using public and private transportation.

Rights, Benefits, and Responsibilities of Employment

10. Describe legal rights that apply to persons with disabilities in school, community, and workplace, including the Americans with Disabilities Act, the Rehabilitation Act, the Fair Labor Standards Act (FLSA), and child labor laws.
11. Explain benefits related to employment, such as health insurance, workers' compensation, leave time, retirement options, and Social Security.

Workplace Competencies

12. Demonstrate work-related skills, including the use of technology, tools, and equipment, at selected job sites.
13. Apply decision-making and problem-solving processes used in school and community work settings.
14. Demonstrate competencies for employment in a variety of school and community work settings.
15. Follow health and safety requirements in a variety of school and community work settings.
16. Apply effective communication skills (verbal, written, nonverbal) in school and community work settings.

NOTES

This is the second of a three-course series designed to prepare students for employment. The first course, Career Preparation (Course Number 7980110), focuses on the acquisition of the necessary knowledge and skills for making career choices. The second course, Career Experiences (Course Number 7980120), provides opportunities for application of the knowledge and skills in school or community work experience situations with supervision and instructional assistance. The third course involves training through paid employment in Career Placement (Course Number 7980130) or Supported Competitive Employment (Course Number 7980150), depending on the student's needs for support. It is suggested, but not required, that students take all three courses in the series.

This course includes non-paid community-based vocational education involving exploration, assessment, and training. Instructional activities that include practical applications of course requirements may occur in naturalistic work settings in the school and community for the purposes of practice, generalization, and further development of skills.

As a general rule, students participating in non-paid CBVE should not spend more than the allocated hours described below in a single job description/classification during any one school year:

	<ul style="list-style-type: none"> ● Vocational exploration—up to five hours per job experienced The student observes the job and talks with employees. Any actual work trial in this phase should be very brief and limited and under the direct supervision of school personnel. ● Vocational assessment—up to 90 hours per job experienced The student performs work assignments in various businesses (employment settings) under the direct supervision of school personnel and employees of the business. Assessment data are systematically collected on the student’s interests, aptitudes, needs, learning styles, work habits, behaviors, personal and social skills, values and attitudes, and stamina. ● Vocational training—up to 120 hours per job experienced The student is placed in various employment settings for work experience. The students, parents, and school personnel should develop a detailed, written training plan that includes the competencies to be acquired, the method(s) of instruction to be used and the procedures for the evaluation of the training experience. The purpose of this component is to enable students to develop the competencies and behaviors needed to secure and maintain paid employment. <p>The U.S. Department of Labor considers a complex series of factors and criteria for the legal determination as to whether or not the activities of the students at the CBVE placement site would result in an immediate advantage to the business that could trigger a violation of the FLSA. For more information, refer to <i>Non-Paid Community-Based Vocational Educational (CBVE) Programs</i> (Technical Assistance Paper FY 2006–2), Florida Department of Education available at http://www.fldoe.org/ease/tap-home.asp.</p> <p>A student may earn multiple credits in this course. The particular course requirements that students should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.</p> <p>This course is designed to reflect a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.</p>
Certification:	ANY EXEPT ED FIELD ANY VOCATIONAL FIELD OR COVERAGE

Course Number:	7980110
Course Title:	Career Preparation: 9–12
Number of Credits:	Multiple
Course Length:	Year
General Notes:	<p>PURPOSE The purpose of this course is to enable students to acquire the knowledge and skills necessary to identify a broad range of career options and community resources and to develop work-related competencies.</p> <p>COURSE REQUIREMENTS</p> <p>Self-Determination and Self-Advocacy</p> <ol style="list-style-type: none"> 1. Demonstrate self-awareness of personal abilities and disability and their impact on career planning and career choices. 2. Describe appropriate self-determination and self-advocacy strategies in a variety of community and workplace situations. <p>Career Planning</p> <ol style="list-style-type: none"> 3. Describe the purpose and components of a personal career plan. 4. Identify own interests and aptitudes related to postsecondary education/training and employment. 5. Create a career plan focusing on postsecondary education/training and employment goals based on results of transition assessments. <p>Career Exploration</p> <ol style="list-style-type: none"> 6. Describe careers in a range of occupational clusters. 7. Describe career opportunities within each cluster, employment outlook, and postsecondary education/training requirements. <p>Employability Skills</p> <ol style="list-style-type: none"> 8. Demonstrate competencies to conduct a job search, including locating job openings using the newspaper, Internet, and networking with others. 9. Demonstrate competencies to apply for a job, including completing a generic job application (electronic or paper), creating a basic resume, and preparing responses to common questions in job interviews and pre-employment inventories. 10. Describe effective work habits and ethical behavior in the workplace. 11. Describe appropriate attire and personal care skills that meet demands of a variety of workplace situations. <p>Community Resources and Agencies Related to Careers</p> <ol style="list-style-type: none"> 12. Identify community resources and agencies that assist with employment, such as the Division of Vocational Rehabilitation, Agency for Persons with Disabilities, and service providers.

	<p>13. Describe sources and features of public and private transportation in the community.</p> <p>Rights, Benefits, and Responsibilities of Employment</p> <p>14. Identify legal rights of persons with disabilities in the school, community, and workplace based on the Americans with Disabilities Act, the Rehabilitation Act, the Fair Labor Standards Act, and child labor laws.</p> <p>15. Identify benefits related to employment, such as health insurance, workers compensation, leave time, retirement options, and Social Security.</p> <p>16. Identify financial concepts and requirements related to employment, such as wages, withholding taxes, and employment forms (W4, W2).</p> <p>Workplace Competencies</p> <p>17. Describe decision-making and problem-solving processes used in workplace situations.</p> <p>18. Identify competencies for employment in a variety of settings.</p> <p>19. Identify health and safety requirements in various workplace settings.</p> <p>20. Use communication skills (verbal, written, nonverbal) needed for success in the workplace.</p> <p>NOTES</p> <p>This is the first of a three-course series designed to prepare students for employment. The first course, Career Preparation (Course Number 7980110), focuses on the acquisition of the necessary knowledge and skills for making career choices. The second course, Career Experiences (Course Number 7980120), provides opportunities for application of the knowledge and skills in school or community work experience situations with supervision and instructional assistance. The third course involves training through paid employment in Career Placement (Course Number 7980130) or Supported Competitive Employment (Course Number 7980150), depending on the student's needs for support. It is suggested, but not required, that students take all three courses in the series.</p> <p>A student may earn multiple credits in this course. The particular course requirements that students should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.</p> <p>This course is designed to reflect a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.</p>
Certification:	<p>ANY EXCEPT ED FIELD ANY VOCATIONAL FIELD OR COVERAGE</p>

Course Number:	7980040
Course Title:	Preparation for Entrepreneurship/Self-Employment
Number of Credits:	Multiple
Course Length:	Year
General Notes:	<p>PURPOSE The purpose of this course is to prepare students with disabilities to pursue entrepreneurship/self-employment. Students will acquire skills needed to explore their potential as entrepreneurs and develop necessary skills to plan and operate a business with support and assistance.</p> <p>COURSE REQUIREMENTS Overview of Entrepreneurship/Self-Employment</p> <ol style="list-style-type: none"> 1. Describe the importance and economic impact of small businesses, including entrepreneurship/self-employment. 2. Identify advantages and disadvantages of owning a business and working for an established business. 3. Identify strategies for generating ideas and planning a new business. 4. Explain the importance of adhering to government regulations when owning and operating a business. 5. Describe the importance of ethics in business. 6. Describe entrepreneurship/self-employment opportunities as a career planning option. <p>Person-Centered Planning</p> <ol style="list-style-type: none"> 7. Identify personal strengths, interests, aptitudes, and abilities related to entrepreneurship/self-employment opportunities. 8. Identify individual supports needed, such as family and community agencies and resources, to start a business. 9. Create and maintain a personal and career plan. <p>Agency Linkages</p> <ol style="list-style-type: none"> 10. Match agency services and supports to personal needs for entrepreneurship/self-employment. 11. Follow procedures to access and use needed agency resources. <p>Business Planning</p> <ol style="list-style-type: none"> 12. Identify the purpose and components of a business plan. 13. Identify resources available to assist in the development of a business plan.

