

**Florida Department of Education**

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

<b>Subject Area:</b>	Academics: Subject Areas
<b>Course Number:</b>	7921330
<b>Course Title:</b>	Career Education: 9-12
<b>Previous Course Title:</b>	Functional Career Education
<b>Credit:</b>	Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired post-school outcomes. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, post-school adult living, and, if needed, daily living skills and functional vocational evaluation.

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

- personal and career planning
- information about careers
- diploma options and postsecondary education
- community involvement and participation
- personal care
- interpersonal relationships
- communication
- use of leisure time

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.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance 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

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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. 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 student's Transition Individual Educational Plan.

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. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

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

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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 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 knowledge of planning tools and resources for personal and career planning (e.g., aptitude surveys and inventories, counseling, community agencies, computer-based programs).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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- 1.1. Identify sources of assistance for planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: \_\_\_  individuals—family members, supervisors, teachers  
          \_\_\_  agencies—government agencies, religious organizations, schools  
          \_\_\_  other: \_\_\_\_\_

- 1.2. *Identify resources for finding employment. (Social and Personal C 30: VI)*

- 1.3. Use appropriate software programs to complete personal and career planning tasks. (IF.B.1.In.1, IF.B.1.Su.1)

- 1.4. Access available databases through the Internet to complete personal and career planning tasks. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: \_\_\_  use web browsers  
          \_\_\_  use search engines  
          \_\_\_  other: \_\_\_\_\_

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- 1.5. Identify agencies that can provide assistance in personal and career planning (e.g., Social Security, Vocational Rehabilitation, state employment agencies, private employment agencies). (IF.A.2.In.1, IF.A.2.Su.1)
- 1.6. Use various sources to gain information about community services agencies, businesses, or other resources that assist individuals with personal and career planning. (IF.A.2.In.1, IF.A.2.Su.1)
- 1.7. Select the community service agency, business, or other resource that will meet (or is most likely to meet) the individual’s need for assistance with personal and career planning (e.g., Vocational Rehabilitation, private career planning business). (IF.A.2.In.1, IF.A.2.Su.1)
- 1.8. Locate community services agencies, businesses, or other resources that assist individuals with personal and career planning. (IF.A.2.In.1, IF.A.2.Su.1)
- 1.9. Demonstrate specific knowledge and skills that are required to use and benefit from a service that provides information about personal and career planning (e.g., social skills, communication skills, ability to relate your own job preferences, ability to identify own strengths and weaknesses, ability to locate and contact the service). (IF.A.2.In.1, IF.A.2.Su.1)

**2. Use a planning process to establish personal and career goals.**

- 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.
- IF.B.1.Pa.1 participate in expressing personal needs—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt                       verbal prompt                       visual prompt
- assistive technology                       supervision                       other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

- physical assistance    full    partial                       assistive technology    full    partial
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**Personal Planning**

- 2.1. Determine if personal goals related to task completion are reasonable (e.g., take on only what you can handle; do not plan too many tasks per day, week, or month). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.2. Identify the need for responsible planning of personal choices (e.g., when starting a family, when selecting a place to live, when choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)

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- 2.3. Identify criteria to be used to determine when a deliberate plan is needed (e.g., availability of options, time, and resources; long-term impact of decisions). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.4. Set goals for preferred school and extracurricular activities (e.g., passing specific courses, obtaining a diploma, joining a sports team, becoming a club member). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.5. Set personal goals for preferred leisure activities (e.g., join a recreational sports team, read books). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.6. Set personal goals for preferred community activities (e.g., attend religious service; volunteer at a community organization; attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.7. Describe steps to be followed when making a plan (e.g., identify goal or desired outcome, identify needed resources, determine major tasks and schedule, commit to following the plan). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.8. Make a plan to implement personal goals (e.g., identify steps; record the steps; have someone look over steps, if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.9. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need hour or so depending on extent of repairs, an open space, a wrench, a screw driver, and oil; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, organize notes and materials). (IF.B.1.In.1, IF.B.1.Su.1)

## Career Planning

- 2.10. Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that relate). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.11. Identify various methods of achieving career goals when employed (e.g., work with a mentor, participate in volunteer services, obtain needed training). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.12. Complete an environmental assessment of the workplace to determine degree of match for employment. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_  accessibility  
\_\_\_\_\_  job requirements and selection standards  
\_\_\_\_\_  available career paths or options  
\_\_\_\_\_  amount and type of employee training/orientation  
\_\_\_\_\_  workplace culture, support systems  
\_\_\_\_\_  other: \_\_\_\_\_

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- 2.13. Use a goal-directed strategy to prepare plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_  reconcile self-appraisal with environmental assessment  
          \_\_\_\_\_  identify long-range alternatives  
          \_\_\_\_\_  specify short-range goals  
          \_\_\_\_\_  set priorities and prepare an action plan  
          \_\_\_\_\_  develop a contingency plan  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.14. 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, get a Social Security card, learn how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)

**Carrying Out Personal and Career Plans**

- 2.15. Commit to pursue the project when carrying out plans related to personal or career goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.16. Choose to undertake new tasks and adapt to changes in routine when carrying out plans related to personal or career goals (e.g., general activities, school activities, leisure activities, living arrangements). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.17. Use evaluations to improve own performance when carrying out plans related to personal or career goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.18. Periodically monitor own progress in specific activities when carrying out plans related to personal or career goals (e.g., determine current status of plans, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.19. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.20. Adapt personal or career plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.21. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*
- 2.22. Communicate interest in participating in volunteer or work activities. (IF.B.1.Pa.1)  
Specify: \_\_\_\_\_  touch referent object                      \_\_\_\_\_  point to actual object  
          \_\_\_\_\_  verbalize or sign                                      \_\_\_\_\_  vocalize or gesture  
          \_\_\_\_\_  assistive/augmentative device                      \_\_\_\_\_  other: \_\_\_\_\_

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2.23. Accept and adapt to changes in routine when participating in volunteer or work activities. (IF.B.1.Pa.1)

**3. Demonstrate knowledge of career options.**

CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.

CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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3.1. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)

3.2. Identify specific jobs associated with various career clusters (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall hanger; marketing—cashier, salesperson; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

3.3. Identify advantages and disadvantages of specific occupations (e.g., stuffing envelopes—essential, repetitive; yard care—outdoors, varied tasks; recycling—helps environment, takes time to sort items, need transportation to collect; construction—outdoors, labor intensive, dangerous). (CL.C.1.In.1, CL.C.1.Su.1)

3.4. 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                      \_\_\_  work environment  
          \_\_\_  interaction with customers                      \_\_\_  other: \_\_\_\_\_

3.5. Identify entry-level skills needed to fulfill performance requirements for specific occupations (e.g., secretary—reading, writing, keyboarding; seamstress—sewing, taking measurements, using fractions; truck driving—reading maps, writing in travel logs, passing licensing exams; dishwasher—stacking dishes, loading trays, filling dispenser). (CL.C.1.In.1, CL.C.1.Su.1)

3.6. Identify trends in the local job market for different career clusters and occupations (e.g., need for computer skills; jobs related to environmental issues; hiring of the elderly, minorities, or the handicapped; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)

3.7. Evaluate present and future local job market of a specific career cluster or occupation. (CL.C.1.In.1, CL.C.1.Su.1)

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- 3.8. 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—certificates for first aid, CPR, and water safety instructor; medical records technician—Accredited Records Technician (ART) certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.9. Identify characteristics of 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: \_\_\_\_\_
- 3.10. Identify the differences between being paid by the hour and by salary (e.g., hourly wage—paid for time worked, possible overtime pay; salary—benefits, sick and vacation days, stable paycheck). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.11. Identify advantages and disadvantages of labor unions (e.g., improved employee benefits, higher salaries, legal protection, improved work conditions, costs, restrictions). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.12. Identify jobs in which labor unions commonly play an important role (e.g., welder, painter, brick layer, teacher, secretary, nurse, bus driver, plumber, pipe fitter). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.13. Identify jobs which are generally not associated with labor unions (e.g., waiter/waitress, landscaper, movie theater clerk, animal care worker). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.14. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security benefits, investment plans, overtime, maternity leave, contracts, unemployment benefits, minimum wage, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.15. Identify career advancement opportunities within specific occupations. (CL.C.1.In.1, CL.C.1.Su.1)

**4. Demonstrate understanding of entry-level job responsibilities and social competencies necessary for successful employment.**

- CL.C.2.In.1      plan and implement personal work assignments.
- CL.C.2.In.2      use appropriate technology and equipment to complete tasks in the workplace.
- 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.

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- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—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: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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### Personal Work Assignments

- 4.1. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, putting away dishes, cutting vegetables, feeding animals, watering plants). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.2. Follow a procedure to complete an assigned task (e.g., obtain necessary information, follow directions, begin promptly, apply instructions to task, check accuracy, complete on time). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.3. Use appropriate materials for completing a task (e.g., baking a pie—recipe, ingredients, oven; changing a tire—car jack, lug wrench, inflated tire). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.4. Use strategies to pace effort 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  
          \_\_\_  begin subtasks at designated times  
          \_\_\_  adjust to unforeseen circumstances  
          \_\_\_  other: \_\_\_\_\_
- 4.5. *Stay on task until its completion. (Social and Personal C 20: III)*
- 4.6. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 4.7. *Identify mistakes on task assignment with and without assistance. (Social and Personal C 26: V)*

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**Using Tools and Technology**

- 4.8. 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 separate areas for needed supplies and equipment  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.9. Select and use the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, references; painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, typewriter or computer). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.10. *Sort like objects. (Social and Personal C 19: II)*
- 4.11. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 4.12. Organize materials and supplies to complete work assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.13. 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, carry scissors with tips pointing down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.14. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 4.15. Clean and maintain tools and equipment (e.g., photocopier—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.16. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 4.17. Store tools, supplies, and equipment in appropriate areas (e.g., personal supplies in lockers, cleaning supplies in cupboard, tools in tool box). (CL.C.2.In.2, CL.C.2.Su.2)

**Reliability and Work Ethic**

- 4.18. Identify the characteristics and importance of being reliable when working (e.g., work is done efficiently, work is done consistently, work always meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace
- 4.19. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*

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- 4.20. Identify the characteristics and importance of being self-directed when working (e.g., keep self-motivated and enthusiastic, make decisions independently, set goals, do not procrastinate, pace work assignments). (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 4.21. Identify reasons for using time clocks (e.g., keep track of hours worked, verify paycheck, make sure of arriving and leaving on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.22. 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, tardiness, scheduling conflict  
\_\_\_\_\_  other: \_\_\_\_\_
- 4.23. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*
- 4.24. Identify consequences of not being punctual on the job (e.g., docked pay, loss of respect and trust, demotion, loss of job). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.25. Identify actions to take 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)
- 4.26. Identify behavior or activities on the job that may cause problems for the worker (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.27. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—be optimistic, work hard, don't talk negatively about projects or people, don't complain; negative attitude—be pessimistic, be lazy, make negative comments, complain about work load). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.28. Identify the benefits of a positive attitude towards a job (e.g., reduces stress, makes others more willing to work with you, improves relationships with co-workers and supervisors, makes job more enjoyable). (CL.C.2.In.3, CL.C.2.Su.3)

## Ensuring Health and Safety

- 4.29. 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)
- 4.30. Follow safety rules and procedures required for work performed (e.g., wear protective clothing, eyewear, smock, gloves; wear a hardhat; use an oven mitt; do not use electrical appliances near water). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.31. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*

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- 4.32. Identify the meaning of laws and regulations which help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—workers must be over 18 to operate dangerous machinery such as meat cutters, workers must acquire work permit if 15 or under, and employer must allow a 15-minute break for every four hours worked; Drug Free Workplaces—law 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)
- 4.33. Identify ways to get information about laws and regulations that protect the safety of workers (e.g., employee manuals, Occupational Safety and Health Administration, fire department). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.34. Identify materials and tools that should be found in the workplace to use in emergency situations at work (e.g., fire extinguisher, flashlight, candles, matches, first aid kits, battery-operated radio). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.35. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 4.36. Identify persons to ask for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.37. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 4.38. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