14. Explain how to evaluate the performance of a self-owned and -operated business, such as goals, outcomes, and impact; and effectiveness, efficiency, and sustainability.

15. Develop a personal business plan for entrepreneurship/self-employment based on an identified area of interest.

Essential Skills

16. Present appropriate information to specific audiences, interpret verbal and nonverbal responses, and apply listening skills to obtain and clarify information.

17. Analyze data and construct charts/tables/graphs to track business performance, make decisions, and solve problems.

18. Demonstrate financial-management concepts, procedures, and strategies related to business ownership.

19. Employ technological tools to meet business needs.

20. Demonstrate effective working relationships to accomplish objectives and tasks.

21. Employ critical thinking skills, creativity, and interpersonal skills to solve problems and resolve conflicts.

22. Describe personal practices and jobsite safety rules and regulations required to maintain safe and healthy work environments.

NOTES

This course is intended for students with disabilities in grades 11–12 and for students with disabilities who have not graduated with a standard diploma and are 18–22 years old. It is recommended that students have previously completed Career Preparation: 9–12 (Course Number 7980110), or Transition Planning: 9–12 (Course Number 7960010). This course is not intended to assist students with opening their own business, but to provide them with the necessary skills to pursue entrepreneurship/self-employment postschool.

Features of the entrepreneurship/self-employment course may include a school-based enterprise, intensive training, monitoring, advocacy, and support. It is recommended that students become involved in the development and implementation of a business plan for a school-based enterprise, if available.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

	This course is designed to reflect the wide range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.
Certification:	ANY EXCEPT ED FIELD ANY VOCATIONAL FIELD OR COVERAGE

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980030
Course Title: Job Preparatory Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

- A. Major Concepts/Content.** The purpose of this job preparatory course is to provide instruction for students with disabilities in the competencies necessary for effective entry into an occupation.

The content should include, but not be limited to, the following:

- work evaluation
- on-the-job training activities
- components from vocational job preparatory courses

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being trained should be reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan. The course requirements must include the vocational performance standards selected for the identified job(s).

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with

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ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require

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that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Experiences should be provided to assist the students in evaluating their interests, abilities, and needs as they relate to the world of work. The use of community resource people is encouraged.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

1. Effectively use a planning process to establish and revise realistic personal and career goals.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
- CL.C.1.In.3 make general preparations for entering the work force.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.
- CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.
- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

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Personal Planning

- 1.1. Identify the need for responsible planning in making personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.2. Set preferred school and extracurricular goals (e.g., passing specific courses, obtaining a diploma, joining a civic group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.3. Set preferred personal goals related to community and leisure activities (e.g., join a recreational sports team, read self-help books or novels, attend religious services, volunteer at a community organization, attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.4. Make a plan to implement personal goals (e.g., identify steps, record the steps, have someone review steps). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.5. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need hour or so depending on extent of repairs, a wrench, a screw driver, oil; scoring a certain score on a test—allow several weeks for study time, obtain a study guide, obtain copies of past tests). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.6. Commit to carry out plan to accomplish personal goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 1.7. Evaluate progress and adjust plan if circumstances require. (IF.B.1.In.2, IF.B.1.Su.2)

Career Planning

- 1.8. Use a goal-directed strategy to prepare a plan to meet career goals. (IF.B.1.In.2, IF.B.1.Su.2)
Specify: _____ reconcile personal assessment with environmental assessment of the workplace
_____ identify long-range alternatives
_____ specify short-range goals
_____ set priorities and prepare an action plan
_____ develop a contingency plan
_____ other: _____
- 1.9. Identify various methods of achieving career goals when employed (e.g., choosing jobs with high probability of promotion, working hard, living up to expectations). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.10. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, prepare a resume and application, obtain Social Security card, learn how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.11. Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that correlate). (IF.B.1.In.1, IF.B.1.Su.1)

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- 1.12. Identify preferred goals relating to own plan for high school and post-secondary training (e.g., earning a diploma, graduating by age 18, attending technical school, earning an advanced degree). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.13. Demonstrate understanding of diploma options, including benefits and limitations of each (e.g., standard diploma—accepted by colleges and armed services; special diploma—accepted by employers, but not by universities). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.14. Use knowledge and understanding of diploma options to plan high school course of study. (CL.C.1.In.1, CL.C.1.Su.1)
- 1.15. Commit to carry out plan related to own career goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 1.16. Evaluate progress related to career plan and make changes as circumstances require. (IF.B.1.In.2, IF.B.1.Su.2)

Exploring Careers

- 1.17. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 1.18. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative or clerical). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.19. Identify specific jobs associated with each career cluster (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; marketing—cashier, salesperson; administrative or clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.20. Identify licenses and certification requirements for specific jobs within career clusters and occupations (e.g., aerobic instructor—American Council on Exercise [ACE] Certification; hairdresser—cosmetology license; lifeguard—certification in first aid, Cardiopulmonary Resuscitation [CPR], water safety instruction; medical records technician—Accredited Records Technician [ART] certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.21. Identify educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency, technical school training; millwright—apprenticeship; cashier—high school education, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.22. Identify different types of work hours and schedules associated with employment. (CL.C.1.In.1, CL.C.1.Su.1)
Specify: _____ day shift _____ night shift _____ part-time
 _____ full-time _____ overtime _____ other: _____
- 1.23. Identify differences between being paid by the hour and by salary (e.g., hourly wage—overtime, predictable set schedule, opportunity for pay raise; salary—benefits, sick and vacation pay, union eligibility, pay increase opportunities, contract). (CL.C.1.In.1, CL.C.1.Su.1)

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- 1.24. Identify financial benefits associated with employment (e.g., health and life insurance, vacation/sick leave, pension, investment plan, overtime, maternity leave, contract, unemployment benefits, wages, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)

Employee Rights

- 1.25. Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, accessibility, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.26. Identify the purposes and benefits of worker's compensation (e.g., provide employee compensation if injured on the job, pay medical bills, provide compensation for work time missed due to injury). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.27. Identify the purposes of unemployment insurance (e.g., means of income if job ends, temporary income). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.28. Identify the purposes of disability insurance (e.g., provide compensation if disabled on the job, provide income if unable to work). (CL.C.1.In.2, CL.C.1.Su.2)

Self-advocacy

- 1.29. Demonstrate self-advocating behaviors in school and community work situations (e.g., decisiveness, speaking up for oneself, voicing opinion). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.30. Discriminate between examples and non-examples of self-advocating behavior in various school and community work situations (examples—presenting self to the boss to apply for a raise, promoting self when interviewing for a job, identifying personal strengths, stating own needs; non-examples—not being able to list personal strengths when asked by a supervisor, talking negatively about oneself, not standing up for self). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.31. *Identify behaviors which reflect a positive attitude toward self.*
(*Social and Personal G 58: VI*)
- 1.32. *Identify personal strengths and weaknesses.* (*Social and Personal G 59: VI*)
- 1.33. Apply self-advocacy and self-determination skills in Transition IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make wants and desires known to participants; make preferences known to participants; express disagreement, if appropriate). (IF.B.2.In.2, IF.B.2.Su.2)
- 1.34. Demonstrate and monitor own use of self-advocacy in various school and community work situations. (CL.C.1.In.2, CL.C.1.Su.2)
Specify: _____ school—in class, between classes, extracurricular activities
_____ community—events, organizations, services
_____ community—leisure activities, stores, restaurants, traveling
_____ workplace—on the job, breaks
_____ other: _____

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Employee Responsibilities

- 1.35. Identify the characteristics and purposes of workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee protection, behavioral guidelines, health and safety requirements). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.36. Identify ways of getting information and clarification about workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee handbooks, supervisor, co-workers, bulletin boards, company web sites). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.37. Identify the purposes and benefits of employment contracts (e.g., provide legal protection, are agreements of terms and conditions). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.38. Identify characteristics of employment contracts (e.g., specify starting and ending dates, list responsibilities, show salary amount). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.39. Identify strategies that employees may use to achieve job retention. (CL.C.1.In.2, CL.C.1.Su.2)
Specify: _____ obtain a description of expectations and procedures
_____ perform job requirements at or above expectations
_____ periodically request evaluation of job performance
_____ use results of evaluation to improve performance
_____ maintain reliable attendance record
_____ other: _____
- 1.40. Identify proper procedures for terminating a job (e.g., provide written and verbal notice; inform all superiors—boss, manager, or supervisor; allow two weeks' notice; participate in an exit interview). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.41. Use actions that show acceptance of responsibility for own actions, attitudes, and decisions on the job (e.g., admitting when wrong, accepting criticism, voicing opinions properly, keeping appointments, meeting deadlines, fulfilling contract obligations). (CL.C.1.In.2, CL.C.1.Su.2)

Preparations for the Workforce

- 1.42. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find a job opening, prepare a resume, fill out applications, contact employers, set up interviews, prepare for interviews). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.43. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.44. *Identify resources for finding employment. (Social and Personal C 30: VI)*

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- 1.45. Identify the items that are generally included in a resume and a portfolio (e.g., resume—name, address, phone number, work experience, education, job training, awards; portfolio—sample of drawings, photographs, or artwork; positive work evaluations; video of task performance). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.46. Identify ways to make a resume or portfolio effective (e.g., use correct format, use appropriate language, use clear organization, edit, print on professional style paper). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.47. Identify ways that people or agencies can assist a person in writing a resume and preparing a portfolio (e.g., parents can assist in writing, teachers can teach resume writing, friends can provide references, employment agencies can identify required elements of a resume). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.48. Identify the importance of a job interview (e.g., make positive first impression, identify job requirements, build rapport, learn about an organization). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.49. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)
Specify: _____ work history _____ related experiences
 _____ training _____ career goals
 _____ personal strengths and interests _____ other: _____
- 1.50. Identify appropriate grooming and attire for job interview (e.g., no short skirts or shorts, neat and ironed clothes, combed hair). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.51. Identify the steps in preparing for a job interview (e.g., identify sources for learning about the company, identify commonly asked interview questions, prepare answers, find out whom to speak with, practice by role playing). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.52. Identify purposes of job application forms (e.g., provides personal information of applicant, serves as a basis for matching individual to job opening). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.53. Identify specific information requested on job application forms (e.g., personal history, job interests and skills, references and education, employment records). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.54. *Using appropriate sources for information, complete job-related applications forms. (Social and Personal C 31: VI)*
- 1.55. Identify information that the applicant may choose to keep confidential when completing an application or interviewing for a job (e.g., marital status, disability, information about family.)
- 1.56. Identify common tests necessary for employment (e.g., drug test, eye examination, physical examination, Armed Services Vocational Aptitude Battery [ASVAB], driving test). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.57. Identify the purposes of testing potential employees (e.g., screen applicants, verify skills and capabilities of workers). (CL.C.1.In.3, CL.C.1.Su.3)

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- 1.58. Identify and demonstrate ways to prepare for common employment examinations (e.g., study materials, obtain study guides, contact others who have taken the exam, choose a testing date). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.59. Identify special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., separate setting, extra time). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.60. Identify sources of assistance in obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., private agencies, public agencies, equal opportunity offices, counselors). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.61. Identify purposes of obtaining references when looking for a job (e.g., employer can talk to former employer; employer can gain insight into applicant's responsibility, work ethic, and personality traits). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.62. Identify types of information provided by references (e.g., name, address, business title, and telephone number; relationship with individual; opinions about individual's work ethics and performance abilities; letters of recommendation). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.63. Identify characteristics of individuals who make good references (e.g., know you well, know your work and capabilities, have a high opinion of you). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.64. Identify kinds of information that the person requesting the reference should provide (e.g., a description of job that you are seeking, why you want the job). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.65. Identify types of follow-up procedures to use when seeking a job (e.g., thank you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.66. Identify common legal documents necessary for employment (e.g., identification card, driver's license, birth certificate, Social Security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.67. Identify purposes of common legal documents necessary for employment (e.g., provides legal protection, provides information for filing income taxes, verifies personal information). (CL.C.1.In.3, CL.C.1.Su.3)

Transportation

- 1.68. Demonstrate basic personal safety skills when traveling to and from school and community work situations (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don't fight, determine closest exit; by cab—determine route in advance, inform driver of destination, have enough money; by foot—watch for cars, look both ways, don't talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.69. *Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)*

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- 1.70. Use available modes of transportation to reach job in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.71. Use maps to travel on a bus and other mass transit vehicles and systems as appropriate to the community to reach job site (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.72. Demonstrate basic automotive maintenance skills (e.g., checking oil, tires, power steering, radiator, battery, and windshield washer fluid). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.73. List items which should be checked routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, air pressure in tires, windshield washer fluid, battery). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.74. Describe selection of appropriate type of fuel and the correct procedure for filling the fuel tank (e.g., determine gas type as specified under gas gauge, in owner's manual, or by fuel tank; locate corresponding type at gas station pump; open fuel tank door; remove tank gas cap; remove gas nozzle from pump; push handle up on pump; place pump in fuel tank; fill; place gas nozzle back on pump; replace gas cap; close fuel tank door). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.75. Explain the need for automobile insurance and the consequences for noncompliance (e.g., need—protects from lawsuits, covers cost of repairs to own vehicle, covers cost of repairs if damage another vehicle, complies with laws, cover costs of hospital bills if injured; consequences—law suits, fines, jail time, costs if in an accident and uninsured). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.76. Describe the steps to take when involved in an accident (e.g., call police; stay with car; produce operator's license, car registration, and insurance card; obtain copy of police report; call insurance company; obtain three estimates for repairs). (IF.A.2.In.2, IF.A.2.Su.2)
- 1.77. Describe alternatives to follow when regular transportation mode for school or community work situations is not available (e.g., take a bus, carpool with a friend). (IF.A.2.In.2, IF.A.2.Su.2)

2. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

- | | |
|-------------|---|
| CL.C.2.In.1 | plan and implement personal work assignments. |
| CL.C.2.In.3 | display reliability and work ethic according to the standards of the workplace. |
| CL.C.2.In.4 | follow procedures to ensure health and safety in the workplace. |
| CL.C.2.In.5 | apply employability skills in the workplace. |
| CL.C.2.Su.1 | plan and implement personal work assignments—with guidance and support. |
| CL.C.2.Su.3 | display reliability and work ethic according to the standards of the workplace—with guidance and support. |
| CL.C.2.Su.4 | follow procedures to ensure health and safety in the workplace—with guidance and support. |
| CL.C.2.Su.5 | apply employability skills in the workplace—with guidance and support. |

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Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Effective Work Habits

- 2.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
- 2.2. Use strategies to pace efforts so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: work according to schedule set an alarm clock as a reminder
 track subtasks on calendar check off subtasks when completed
 other: _____
- 2.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: try different techniques seek advice from others
 seek assistance from others read the instructions or references
 other: _____
- 2.4. Use strategies to monitor own work so that the assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: use a checklist or rubric compare with model or example
 use spell check or similar tool look for errors
 ask co-worker to review ask supervisor to review
 other: _____
- 2.5. Follow a systematic procedure to complete job-specific tasks (e.g., janitorial—clean windows; clerical—type a letter) (CL.C.2.In.1, CL.C.2.Su.1)
Specify: identify task
 name steps of task
 perform task following a model or demonstration
 perform task with decreasing feedback
 perform task independently
 monitor own task performance using workplace or industry standards
 evaluate own task performance using workplace or industry standards
 other: _____
- 2.6. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 2.7. *Follow verbal directions with more than two steps. (Language B 14: V)*
- 2.8. Complete routine tasks accurately and effectively in school or community work situations (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)