### **Employability Skills**

- 4.39. Identify generic employability skills necessary for optimal job performance (e.g., efficiency, accuracy, responsibility, dependability, communication skills, manual dexterity, reading ability, hand-eye coordination). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.40. Identify behaviors that do not comply with workplace policy (e.g., taking extended breaks, disrupting work area, being late, not adhering to company policy, making negative statements about supervisor or co-workers). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.41. *Identify the characteristics of a good employee. (Social and Personal C 23: IV)*
- 4.42. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 4.43. 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)

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- 4.44. Identify the characteristics and importance of being flexible when working (e.g., adapt to changes in time, expectations, and processes; compromise with others; be open to others' opinions). (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 4.45. Identify the characteristics and importance of paying attention to details when working (e.g., stay focused, meet expectations, practice quality assurance, impress supervisors). (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 4.46. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, treating authority figures with respect, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.47. 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.3, CL.C.2.Su.3)
- 4.48. Identify types of inappropriate physical contact with others within a work setting (e.g., hugging, patting, kissing, hitting, pushing). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.49. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 4.50. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.51. Interact appropriately with customers or clients (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.52. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 5. 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.

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Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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- 5.1. Complete an initial personal appraisal to determine current status. (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: \_\_\_\_\_
- 5.2. Complete a personal appraisal to determine career wants and desires. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_  analysis of current job-behavioral demands  
          \_\_\_  significance of various job elements—personal preferences  
          \_\_\_  values, skills, and abilities—professional/technical, managerial, personal  
          \_\_\_  insight into capabilities—personal qualities, developmental needs  
          \_\_\_  ideal job description  
          \_\_\_  preferred working environment  
          \_\_\_  ideal life-style  
          \_\_\_  career goals  
          \_\_\_  other: \_\_\_\_\_
- 5.3. Identify personal characteristics which affect preferred job choices (e.g., desire to please; ability to solve problems, communicate, and follow directions; cheerfulness; cooperation; acceptance of criticism; manual dexterity; hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.4. Identify personal strengths which affect realistic job choices (e.g., desire to please, problem solving, communication, self-management, following directions, cheerfulness, cooperation, accepting of criticism, manual dexterity, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.5. Identify personal limitations negatively affecting job choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)

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- 5.6. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., ambition, talents, skills, previous experiences, physical strengths). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.7. Evaluate the results of personal appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.8. Identify individual strengths and weaknesses which may affect realistic postsecondary educational opportunities and job choices (e.g., grades in school, study skills, motivation). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.9. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals—pet caregiver; gardening—landscaper). (IF.B.1.In.1, IF.B.1.Su.1)

**6. Demonstrate knowledge of options for high school diploma and requirements for post-school 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: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

physical assistance    full    partial                       assistive technology    full    partial

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- 6.1. Identify preferred goals relating to own plan for high school and postsecondary training (e.g., receiving a diploma, graduating by age 18, attending trade school, receiving an advanced degree). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.2. Describe 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)
- 6.3. Describe the characteristics of postsecondary education and training opportunities within career clusters available to provide the skills associated with specific job types (e.g., computer courses, apprenticeships, trade school). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.4. Demonstrate knowledge of diploma options and requirements for each diploma (e.g., standard diploma—number of credits, grade point average, pass HSCT or FCAT; special diploma—mastery of standards, number and types of courses). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.5. 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 many employers, but not by universities). (CL.C.1.In.1, CL.C.1.Su.1)

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6.6. Use knowledge and understanding of diploma options to plan high school course of study. (CL.C.1.In.1, CL.C.1.Su.1)

**7. Demonstrate knowledge of the role of self-advocacy in personal life and in the workplace.**

CL.C.1.In.2 identify individual rights and responsibilities in the workplace.

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: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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7.1. Demonstrate self-advocating behaviors (e.g., asking about available support, speaking up for oneself, voicing opinion). (CL.C.1.In.2, CL.C.1.Su.2)

7.2. Discriminate between examples and non-examples of self-advocating behavior in various situations (examples—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 oneself). (CL.C.1.In.2, CL.C.1.Su.2)

7.3. Identify factors that promote self-advocating behaviors in various situations (e.g., opportunities for self-advocacy, reinforcement for self-advocacy behaviors, training in self-advocacy). (CL.C.1.In.2, CL.C.1.Su.2)

Specify: \_\_\_  home    \_\_\_  school    \_\_\_  community    \_\_\_  workplace

7.4. Identify factors that inhibit self-advocating behavior in various situations (e.g., lack of opportunity for self-advocacy, lack of reinforcement for self-advocating behavior, lack of training in self-advocacy rigid authority). (CL.C.1.In.2, CL.C.1.Su.2)

Specify: \_\_\_  home    \_\_\_  school    \_\_\_  community    \_\_\_  workplace

7.5. Demonstrate self-advocacy in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: \_\_\_  home—family gathering, chores, meals  
          \_\_\_  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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7.6. Monitor use of self-advocating behaviors in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

- Specify: \_\_\_\_\_  home—family gathering, chores, meals  
\_\_\_\_\_  school—in class, between classes, extracurricular activities  
\_\_\_\_\_  community—events, organizations, services,  
\_\_\_\_\_  community—leisure activities, stores, restaurants, traveling  
\_\_\_\_\_  workplace—on the job, breaks  
\_\_\_\_\_  other: \_\_\_\_\_

**8. Demonstrate knowledge of own Individual Educational Plan, including participation in the team meeting, if appropriate.**

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

- \_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial
- 

8.1. Identify characteristics and purpose of an Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)

8.2. Identify the benefits of participation in own IEP meetings (e.g., in-school planning, post-school planning). (IF.B.1.In.1, IF.B.1.Su.1)