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- 2.9. Complete work assignments as specified in technical manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

Problem Solving

- 2.10. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)

- 2.11. Select and use effective problem-solving strategies based on requirements of the school or community work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)

Specify: _____ brainstorming—identifying all solutions that come to mind
_____ identifying steps—when a complicated task is involved
_____ estimating—when numbers are involved
_____ matching consequences to actions—for cause and effect
_____ troubleshooting—finding problems with a work process
_____ creative-thinking—when multiple solutions are acceptable
_____ modeling—basing actions on those of a good example
_____ other: _____

- 2.12. Apply brainstorming techniques when starting to solve a problem in school or community work situations (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.13. Identify the separate steps of a complicated process when solving a problem in school or community work situations involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; plan a project—decide on location, assign responsibilities, plan sequence of tasks, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.14. Construct rough estimates of answers to problems involving numbers before solving them in school or community work situations (e.g., estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.15. Match consequences to actions and decisions in school or community work situations when solving problems involving cause and effect (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.16. Use troubleshooting in school or community work situations for problems in which the cause is not easily seen (e.g., work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.17. Apply creative-thinking strategies in school or community work situations to solve problems in which a variety of solutions are possible (e.g., design a brochure or pamphlet, rearrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)

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- 2.18. Apply modeling techniques to solve problems where a good example exists in school or community work situations (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.19. Analyze consequences of each alternative course of action for solving a particular problem in school or community work situations (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

- 2.20. Demonstrate steps for problem-solving in school or community work situations (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, discuss and verify most probable causes, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.2, SE.A.1.Su.2)
- 2.21. Complete identified tasks to solve problems in school or community work situations (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)
- 2.22. Use appropriate techniques or tools to solve problems in school or community work situations (e.g., apply active listening skills, make a checklist of work to be accomplished). (CL.B.4.In.2, CL.B.4.Su.2)
- 2.23. Seek assistance when needed to solve problems in school or community work situations (e.g., consult supervisor, co-workers, and special assistance centers). (CL.B.4.In.2, CL.B.4.Su.2)

Evaluating Effectiveness of Solution

- 2.24. Determine effectiveness of problem-solving strategies used in school or community work situations (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)
- 2.25. Determine impact of decisions and activities related to solving problems in school or community work situations (e.g., determine if solution solved the problem, increased the problem, or caused new problem). (CL.B.4.In.2, CL.B.4.Su.2)

Work Ethic

- 2.26. Demonstrate dependability when working (e.g., reports to work on time, checks tasks thoroughly before submitting, finishes work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.27. Demonstrate flexibility when working (e.g., completes task even if requirements have changed, considers the opinions of others, adapts to changes in company policies). (CL.C.2.In.3, CL.C.2.Su.3)

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- 2.28. Demonstrate responsibility and self-control when working (e.g., accepts criticism in a positive way; negotiates issues using a calm tone of voice; gives credit to others for their work). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.29. Demonstrate self-directed behaviors in school or community work situations (e.g., begins tasks when they are assigned, thinks positively, asks questions only when necessary). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.30. Demonstrate attentive behaviors when working (e.g., stays on task, talks to others at appropriate times). (CL.C.2.In.3, CL.C.2.Su.3)

Attendance

- 2.31. Use strategies to maintain an acceptable attendance record in school or community work situations. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ report to work regularly and be on time
 _____ stay until quitting time
 _____ return from breaks promptly
 _____ inform supervisor if unable to work—illness, lateness, scheduling conflict
 _____ other: _____
- 2.32. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.33. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*

Health and Safety Requirements

- 2.34. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.35. Identify safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves, hardhat; use an oven mitt; do not use electrical appliances near water). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.36. Follow safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves, hardhat; use an oven mitt; use electrical appliances away from water). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.37. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 2.38. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 2.39. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

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- 2.40. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.41. Perform common health and safety activities involving first aid in school or community work situations. (CL.C.2.In.4, CL.C.2.Su.4)
Specify: _____ stopping bleeding and applying bandages
 _____ taking care of burns, poisons, and wounds
 _____ getting help when needed
 _____ other: _____
- 2.42. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*
- 2.43. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you about proper health and safety procedures, keep emergency numbers on wall by phone). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.44. Demonstrate knowledge of the meaning of laws and regulations that help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—worker must be over 18 to operate dangerous machinery such as meat cutters, requires worker to get work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or drug use while on duty, may require tests prior to employment, provides treatment for employees with drug or alcohol problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.45. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 2.46. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*

Employability Skills

- 2.47. Identify the responsibility of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.48. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*
- 2.49. Stay on-task for the duration of a work activity (e.g., complete one task before starting another, ask for assistance if necessary, work until the task is completed, use resources if necessary, determine alternative methods, work continuously and efficiently, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)

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- 2.50. *Stay on task until its completion. (Social and Personal C 20: III)*
- 2.51. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 2.52. Demonstrate self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring daily and monthly tasks necessary to fulfill short- and long-term goals, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.53. Use strategies to assist with the maintenance of on-task behavior when on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ complete one task before starting another
_____ pace work so tasks are completed on time
_____ do not take prolonged or unnecessary breaks
_____ reward yourself periodically for completing subtasks
_____ other: _____
- 2.54. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ use a timer or alarm clock to monitor time or deadlines
_____ keep a model of final product for reference
_____ use breaks appropriately
_____ other: _____
- 2.55. Recognize and show respect for supervisors in a work situation (e.g., follow given directions; obey rules; accept criticism; address concerns in a calm, unbiased fashion; follow the chain of command). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.56. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.57. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.58. Demonstrate behaviors that complies with the existing rules and codes of conduct of the workplace (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.59. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*
- 2.60. Correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.61. *Seek help and accept assistance. (Social and Personal C 21: III)*

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- 2.62. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use self-evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.63. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ work schedule _____ work duties
 _____ work site _____ supervisor
 _____ other: _____
- 2.64. Demonstrate a positive attitude toward tasks at work (e.g., accept difficult tasks without complaints, talk positively about supervisor or co-workers, talk positively about the job when not at work). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.65. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 2.66. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 2.67. Apply basic academic skills needed in school or community work settings (e.g., math—measuring; reading—following written directions; writing—taking messages).

Grooming and Hygiene

- 2.68. Identify characteristics of appropriate grooming and attire for specified jobs (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.69. *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*
- 2.70. Arrive at work clean and dressed properly (e.g., take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.71. Use strategies to achieve acceptable grooming and hygiene when completing work-related activities effectively and efficiently and on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.72. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*

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3. Display appropriate communication, interpersonal, and leadership skills.

- SE.A.1.In.1 cooperate in a variety of group situations.
- SE.A.1.In.2 assist in establishing and meeting group goals.
- SE.A.1.In.3 function effectively within formal organizations.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Communication Skills

- 3.1. Use appropriate nonverbal language and gestures when communicating in school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ facial expressions ___ sounds
 ___ gestures ___ body language
 ___ hand signals ___ other: _____
- 3.2. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)
- 3.3. *State steps to complete a task. (Language C 31: VI)*
- 3.4. Use appropriate social language skills in various school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ initiating topics
 ___ maintaining topics
 ___ taking turns
 ___ ending a conversation
 ___ repairing communication breakdowns
 ___ showing sensitivity to cultural differences
 ___ other: _____
- 3.5. *Use language to initiate social greeting. (Language C 23: III)*

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- 3.6. Use appropriate language to express need for assistance in various school or community work situations (e.g., ask for help, raise hand, call person’s name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.7. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 3.8. Use critical listening skills to gain understanding in school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ listening for content
 _____ paying attention to cues
 _____ linking to prior knowledge and experiences
 _____ considering emotional meaning
 _____ other: _____
- 3.9. Use strategies to improve listening in school or community work situations (e.g., empathize with and “read” people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.10. Use appropriate topics and responses when engaging in conversations in school or community work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar person—about the weather, job or school, sports, current events). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.11. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 3.12. *Use language to initiate conversation. (Language C 30: VI)*
- 3.13. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 3.14. Respond effectively to feedback given in school or community work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.15. *Express personal beliefs or opinions. (Language C 28: V)*
- 3.16. Use feedback to make changes in school or community work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.17. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 3.18. Give effective feedback to others in school or community work situations (e.g., “You need to measure the board more precisely.” “You did well on your task.” “Keep up the good work.”). (CO.A.1.In.1, CO.A.1.Su.1)

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- 3.19. Respond appropriately to actions and expressions of emotions of others in school or community work situations (e.g., using “I” statements, making apologies, acknowledging discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.20. Respond appropriately to environmental and social cues to change behavior in school or community work situations (e.g., getting quiet, picking up tools). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.21. Respond to others’ generosity by stating appreciation in school or community work situations (e.g., thanking the person, telling the person how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
- 3.22. Respond appropriately to basic questions, directions, and informational statements in school or community work situations (e.g., asking for more information related to the topic being discussed, answering a question correctly and concisely, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

Interpersonal Skills

- 3.23. Demonstrate behaviors that contribute positively to group effort in school or community work situations (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control and restraint when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.24. Use appropriate interpersonal communication skills when working in a group in school or community work situations (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.25. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*
- 3.26. Demonstrate behaviors that meets social expectations when working in a group in school or community work situations (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.27. Demonstrate behaviors that meets the responsibilities of the role taken by the individual in the group in school or community work situations (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.28. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*

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- 3.29. Volunteer and assist in the completion of work tasks requiring group effort (e.g., volunteering to set up workstation, helping to clean up after work is completed). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.30. Demonstrate responsibilities individuals have to co-workers in school or community work situations (e.g., keeping a trusting relationship, being dependable, not talking behind each other's back, helping others through difficulties, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.31. *Cooperate with peers. (Social and Personal G 51: III)*
- 3.32. Establish reasonable group goals related to completion of a work task (e.g., set deadline for completion of a rough draft, assign roles to different members of a group, set deadline for completion of each member's contribution, schedule meetings every week). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.33. Allocate and schedule the time and space needed to accomplish group goals in school or community work situations (e.g., schedule group meetings so every member or the majority can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.34. Exhibit appropriate behaviors to establish reasonable group goals in school or community work situations (e.g., attend group meetings, speak up in group conversations, provide opinions and viewpoints on discussion topics, explain the role you would like to hold in the group, explain the time you can allocate to the group per week, explain when you think you can finish your part of the work). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.35. Share plans with others in a group on the job (e.g., hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.1, SE.A.1.Su.1)
- 3.36. Demonstrate characteristics of communication which promote positive relationships with others on the job (e.g., using appropriate grammar, enunciating words, using polite language, making polite comments). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.37. Demonstrate behaviors that represent active listening on the job (e.g., checking for understanding, using 'I' messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.38. Demonstrate behaviors and communications that are complimentary to others on the job (e.g., honoring others with awards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.39. Recognize and display sensitivity to others' feelings on the job (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.40. *Identify personal feelings. (Social and Personal G 54: IV)*

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- 3.41. Use actions of others as social cues on the job (e.g., waiting to start eating until all have been served, not sitting down until others have been seated). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.42. Demonstrate respect for others' rights and property on the job (e.g., do not touch others' personal belongings, do not trespass on others' land, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.43. *Show respect for property of others. (Social and Personal G 52: III)*
- 3.44. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 3.45. Offer assistance to co-workers in school or community work situations (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.46. Demonstrate behaviors that represent appropriate physical contact toward others on the job (e.g., casual greetings—shaking hands; displays of friendship—patting on back, shaking hands, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.47. Use effective responses to inappropriate physical contact from others that will protect the person on the job (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 3.48. Ask for assistance if a person experiences inappropriate physical contact from others in school or community work situations (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)

Leadership Skills

- 3.49. Demonstrate leadership skills that maintain group effort on the job (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)
- 3.50. Demonstrate leadership skills that keep the group on task on the job (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)
- 3.51. Apply leadership skills in a group activity on the job (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating action of group members). (SE.A.1.In.2)
- 3.52. Identify expectations of behavior and production within the workplace organization. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ businesses and service organizations in the community
 _____ workplace

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3.53. Identify existing rules and codes of conduct that must be followed for individuals to participate within the workplace organization. (SE.A.1.In.3, SE.A.1.Su.2)

- Specify: _____ policy manuals
_____ rules and regulations
_____ security systems
_____ other: _____

3.54. Identify expectations of the workplace organization (e.g., chain of command, individual responsibilities, group collaboration, working at a distance, flexible work schedule). (SE.A.1.In.3, SE.A.1.Su.2)

3.55. Demonstrate behaviors that complies with the existing rules and codes of conduct of the workplace organization (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

3.56. Identify behaviors that may conflict with expectations within the workplace organization (e.g., rearranging own work schedule without approval, using work supplies for personal needs). (SE.A.1.In.3, SE.A.1.Su.2)

4. Use appropriate technology, tools, equipment, and supplies safely and correctly in the workplace.

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.

CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace— with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____
-

4.1. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)

- Specify: _____ supplies—seeds, detergent, oil, paper
_____ equipment—computer, lawn mower, power saw
_____ tools—shovel, hammer, ruler
_____ other: _____

4.2. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

4.3. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)

- Specify: _____ use a checklist with pictures or descriptions of supplies, tools, and equipment
_____ set up workstation with all needed supplies and equipment before starting
_____ other: _____

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- 4.4. Organize materials and supplies to complete work assignments (e.g., tool box, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.5. Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don't overload an electrical outlet, safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.6. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 4.7. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 4.8. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)
- 4.9. Use measuring devices appropriately to complete functional tasks on the job (e.g., rulers; beakers; flasks; scales; tapes; instruments such as micrometers, calipers, and depth gauges). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.10. Use various functions of a telephone appropriately to complete work-related tasks (e.g., conference calling, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for hearing and speech impaired [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.11. *Identify and use emergency number (0-911) on telephone in an appropriate manner. (Social and Personal H 61: IV)*
- 4.12. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*
- 4.13. Use a fax machine to complete work-related tasks (e.g., send or receive information—letters, official documents, price quotes, directions, menus). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.14. Use the various capabilities of computer technology to complete work-related tasks (e.g., e-mail, data collection or management, notes, letters, instructions, or other information; sending a co-worker or supervisor an attached file; sending a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)
5. **Demonstrate, in the school setting, the performance standards required for the job(s) reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.**

Note: The standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for any job preparatory program.

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- 6. Demonstrate, in a work environment, the performance standards required for the job(s) reflected in the student's desired post-school outcome statement on the Transition Individual Educational Plan.**

Note: The standards for this requirement are to be selected from the *Vocational Education Program Course Standards* for any job preparatory program.

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980020
Course Title: Practical Arts Education
Credit: Multiple

Will meet graduation requirement for Practical Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to obtain broad practical skills and a basic introduction to broad occupational areas, and to stimulate personal aptitudes, abilities, and interests in specific occupational fields as part of the career decision-making process.