8.3. Identify steps in IEP development (e.g., determine desired long-term outcomes, determine a present level of performance, develop annual goals and related short-term objectives, assign responsibility for objectives). (IF.B.1.In.1, IF.B.1.Su.1)

8.4. Identify important areas to explore for transition planning. (IF.B.1.In.1, IF.B.1.Su.1)

- Specify: \_\_\_\_\_  employment  
\_\_\_\_\_  continuing education  
\_\_\_\_\_  community participation  
\_\_\_\_\_  independent living  
\_\_\_\_\_  agency support  
\_\_\_\_\_  daily living skills  
\_\_\_\_\_  other: \_\_\_\_\_

8.5. Identify required and optional IEP team members. (IF.B.1.In.1, IF.B.1.Su.1)

8.6. Identify sources of information about personal interests, preferences, strengths, and needs (e.g., interview, interest inventory, current IEP). (IF.B.1.In.1, IF.B.1.Su.1)

8.7. Identify desired long-term outcomes. (IF.B.1.In.1, IF.B.1.Su.1)

- Specify: \_\_\_\_\_  in-school—course of study, diploma, extracurricular activities  
\_\_\_\_\_  post-school—postsecondary training, employment  
\_\_\_\_\_  post-school—living arrangements, community participation

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- 8.8. Use the results of personal appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 8.9. Assist in identifying alternatives and choices available to reach the IEP goals and objectives. (IF.B.1.In.1, IF.B.1.Su.1)
- 8.10. Assist in identifying the risks and benefits of each option in the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 8.11. Assist in setting annual goals and objectives, considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 8.12. Apply self-advocacy and self-determination skills in 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)
- 8.13. Commit to engage in activities that are related to the IEP goals and objectives. (IF.B.1.In.2, IF.B.1.Su.2)
- 8.14. Undertake new tasks and adapt to changes in routine when carrying out plans related to the IEP goals and objectives. (IF.B.1.In.2, IF.B.1.Su.2)
- 8.15. Periodically monitor progress in a specific activity when carrying out the IEP goals and objectives (e.g., determine current status of plan, determine if on schedule or track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 8.16. Accept assistance with and participate in own IEP meeting. (IF.B.1.Pa.1)

**9. Demonstrate effective strategies and problem-solving skills to be used when completing tasks at school, in the home, and in the community.**

- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
- CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.
- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.Su.1 plan and implement personal work assignments—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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Indicate assistance necessary for mastery at participatory level:

\_\_\_\_ physical assistance  full  partial      \_\_\_\_ assistive technology  full  partial

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### Work Assignments

- 9.1. Use strategies to assist with the maintenance of on-task behavior. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_  work on only one task at a time  
          \_\_\_\_  pace self so tasks are completed on time  
          \_\_\_\_  do not take prolonged or unnecessary breaks  
          \_\_\_\_  reward yourself periodically for completing subtasks  
          \_\_\_\_  other: \_\_\_\_\_
- 9.2. Use strategies to maintain the expected level of productivity for the assignment or task. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_  use a timer or alarm clock to monitor time or deadlines  
          \_\_\_\_  keep a model of final product for reference  
          \_\_\_\_  use breaks appropriately  
          \_\_\_\_  other: \_\_\_\_\_

### Identifying Problems

- 9.3. Identify that a problem exists, a discrepancy between what is and what should or could be (e.g., work tasks continually being completed late, failure to stay on task, frequent mistakes on assigned tasks, frequent arguments with co-workers or family members). (CL.B.4.In.1, CL.B.4.Su.1)  
Specify: \_\_\_\_  home    \_\_\_\_  school    \_\_\_\_  community    \_\_\_\_  workplace
- 9.4. Identify possible reasons for existing problems (e.g., not understanding what is expected, not staying on task, frequent absences from work, insufficient time to complete tasks). (CL.B.4.In.1, CL.B.4.Su.1)  
Specify: \_\_\_\_  home    \_\_\_\_  school    \_\_\_\_  community    \_\_\_\_  workplace
- 9.5. Predict possible outcomes associated with specific problems (e.g., will not gain respect of others, may be passed over for promotions, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)  
Specify: \_\_\_\_  home    \_\_\_\_  school    \_\_\_\_  community    \_\_\_\_  workplace

### Solving Problems

- 9.6. Apply a general model for solving real problems (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.2, CL.B.4.Su.2)  
Specify: \_\_\_\_  home    \_\_\_\_  school    \_\_\_\_  community    \_\_\_\_  workplace

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- 9.7. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)  
Specify setting: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 9.8. 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; poor evaluation by a supervisor—need to improve performance). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.9. 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.2, CL.B.4.Su.2)
- 9.10. Apply the strategy of troubleshooting for problems in which the cause is not easily seen (e.g., anticipating schedule conflicts prior to scheduling, identifying problem areas in the assembly line process). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.11. Apply creative thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation for greater production; personal life—decorate for a party, paint a room, cook for a dinner party). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.12. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify behaviors that lead to desired performance; work—identify techniques used by most productive employee, use these techniques to improve own performance; personal life—identify crowd that does not use drugs, identify their refusal skills, and use same tactics when offered drugs). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.13. Analyze possible outcomes associated with specific problems (e.g., truancy—miss lectures and homework assignments, serve detention, have trouble with parents and school; arguments with co-workers—will not gain respect of others, may be passed over for promotions, may be demoted; body odor—poor hygiene, social isolation). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.14. Identify alternative courses of action for solving a particular problem (e.g., gained 10 pounds—start exercise program, talk to a physician, eat healthier foods according to the Food Guide Pyramid). (CL.B.4.In.1, CL.B.4.Su.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace
- 9.15. Select the most appropriate alternative or strategy for solving a specified problem. (CL.B.4.In.2, CL.B.4.Su.2)  
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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- 9.16. Complete identified tasks to solve problems at home, school, or 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)
- 9.17. Seek assistance when needed to solve problems at home, school, or work (e.g., difficulty completing work task—consult supervisor, co-workers, references). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.18. Describe effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Did this process negatively impact anyone else?). (CL.B.4.In.2, CL.B.4.Su.2)
- 9.19. Accept assistance with and participate in solving problems encountered in routine tasks at home, school or in the community. (CL.B.4.Pa.1)