The content should include, but not be limited to, the following:

- employability skills
- workplace literacy
- communications skills
- human relations skills
- content from selected vocational practical arts courses

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously. Course requirements must include the vocational performance standards that reflect the student's desired post-school outcome statement on the Transition Individual Educational Plan.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of

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working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of

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practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

After successfully completing this course, the student will:

- 1. Demonstrate understanding and appreciation of the need for employment (e.g., economic, social, and personal factors).**

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 1.1. Identify ways in which individuals who are employed help society (e.g., contributing goods and services, paying taxes). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.2. Identify ways an individual can obtain personal satisfaction from an occupation (e.g., sense of independence, personal growth, goal achievement, improved self-esteem, recognition, relationships with co-workers, financial stability). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.3. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, investment plans, overtime, maternity leave, contracts, unemployment benefits, wages, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.4. Identify the difference between being paid by the hour and by salary (e.g., hourly wage—overtime; salary—benefits, sick and vacation pay, stable paycheck). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.5. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, ensure workplace accommodations, ensure accessibility to businesses, increase public awareness of rights of individual, encourage self-advocacy, ensure legal services). (CL.C.1.In.2, CL.C.1.Su.2)
- 1.6. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney, advocacy groups). (CL.C.1.In.2, CL.C.1.Su.2)
- 2. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.**

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- CL.C.2.In.1 plan and implement personal work assignments.
CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
CL.C.2.In.5 apply employability skills in the workplace.
CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—
with guidance and support.
CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Planning and Implementing Work Assignments

- 2.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, determine amount of time for each task, put most important tasks first, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
- 2.2. Use strategies to pace work so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ work according to schedule ___ set an alarm clock as a reminder
 ___ track subtasks on calendar ___ check off subtasks when completed
 ___ other: _____
- 2.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ try different techniques ___ seek advice from others
 ___ seek assistance from others ___ read the instructions or references
 ___ other: _____
- 2.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ use a checklist or rubric ___ compare with model or example
 ___ use spell check or similar tool ___ look for errors
 ___ ask peer or co-worker to review ___ ask supervisor to review
 ___ other: _____

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- 2.5. Follow a systematic procedure to complete job-specific tasks (e.g., janitorial—clean windows; clerical—type a letter) (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ identify task
 _____ name steps of task
 _____ perform task following a model or demonstration
 _____ perform task with decreasing feedback
 _____ perform task independently
 _____ monitor own task performance using workplace or industry standards
 _____ evaluate own task performance using workplace or industry standards
 _____ other: _____
- 2.6. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 2.7. *Follow verbal directions with more than two steps. (Language B 14: V)*
- 2.8. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 2.9. Complete assignments as specified in workbooks, technical manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

Problem Solving

- 2.10. Apply a general model for solving problems when working (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ school _____ workplace
- 2.11. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)
- 2.12. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ brainstorming—identifying all solutions that come to mind
 _____ identifying steps—when a complicated task is involved
 _____ estimating—when numbers are involved
 _____ matching consequences to actions—for cause and effect
 _____ troubleshooting—finding problems within a work process
 _____ creative thinking—when multiple solutions are acceptable
 _____ modeling—basing actions on those of a good example
 _____ other: _____
- 2.13. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)

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- 2.14. Identify the separate steps of a complicated process when solving a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; plan a project—decide on location, assign responsibility, plan sequence of tasks, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.15. Construct rough estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.16. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., choosing to violate dress code at work—be sent home, be reprimanded, have job terminated, be demoted). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.17. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.18. Apply creative-thinking strategies to solve problems in which a variety of solutions are possible (e.g., design a brochure or pamphlet, rearrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.19. Apply modeling techniques to solve problems where a good example exists (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.20. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)
- 2.21. Demonstrate steps for group problem-solving on the job (e.g., discuss the problem, individually list possible causes, record individual group member's suggestions and clarifications, identify and verify probable causes, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)

Work Ethic

- 2.22. Demonstrate reliability and dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.23. Demonstrate flexibility when working (e.g., completes task even if requirements have changed, considers the opinions of others, adapts to changes in company policies). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.24. Demonstrate responsibility and self-control when working (e.g., accepts criticism in a positive way, negotiates issues in calm tone of voice, gives credit to others for their work). (CL.C.2.In.3, CL.C.2.Su.3)

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- 2.25. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 2.26. Demonstrate self-directed behaviors in the workplace (e.g., begins tasks when they are assigned, thinks positively, asks questions only when necessary). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.27. Demonstrate attentive behaviors when working (e.g., stays on task, talks to others at appropriate times, listens to directions). (CL.C.2.In.3, CL.C.2.Su.3)

Attendance

- 2.28. Use strategies to maintain an acceptable attendance record at work. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ report to work regularly and be on time
 _____ stay until quitting time
 _____ return from breaks promptly
 _____ inform supervisor if unable to work—illness, lateness, scheduling conflict
 _____ other: _____
- 2.29. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*
- 2.30. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

Employability Skills

- 2.31. Identify the responsibility of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.32. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*
- 2.33. Stay on task for the duration of a work activity according to the expectations of the workplace (e.g., work on only one task at a time, ask for assistance if necessary, work until the task is completed, use resources if necessary, determine alternative methods, work continuously and efficiently, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.34. *Stay on task until its completion. (Social and Personal C 20: III)*
- 2.35. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 2.36. Demonstrate self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring daily and monthly tasks necessary to fulfill short- and long-term goals, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)

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- 2.37. Use strategies to assist with the maintenance of on-task behaviors when on the job. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ work on only one task at a time
_____ pace work so tasks are completed on time
_____ do not take prolonged or unnecessary breaks
_____ reward yourself periodically for completing subtasks
_____ other: _____
- 2.38. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ use a timer or alarm clock to monitor time or deadlines
_____ keep a model of final product for reference
_____ use breaks appropriately
_____ other: _____
- 2.39. Demonstrate a positive attitude toward work tasks (e.g., accept difficult tasks without complaint, talk positively about supervisor or co-workers, talk positively about the job when not at work). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.40. *Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)*
- 2.41. Identify appropriate verbal responses to interactions from supervisors and co-workers (e.g., sir, ma'am, please, thank you, excuse me). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.42. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 2.43. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 2.44. Recognize and show respect for the supervisor when working at a job (e.g., follow given directions, obey rules, accept criticism, address concerns in an appropriate fashion, follow the chain of command). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.45. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.46. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.47. Demonstrate behaviors that complies with the existing rules and codes of conduct of the workplace (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

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- 2.48. *Identify mistakes on task assignments with and without assistance.* (Social and Personal C 28: V)
- 2.49. Demonstrate how to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.50. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.51. *Seek help and accept assistance.* (Social and Personal C 21: III)
- 2.52. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 2.53. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ work schedule _____ work duties _____ other: _____
 _____ work site _____ supervisor
- 2.54. Apply basic academic skills appropriate to the task or work setting (e.g., math—measuring; reading—following written directions; writing—taking messages). (CL.C.2.In.5, CL.C.2.Su.5)

Grooming and Hygiene

- 2.55. Identify characteristics of appropriate grooming and attire selection for work for specified jobs (e.g., clean clothes, skirts or pants of the appropriate length, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.56. *Distinguish between appropriate dress for school, work, and leisure activities.* (Social and Personal A 7: V)
- 2.57. Arrive at work clean and dressed properly (e.g., take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.58. Use strategies to achieve acceptable grooming and hygiene when completing work-related activities effectively and efficiently and on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothing the night before). (CL.C.2.In.3, CL.C.2.Su.3)
- 2.59. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste).* (Social and Personal A 6: IV)

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3. Demonstrate awareness of jobs in a variety of occupational clusters.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- ___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____
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Exploring Careers

- 3.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 3.2. Identify general characteristics of different occupations (e.g., health care/medicine, construction, marketing, administrative or clerical). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.3. Identify specific jobs associated with each occupation (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; marketing—cashier, salesperson; administrative or clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.4. Identify licenses and certification requirements for specific jobs within career clusters and occupations (e.g., aerobic instructor—American Council on Exercise [ACE] certification; hairdresser—cosmetology license; lifeguard—certification in first aid, Cardiopulmonary Resuscitation [CPR], water safety instruction; medical records technician—Accredited Records Technician [ART] certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.5. Identify educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency, technical school training; millwright—apprenticeship; cashier—high school education, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.6. Identify different types of work hours and schedules associated with employment. (CL.C.1.In.1, CL.C.1.Su.1)
Specify: ___ day shifts ___ night shifts ___ part-time
 ___ full-time ___ overtime ___ other: _____
- 3.7. Identify differences between being paid by the hour and by salary (e.g., hourly wage—overtime; salary—benefits, sick and vacation pay, stable paycheck). (CL.C.1.In.1, CL.C.1.Su.1)