**10. Demonstrate knowledge of contributing factors for positive self-esteem and personal feelings of efficacy.**

- 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: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

- physical assistance     full     partial                       assistive technology     full     partial
- 

- 10.1. Identify ways that planning and goal-setting affect one’s feeling of self-control and effectiveness (e.g., anticipate problems, work around barriers, make own choices). (IF.B.1.In.1, IF.B.1.Su.1)
- 10.2. Identify ways that lack of planning can result in negative outcomes for personal situations (e.g., may not have enough time or resources, can’t handle emergencies, may lack direction). (IF.B.1.In.1, IF.B.1.Su.1)
- 10.3. Identify behaviors that reflect positive self-esteem (e.g., interacts easily with new people, makes positive comments about self, sets high goals for self). (IF.B.2.In.1, IF.B.2.Su.1)
- 10.4. Discriminate between examples and non-examples of behaviors that demonstrate self-esteem (examples—having self-confidence to say no to peer pressure, setting high yet attainable goals; non-examples—having a negative attitude about self, lacking self-confidence). (IF.B.2.In.1, IF.B.2.Su.1)

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10.5. Identify factors that promote feelings of self-esteem (e.g., supportive family, opportunities for making choices, positive reinforcement for success). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace

10.6. Identify factors that inhibit feelings of positive self-esteem (e.g., lack of opportunities for reinforcement, lack of training in self-esteem, lack of reinforcement for self-esteem, excessive criticism). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  home \_\_\_\_\_  school \_\_\_\_\_  community \_\_\_\_\_  workplace

10.7. Use behaviors that reflect positive self-esteem in various situations. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home—family gatherings, chores, meals  
\_\_\_\_\_  school—in class, between classes, extracurricular activities  
\_\_\_\_\_  community—events, organizations, services  
\_\_\_\_\_  community—leisure activities, stores, restaurants, traveling  
\_\_\_\_\_  workplace—on the job, breaks  
\_\_\_\_\_  other: \_\_\_\_\_

10.8. Monitor own feelings of self-esteem in various situations. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  home—family gatherings, chores, meals  
\_\_\_\_\_  school—in class, between classes, extracurricular activities  
\_\_\_\_\_  community—events, organizations, services  
\_\_\_\_\_  community—leisure activities, stores, restaurants, traveling  
\_\_\_\_\_  workplace—on the job, breaks  
\_\_\_\_\_  other: \_\_\_\_\_

**11. Demonstrate personal care skills that meet demands of situations at school, in the home, in the workplace, and in the community.**

IF.A.1.In.2 complete personal care, health, and fitness activities.

IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.

IF.A.1.Pa.2 participate in personal care, health, and safety routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance  full  partial                      \_\_\_ assistive technology  full  partial

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**Course Number: 7921330 - Career Education: 9-12**

**Grooming and Hygiene**

11.1. Identify personal care activities involved in grooming and hygiene. (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: \_\_\_\_\_  hair—shampooing, drying, combing, styling, cutting  
\_\_\_\_\_  nails—cutting, polishing, cleaning, filing  
\_\_\_\_\_  cosmetics—applying, removing  
\_\_\_\_\_  shaving  
\_\_\_\_\_  washing and bathing  
\_\_\_\_\_  toileting  
\_\_\_\_\_  menstrual care  
\_\_\_\_\_  other: \_\_\_\_\_

11.2. Demonstrate skills related to grooming and hygiene when completing personal care activities (e.g., hair—knowing desired length and style, knowing the difference between shampoo and conditioner; nails—knowing desired length, knowing how to clean and file; cosmetics—knowing where each type of cosmetic is applied, knowing how to remove cosmetics; shaving—knowing about different types of shavers, and skin conditions; hand washing—when hands are dirty, before meals, after the bathroom is used; bathing—at least once a day [morning or evening], after a sporting event, after playing outdoors; using the toilet—before getting in the car for a long trip, before bed, after meals; dental hygiene—brush teeth after meals, when you wake up, and before you go to bed, floss teeth daily, get teeth cleaned at the dentist every six months; menstrual hygiene—use products monthly as needed). (IF.A.1.In.2, IF.A.1.Su.2)

11.3. *Distinguish between appropriate dress for school, work, and leisure activities.* (Social and Personal A 7: V)

11.4. Accept assistance with and participate in routine personal care activities involving grooming and hygiene. (IF.A.1.Pa.1)

Specify: \_\_\_\_\_

**Motor Control and Self-Management**

11.5. Identify personal care needs involved in motor control and managing self. (IF.A.1.In.2, IF.A.1.Su.2)

- Specify: \_\_\_\_\_  strength, stamina, endurance, and muscular flexibility  
\_\_\_\_\_  postural alignment for sitting, standing, lifting, and movement  
\_\_\_\_\_  proximity to objects  
\_\_\_\_\_  other: \_\_\_\_\_

11.6. Demonstrate specific skills in completing personal care activities needed for motor control or managing self (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift). (IF.A.1.In.2, IF.A.1.Su.2)

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- 11.7. Accept assistance with and participate in routine activities that involve motor control and managing self (If.A.1.Pa.2)  
Specify activities: \_\_\_\_\_

**Nutrition**

- 11.8. Identify when health care activities are needed for nutrition (e.g., when decreasing food intake, when increasing food intake, when maintaining weight, when planning meals for a week, when making a grocery list). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.9. Demonstrate specific skills in completing health care activities involving nutrition (e.g., preparing nutritious snacks or meals, limiting the amount of intake, using the Food Guide Pyramid when planning meals, using knowledge of serving sizes, interpreting nutritional information on packages). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.10. Use strategies related to nutrition when completing health care activities effectively and efficiently and on a regular basis (e.g., keep a list of nutritious meals according to the Food Guide Pyramid; pre-measure servings—make and freeze hamburger patties ahead of time; use measuring devices to serve food—one-half cupful of mashed potatoes; purchase perishable food in small amounts; ask a friend or relative). (IF.A.1.In.2, IF.A.1.Su.2)