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- 3.8. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, investment plans, overtime, maternity leave, contracts, unemployment benefits, wages, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.9. Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, accessibility, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)
- 3.10. Identify the purpose and benefits of worker's compensation (e.g., provide employee compensation if injured on the job, pay medical bills, provide compensation for work time missed due to injury). (CL.C.1.In.2, CL.C.1.Su.2)
- 3.11. Identify the purpose of unemployment insurance (e.g., means of income if job ends, temporary income until new job found). (CL.C.1.In.2, CL.C.1.Su.2)
- 3.12. Identify the purpose of disability insurance (e.g., provide compensation if disabled on the job, provide income if unable to work). (CL.C.1.In.2, CL.C.1.Su.2)

Responsibilities

- 3.13. Identify the characteristics and purposes of workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee protection, behavioral guidelines, health and safety requirements). (CL.C.1.In.2, CL.C.1.Su.2)
- 3.14. Identify ways of getting information and clarification about workplace policies, codes of conduct and other types of rules and regulations (e.g., employee handbooks, supervisor, co-workers, bulletin boards, company web sites). (CL.C.1.In.2, CL.C.1.Su.2)
- 3.15. Identify the purpose and benefits of employment contracts (e.g., provide legal protection, are legally binding agreements of terms and conditions). (CL.C.1.In.2, CL.C.1.Su.2)
- 3.16. Identify characteristics of employment contracts (e.g., specify starting and ending dates, list responsibilities, show salary amount). (CL.C.1.In.2, CL.C.1.Su.2)
- 3.17. Identify strategies that employees may use to achieve job retention. (CL.C.1.In.2, CL.C.1.Su.2)
Specify: _____ obtain a description of expectations and procedures
_____ perform job requirements at or above expectations
_____ periodically request evaluation of job performance
_____ use results of evaluation to improve performance
_____ maintain reliable attendance record
_____ other: _____
- 3.18. Identify proper procedures for terminating a job (e.g., provide written and verbal notice; inform all superiors—manager, supervisor; allow two weeks' notice; participate in an exit interview). (CL.C.1.In.2, CL.C.1.Su.2)

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- 3.19. Use actions that show acceptance of responsibility for own actions, attitudes, and decisions on the job (e.g., admitting mistakes when wrong, accepting criticism, voicing opinions politely, keeping appointments, meeting deadlines, fulfilling contract obligations). (CL.C.1.In.2, CL.C.1.Su.2)

4. Describe the importance of the selected occupational field.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

- 4.1. Identify advantages and disadvantages of an occupation in a specified cluster (e.g., stuffing envelopes—repetitive, essential; yard care—outdoors, varied in tasks; recycling—helpful to environment, time-consuming to sort items, requiring transportation to collect; construction—outdoors, labor intensive, dangerous). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.2. Identify entry-level skills needed to fulfill performance requirements for specific jobs within a career cluster (e.g., secretary—reading, writing, keyboarding; seamstress—ability to sew, take measurements, and use fractions; truck driver—reading maps, writing in travel logs, pass licensing exams; dishwasher—manual dexterity, ability to stand for long periods of time). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.3. Identify trends in the local job market for different career clusters and occupations (e.g., use of computer skills; environmental issues, use of technology, hiring of the elderly, minorities, and individuals with disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.4. Evaluate present and future local job market of a specific occupation. (CL.C.1.In.1, CL.C.1.Su.1)
- 4.5. Identify career advancement opportunities within specific occupations. (CL.C.1.In.1, CL.C.1.Su.1)

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5. Display appropriate communication, interpersonal, and leadership skills.

- SE.A.1.In.1 cooperate in a variety of group situations.
- SE.A.1.In.2 assist in establishing and meeting group goals.
- SE.A.1.In.3 function effectively within formal organizations.
- SE.A.1.Su.1 cooperate in group situations—with guidance and support.
- SE.A.1.Su.2 function effectively within formal organizations—with guidance and support.
- SE.A.2.In.1 interact acceptably with others within the course of social, vocational, and community living.
- SE.A.2.Su.1 interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Communication Skills

- 5.1. Use appropriate nonverbal language and gestures when communicating in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ facial expressions ___ sounds
 ___ gestures ___ body language
 ___ hand signals ___ other: _____
- 5.2. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
- 5.3. *State steps to complete a task. (Language C 31: VI)*
- 5.4. Use appropriate social language skills in various work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: ___ initiating topics ___ maintaining topics
 ___ taking turns ___ ending a conversation
 ___ repairing communication breakdowns
 ___ showing sensitivity to cultural differences
 ___ other: _____
- 5.5. *Use language to initiate social greeting. (Language C 23: III)*
- 5.6. Use appropriate language to express need for assistance in various situations (e.g., ask for help, raise hand, call person’s name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

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- 5.7. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 5.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ listening for content
 _____ paying attention to cues
 _____ linking to prior knowledge and experiences
 _____ considering emotional meaning
 _____ other: _____
- 5.9. Use strategies to improve listening in work situations (e.g., empathize with and “read” people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)
- 5.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar person—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
- 5.11. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 5.12. *Use language to initiate conversation. (Language C 30: VI)*
- 5.13. *Use language to relate recent personal experiences. (Language C 26: IV)*

Using Feedback

- 5.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 5.15. *Express personal beliefs and opinions. (Language C 28: V)*
- 5.16. Use feedback to make changes in work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 5.17. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 5.18. Give effective feedback to others in work situations (e.g., state positively, show ways to improve, focus on the task). (CO.A.1.In.1, CO.A.1.Su.1)

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Responding to Others

- 5.19. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using “I” statements, making apologies, acknowledging discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
- 5.20. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., getting quiet, picking up tools). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.21. Respond to others’ generosity by stating appreciation in work situations (e.g., thanking the person, telling the person how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
- 5.22. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., asking for more information related to the topic being discussed, answering a question correctly and concisely, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
- 5.23. Select and modify systems of communication to accommodate a variety of settings so that a reciprocal relationship can be established in work situations (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)

Interpersonal Skills

- 5.24. Demonstrate behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)
- 5.25. Demonstrate appropriate actions to use when joining a group at work (e.g., ask permission, wait for a convenient time, do not interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)
- 5.26. Use appropriate interpersonal communication skills when working in a group (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.27. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*
- 5.28. Demonstrate behaviors that meets social expectations when working in a group (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

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- 5.29. Demonstrate behaviors that meets the responsibilities of the role taken by the individual in the group at work (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 5.30. Volunteer and assist in the completion of work tasks requiring group effort (e.g., volunteering to set up workstation, helping to clean up after work is completed). (SE.A.1.In.1, SE.A.1.Su.1)
- 5.31. Demonstrate responsibilities individuals have to co-workers (e.g., keeping a trusting relationship, being dependable, not talking behind another's back, helping through difficulties, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
- 5.32. *Cooperate with peers. (Social and Personal G 51: III)*
- 5.33. Establish reasonable group goals related to completion of a task (e.g., set deadline for completion of a rough draft, assign roles to different members of a group, set deadline for completion of each member's contribution, schedule meetings every week). (SE.A.1.In.1, SE.A.1.Su.1)
- 5.34. Allocate and schedule the time and space needed to accomplish group goals (e.g., schedule group meetings so every member or the majority can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.1, SE.A.1.Su.1)
- 5.35. Exhibit appropriate behaviors to establish reasonable group goals (e.g., attend group meetings, speak up in group conversation, provide opinions and viewpoints on discussion topics, explain the role you would like to hold in the group, explain the time you can allocate to the group each week, explain when you think you can finish your part of the work). (SE.A.1.In.1, SE.A.1.Su.1)
- 5.36. Share plans with others in a group on the job (e.g., explain a plan orally to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.1, SE.A.1.Su.1)

Interpersonal Communication

- 5.37. Demonstrate characteristics of communication which promote good relationships with others on the job (e.g., uses appropriate grammar, enunciates words, uses polite language, makes polite comments). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.38. Demonstrate behaviors that represent active listening on the job (e.g., checking for understanding, using 'I' messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.39. Demonstrate behaviors and communications that are complimentary to others on the job (e.g., honoring others with rewards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)

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- 5.40. Recognize and display sensitivity to others' feelings on the job (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.41. *Identify personal feelings. (Social and Personal G 54: IV)*
- 5.42. Use actions of others as social cues for appropriate behavior on the job (e.g., waiting to start eating until all have been served, letting others go first when waiting). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.43. Demonstrate respect for other's rights and property on the job (e.g., do not touch other's personal belongings, do not trespass on other's land, do not damage other's property, respect other's privacy). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.44. *Show respect for property of others. (Social and Personal G 52: III)*
- 5.45. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 5.46. Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)

Physical Contact

- 5.47. Demonstrate behaviors that represent appropriate physical contact toward others on the job (e.g., casual greeting—shaking hands; display of friendship—patting on back, shaking hands, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.48. Use effective responses to inappropriate physical contact from others that will protect the person on the job (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)
- 5.49. Ask for assistance if one experiences inappropriate physical contact from others (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)

Leadership Skills

- 5.50. Demonstrate leadership skills that maintain group effort on the job (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)
- 5.51. Demonstrate leadership skills that keep the group on task on the job (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)

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- 5.52. Apply leadership skills in a group activity on the job (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating action of group members). (SE.A.1.In.2)
- 5.53. Identify expectations of behavior and production within the workplace. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ school
 _____ businesses and service organizations in the community
 _____ workplace
 _____ other: _____
- 5.54. Identify the existing rules and codes of conduct that must be followed for individuals to participate within the workplace. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ policy manuals
 _____ rules and regulations
 _____ security systems
 _____ other: _____
- 5.55. Identify behaviors that may conflict with expectations within the workplace (e.g., rearranging work schedule, transferring to a new site, moving to a new location, holding personal ethical/moral opinions that may conflict with job). (SE.A.1.In.3, SE.A.1.Su.2)
- 5.56. Identify aspects of the workplace that demand different expectations (e.g., power structure, line of command, individual problem solving, independent work, group collaboration, working at a distance, flexible work schedule, concern for others in the organization). (SE.A.1.In.3, SE.A.1.Su.2)
- 5.57. Demonstrate behaviors that comply with the existing rules and codes of conduct of the workplace (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)
- 5.58. Respond appropriately to rules and expectations of the workplace. (SE.A.1.In.3, SE.A.1.Su.2)

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6. Use appropriate technology, tools, equipment, and supplies safely and correctly.

CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.

CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

6.1. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: ___ supplies—seeds, detergent, oil, paper
 ___ equipment—computer, lawn mower, power saw
 ___ tools—shovel, hammer, ruler
 ___ other: _____

6.2. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

6.3. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)

Specify: ___ use a checklist with pictures or descriptions of supplies, tools, and equipment
 ___ set up workstation with all needed supplies and equipment before starting
 ___ other: _____

6.4. Organize materials and supplies to complete work assignments (e.g., tool box, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

6.5. Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water; use tools, equipment, and supplies for designated purposes only; wear proper protection when required; don't overload an electrical outlet; safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)

6.6. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*

6.7. *Safely handle potentially harmful objects and materials. (Social and Personal C 34: IV)*

6.8. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*

6.9. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)

6.10. Use measuring devices appropriately to complete functional tasks on the job (e.g., rulers; beakers; flasks; scales; tapes; instruments such as micrometers, calipers, and depth gauges). (CL.C.2.In.2, CL.C.2.Su.2)

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- 6.11. Use various features of a telephone appropriately to complete functional work-related tasks (e.g., conference calls, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for persons with hearing impairments [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)
- 6.12. *Identify and use emergency number (0-911) on telephone in appropriate manner. (Social and Personal H 61: IV)*
- 6.13. *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*
- 6.14. Use a fax machine to complete functional or work-related tasks (e.g., send information to another location instantaneously—letters, official documents, price quotes, directions, menus). (CL.C.2.In.2, CL.C.2.Su.2)
- 6.15. Use the various capabilities of computer technology to complete functional or work-related tasks (e.g., e-mail, data collection or management, messages, notes, letters, instructions, or other information; send a co-worker or supervisor an attached file, send a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)

7. Meet health and safety requirements related to the workplace.

- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt verbal prompt visual prompt
 - assistive technology supervision other: _____
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- 7.1. Perform job tasks without any injury to self or others (e.g., wear protective clothing, use safety data sheets, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)
- 7.2. Recognize standard industry symbols that indicate caution, warning, or danger and any others appropriate to the job or task (e.g., identify electrical shock symbol, explain the meaning of the poison symbol). (CL.C.2.In.4, CL.C.2.Su.4)
- 7.3. Follow safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves, hardhat; use an oven mitt; use electrical appliances away from water). (CL.C.2.In.4, CL.C.2.Su.4)
- 7.4. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 7.5. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

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- 7.6. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (IF.B.2.In.3, IF.B.Su.3)
- 7.7. *Use language to indicate danger or give warnings to others. (Language C 22: III)*
- 7.8. Perform common health and safety activities involving first aid. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ stopping bleeding and applying bandages
 _____ taking care of burns, poisons, and wounds
 _____ getting help when needed
 _____ other: _____
- 7.9. Use knowledge related to health and safety activities in the workplace (e.g., cleaning cuts and wounds properly, applying a bandage properly, performing CPR, putting out a fire, moving objects from walkway, reporting dangerous situation). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.10. *Demonstrate or indicate knowledge of basic first aid principles. (Social and Personal E 45: VI)*
- 7.11. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.12. Identify and follow safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves, hard-hat; use an oven mitt; use electrical appliances away from water). (CL.C.2.In.4, CL.C.2.Su.4)
- 7.13. Demonstrate the meaning of laws and regulations which help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—requires worker to be over 18 to operate dangerous machinery such as meat cutters, requires a work permit if 15 or under, requires that employer allow a 15-minute break for every four hours worked; Drug Free Workplaces—do not allow alcohol or drug use while on duty, may require tests prior to employment, provide treatment for employees with drug or alcohol problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 7.14. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 7.15. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*

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8. Demonstrate, in the school setting, the performance standards reflected in the student's desired postschool outcome statement on the Transition Individual Educational Plan.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

Note: The standards for this requirement are to be selected from the *Vocational Program Course Standards* for any Practical Arts course.

The following courses may be used for this requirement:

Course No.	Course Name	Grade Level
Agribusiness and Natural Resources		
8100320	Fundamentals of Agriscience	9-12
Business Technology Education		
8207010	Emerging Technology in Business	9-12
Diversified Occupations Education		
8300320	Practical Arts General	9-12
8300330	Workplace Computer Applications	9-12
8300310	Workplace Essentials	9-12
Family and Consumer Sciences		
8500375	Blueprint for Professional Success	9-12
8500310	Child Development	9-12
8500345	Family Dynamics	9-12
8500365	Family, Home, and Consumer Technology	9-12
8500395	Food Science Technology	9-12
8502000	Life Management Skills	9-12
8500355	Nutrition and Wellness	9-12
8500300	Parenting Skills	9-12
8500380	Principles of Clothing Construction	9-12
8500390	Principles of Food Preparation	9-12
Health Science Education		
8400320	Medical Skills and Services	9-12
Industrial Education		
8700300	Practical, Technical, and Industrial Occupations	9-12
Marketing Education		
8800310	Practical Entrepreneurship Skills	9-12