**Health Care and Wellness**

- 11.11. Identify common health care issues involving diseases. (IF.A.1.In.2, IF.A.1.Su.2)  
Specify: \_\_\_\_\_  identification of communicable diseases and symptoms  
\_\_\_\_\_  knowledge of how diseases are transmitted and incubation periods  
\_\_\_\_\_  preventative measures and ways to avoid contact  
\_\_\_\_\_  possible treatments for communicable diseases  
\_\_\_\_\_  other: \_\_\_\_\_
- 11.12. Identify when first aid is needed (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when somebody is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.13. Demonstrate specific skills in giving first aid (e.g., wrapping a bandage properly, cleaning cuts and wounds properly, applying gauze and tape to a wound properly, using knowledge of the methods of stopping bleeding, knowing when not to move an injured person, knowing when medical assistance is needed, knowing how to contact medical assistance). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.14. Use strategies to provide first aid effectively and efficiently and on a regular basis (e.g., keep first aid supplies and guide stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.15. Accept assistance with and participate in health care activities involving treatment and control of diseases and first aid. (IF.A.1.Pa.2)

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**Wellness**

- 11.16. Identify health care related to wellness (e.g., wellness plan, preventative medical and dental care, social activities). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.17. Demonstrate specific skills in completing health care activities involving wellness (e.g., developing a wellness plan, identifying specific health problems, describing problems to a doctor or medical assistant, using knowledge of nonprescription medicines for minor aches and pains, knowing what doctor to call for a specific problem, knowing the type of fitness program appropriate for your personal abilities). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.18. Use strategies related to wellness to complete health care activities effectively and efficiently and on a regular basis (e.g., develop a wellness routine and follow it, participate in wellness activities with a friend, keep drugs stored together, check expiration dates on nonprescription drugs every six months, ask doctor and dentist to send out reminders for annual physicals or six-month checkups, ask a friend or relative for advice). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.19. Accept assistance with and participate in wellness activities. (IF.A.1.Pa.2)  
Specify: \_\_\_\_\_

**Tobacco, Alcohol, and Other Drug Abuse**

- 11.20. Identify health care activities that prevent tobacco, alcohol, and other drug abuse (e.g., taking only specified amount of prescription and nonprescription drugs; knowing the dangers of tobacco, alcohol, and other drug abuse; knowing when prescription or nonprescription drugs should be taken; knowing the effects of smoking). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.21. Use strategies related to the prevention of tobacco, alcohol, and other drug abuse effectively and efficiently and on a regular basis (e.g., keep a list of names and dosages of all prescription medications in wallet or purse with dates to renew prescriptions; keep a list of recommendations or warnings with the prescriptions you take regularly—take with food, do not drink alcohol; join a support group for tobacco, alcohol, or other drug abusers if needed; get advice from a trusted friend, relative, or doctor). (IF.A.1.In.2, IF.A.1.Su.2)
- 11.22. Accept assistance with and participate in activities related to prevention of tobacco, alcohol, and other drug abuse. (IF.A.1.Pa.2)  
Specify : \_\_\_\_\_

**Disability Awareness**

- 11.23. Demonstrate specific skills in completing health care activities involving disability awareness (e.g., correctly using equipment and assistive or adaptive devices, administering self-medication, finding assistance with disability needs). (IF.A.1.In.2, IF.A.1.Su.2)

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11.24. Use strategies related to disability awareness to complete health care activities effectively and efficiently and on a regular basis (e.g., store instructions for adaptive or assistive equipment in one place, keep all papers related to eligibility for various services in a safe place, join an advocacy group, get on a mailing list of disability advocacy groups, ask friends with similar disabilities, keep a list of agencies to call for assistance or to answer questions—hot line or referral line). (IF.A.1.In.2, IF.A.1.Su.2)

**Exercise**

11.25. Identify when exercise programs are needed (e.g., to lose weight; to maintain weight; to gain muscle; to lower blood pressure; to lower cholesterol; to strengthen heart, lungs, and muscles; to reduce stress). (IF.A.1.In.2, IF.A.1.Su.2)

11.26. Use strategies to participate in exercise programs effectively and efficiently and on a regular basis (e.g., ask a doctor for a fitness plan, set up a schedule for regular exercise and follow it, exercise with a buddy, join an exercise group at local YMCA or community center, watch and follow along with an exercise program or exercise video). (IF.A.1.In.2, IF.A.1.Su.2)

11.27. Accept assistance with and participate in exercise routines. (IF.A.1.Pa.2)  
Specify: \_\_\_\_\_

**12. Demonstrate knowledge of skills and concepts involved in personal money management (e.g., budgets, banking, salaries, credit, taxes).**

IF.A.1.In.1 complete productive and leisure activities used in the home and community.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—  
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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12.1. Demonstrate skills in completing productive activities involving managing money and personal finances (e.g., donating money to charities; filing taxes; counting money or check amount to deposit; opening a savings or checking account; reviewing and paying monthly bills and statements; storing information regarding personal finances; knowing how much money is in your savings or checking account; knowing to account for food, bills, and unexpected events when preparing a budget; knowing tax regulations). (IF.A.1.In.1, IF.A.1.Su.1)

12.2. Use strategies related to managing money and personal finances to complete productive activities effectively and efficiently and on a regular basis (e.g., deposit checks immediately upon receipt, use direct deposit for payroll and/or benefits checks, mark due dates of recurring bills on calendar, pay bills immediately upon receipt, pay bills at regularly scheduled times—first and fifteenth of the month). (IF.A.1.In.1, IF.A.1.Su.1)

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- 12.3. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with financial needs. (IF.A.2.In.1, IF.A.2.Su.1)
- 12.4. Select the community agency, business, or other resource that will meet (or is most likely to meet) individual needs for assistance with finances (e.g., high interest savings account, high interest checking account, low or no monthly fees, low interest loans). (IF.A.2.In.1, IF.A.2.Su.1)
- 12.5. Demonstrate the specific knowledge and skills that are required to use and benefit from a financial service (e.g., knowledge of loans, knowledge of insurance, knowledge of banking and financial terminology, knowledge of how to manage a checking account). (IF.A.2.In.1, IF.A.2.Su.1)
- 12.6. Document activities or transactions performed to accomplish personal money management (e.g., keep an accurate account balance, keep track of daily expenditures, enter deposits when made). (IF.A.1.In.1, IF.A.1.Su.1)
- 12.7. *Complete a check and deposit slip and record in check register. (Mathematics E 44: VI)*
- 12.8. *Complete forms associated with a savings account. (Mathematics E 45: VI)*
- 12.9. Determine the total cost of items to accomplish functional tasks (e.g., determining how much you spent for the project, determining how much more money is needed to purchase the items). (CL.B.3.In.2, CL.B.3.Su.2)
- 12.10. Compare the cost of two items to accomplish functional tasks (e.g., determining the least expensive brand in a grocery store, determining how much it would cost to buy the name brand). (CL.B.3.In.2, CL.B.3.Su.2)
- 12.11. *Solve applied problems involving comparison shopping. (Mathematics E 46: VII)*
- 12.12. Solve problems involving purchases with a discount to accomplish functional tasks (e.g., determining cost if shirt is 30% off, determining cost of an item with a rebate). (CL.B.3.In.2, CL.B.3.Su.2)
- 12.13. Solve problems involving rate of interest and sales tax to accomplish functional tasks (e.g., interest on a student loan, sales tax on books). (CL.B.3.In.2, CL.B.3.Su.2)
- 13. Demonstrate safe travel skills within and beyond the community including using public or private transportation if appropriate.**
- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
- IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance    full    partial                      \_\_\_ assistive technology    full    partial

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### General Travel Skills

- 13.1. Demonstrate basic personal safety skills when traveling to and from school, work, or community location (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don't put hands outside windows, 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)
- 13.2. Find a desired location in the community by street signs (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.3. Find a desired location in the community by building or house number (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.4. Use available modes of transportation to reach desired locations in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.5. Practice safety procedures when moving about in the community (e.g., follow detour and rerouting signs near construction and repair sites, wear a helmet when biking, obey traffic signals, face traffic, use sidewalks or bike lanes, use crosswalks). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.6. Move about familiar environments purposefully with assistance. (IF.A.2.Pa.2)

### Traveling by Bus

- 13.7. Obey traffic signs (e.g., stop lights, stop signs, railroad crossings, pedestrian crosswalks, yield signs). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.8. Signal a bus to stop from numeral and destination names appearing on the bus. (IF.A.2.In.2, IF.A.2.Su.2)
- 13.9. Use maps to travel on a bus and other mass transit systems as appropriate to the community (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)
- 13.10. Schedule and plan trips according to bus, train, and airline schedules (e.g., determine destination; determine dates and times needed to travel; obtain schedules; determine best bus, train, or flight in relation to needs; call to arrange travel). (IF.A.2.In.2, IF.A.2.Su.2)

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**Driving an Automobile**

- 13.11. Accept assistance with and participate in traveling from one location to another by bus or other mass transit system. (IF.A.2.Pa.2)  
Specify: \_\_\_\_\_
- 13.12. Demonstrate basic automotive maintenance skills (e.g., checking oil, tires, power steering, radiator, battery, windshield washer fluid). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.13. List items which should be checked routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, level of air in tires, washer fluid, battery). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.14. 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 fuel tank cap; lift gas nozzle; push handle up on pump; place nozzle in fuel tank; fill; replace nozzle on gas pump; replace fuel tank cap; close fuel tank door, pay for gas). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.15. Explain the need for auto insurance and the consequences for non-compliance (e.g., need—protection from lawsuits, coverage of cost of repairs to own vehicle, coverage of cost of repairs to another vehicle, compliance with laws, coverage of costs of hospital bills if injured; consequences—lawsuits, fines, jail time, costs if in an accident and uninsured). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.16. Describe the steps to take when involved in an accident (e.g., call police, produce operator's license and car registration, obtain copy of police report, call insurance company, obtain three estimates for repairs). (IF.A.2.In.2, IF.A.2.Su.2)
- 13.17. Obey parking signs (e.g., handicapped spaces, time limits, no parking, loading zones). (IF.A.2.In.2, IF.A.2.Su.2)

**14. Demonstrate understanding of appropriate activities for recreation and leisure.**

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—  
with guidance and support.
- IF.A.1.Pa.1 participate in routines of productive and leisure activities used in the home and  
community—with assistance.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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- 14.1. Set personal goals related to leisure activities (e.g., join a recreational sports team, read self-help books). (IF.A.1.In.1, IF.A.1.Su.1)
- 14.2. Demonstrate knowledge and skills needed to participate in a variety of leisure and recreation activities. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  games                      \_\_\_\_\_  hobbies                      \_\_\_\_\_  sports  
                  \_\_\_\_\_  outdoor activities                      \_\_\_\_\_  entertainment  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 14.3. Use various sources to gain information about community service agencies, businesses, or other resources that assist individuals with recreation needs. (IF.A.2.In.1, IF.A.2.Su.1)
- 14.4. Select the community service agency, business, or other resource that will meet (or is most likely to meet) individual requests for assistance with recreation needs (e.g., cost effectiveness, proximity, accessibility, positive reputation). (IF.A.2.In.1, IF.A.2.Su.1)
- 14.5. Demonstrate the specific knowledge and skills that are required to use and benefit from a particular recreation service (e.g., movies—access to transportation and start times; libraries—library card, knowledge of numbering systems, literacy). (IF.A.1.In.1, IF.A.1.Su.1)
- 14.6. Accept assistance with and participate in leisure and recreation activities. (IF.A.1.Pa.1)  
Specify activity: \_\_\_\_\_

**15. Demonstrate knowledge of the nature and importance of community involvement and participation for all citizens.**

- IF.A.2.In.1        select and use community resources and services for specified purposes.
- IF.A.2.Su.1        use community resources and services for specified purposes—with guidance and support.
- IF.A.2.Pa.1        participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

- \_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial
- 

- 15.1. Demonstrate skills in completing productive activities in the community involving citizenship (e.g., discussing politics, public issues, and current events; voting in an election; working with others; obeying rules and laws). (IF.A.1.In.1, IF.A.1.Su.1)
- 15.2. Use strategies related to citizenship to complete productive activities in the community effectively and efficiently and on a regular basis (e.g., mark election days on calendar, keep articles from newspaper or video clips of candidates' views on issues, carry driver's license at all times, ask trusted friend or relative). (IF.A.1.In.1, IF.A.1.Su.1)

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- 15.3. Demonstrate skills in completing productive activities in the community involving community organizations (e.g., working with others, following the guidelines of the organization, asking others for assistance, knowing what organizations do, knowing how to join an organization, identifying the officers and leaders of organizations or groups, determining guidelines for membership). (IF.A.1.In.1, IF.A.1.Su.1)
- 15.4. Use strategies related to finding community organizations to complete productive activities in the community effectively and efficiently and on a regular basis (e.g., look at membership list of group to see if they are people who share your interests, ask members of the organization how they like it, read information, view video tapes about the group, ask a trusted friend or relative). (IF.A.2.In.1, IF.A.2.Su.1)
- 15.5. Demonstrate skills in completing productive activities in the community involving community members and neighbors (e.g., working with others; showing concern for others; planning a picnic—selecting food, inviting others to attend, preparing food). (IF.A.1.In.1, IF.A.1.Su.1)
- 15.6. Accept assistance with and participate in activities involving the use of community resources. (IF.A.2.Pa.1)  
Specify activity: \_\_\_\_\_

**16. Demonstrate effective communication skills for use in school, home, workplace, and community settings.**

- 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.  
CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

- \_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial
- 

**Using Written Communication**

- 16.1. Use the appropriate format for documents and written communications to accomplish functional tasks in the workplace. (CL.B.2.In.1, CL.B.2.Su.1)  
Specify: \_\_\_  note or e-mail—brief message to co-worker or supervisor  
          \_\_\_  memo—announce an event to your customers  
          \_\_\_  letter—business, response to complaint, request for information  
          \_\_\_  report—progress report, business plan  
          \_\_\_  other: \_\_\_\_\_

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16.2. Write a message to accurately record information from telephone calls or personal conversations. (CL.B.2.In.2, CL.B.2.Su.2)

Specify: \_\_\_\_\_  caller's name                      \_\_\_\_\_  date  
                  \_\_\_\_\_  who they represent                      \_\_\_\_\_  time  
                  \_\_\_\_\_  phone number                      \_\_\_\_\_  message  
                  \_\_\_\_\_  other: \_\_\_\_\_

16.3. List information (*who, what, when, and where*) of a given message. (Writing D 11: VI)

16.4. Write and address an envelope. (Writing D 12: VI)

16.5. Use an appropriate source to obtain written information for a work assignment (e.g., manuals, procedures documents, operating instructions, schedules, policies). (CL.B.1.In.2, CL.B.1.Su.2)

**Communication Skills**

16.6. Use voice and fluency appropriate for the social situation (e.g., eating meals, attending a religious service, cheering at a sports event, walking in the halls in school). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: \_\_\_\_\_  tone of voice                      \_\_\_\_\_  pitch  
                  \_\_\_\_\_  fluency (rate and rhythm)                      \_\_\_\_\_  loudness  
                  \_\_\_\_\_  duration                      \_\_\_\_\_  other: \_\_\_\_\_

16.7. Use critical listening skills (e.g., listening for content; paying attention to cues—first, second..., in summary, the most important thing to remember is; linking to prior knowledge and experiences; considering emotional meaning). (CO.A.1.In.1, CO.A.1.Su.1)

16.8. Use strategies to improve listening (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)

16.9. Use appropriate language to express need for assistance in various situations (e.g., ask for help, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace

16.10. Respond appropriately to actions and expressions of emotions of others in various situations (e.g., use "I" statements, make apologies, acknowledge discrepancy between actions and statements, ask if you can help, ignore or leave the person alone). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace

16.11. Respond to environmental and social cues to change behavior in various situations (e.g., getting quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)

Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace

16.12. Respond to other's generosity by stating appreciation (e.g., thank the person, tell person how much you like the gift or action, let the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)



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16.22. Use feedback to make changes (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace

16.23. Give effective feedback to others (e.g., “You are doing great.” “Try to do five more.” “You need to try to throw the ball straight by looking where you are throwing.” “You did well on your test.” “Keep up the good work.” “Study for an extra hour each night.”). (CO.A.1.In.1, CO.A.1.Su.1)  
Specify: \_\_\_\_\_  home    \_\_\_\_\_  school    \_\_\_\_\_  community    \_\_\_\_\_  workplace

**17. Demonstrate personal and social skills, including working in groups and conflict resolution, necessary for success on the job and in the community.**

- 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.1.Pa.1      participate effectively in group situations—with assistance.
- 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.
- SE.A.2.Pa.1      engage in routine patterns of interaction with others when participating in daily activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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### Skills for Working in Groups

- 17.1. Demonstrate behaviors that contribute positively to group effort (e.g., coming on time, 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, showing self-control when disagreeing, 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)
- 17.2. Demonstrate appropriate actions to use when joining a group (e.g., ask permission, wait for a convenient time, do not interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.3. Demonstrate steps for group problem solving (e.g., discuss the problem, individually list possible causes, record individual group members' suggestions and clarifications, determine most likely cause(s), implement corrective action or solution, report results, move onto the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.4. Volunteer for and assist in the completion of tasks requiring group effort (e.g., volunteering for Special Olympics programs, participating in fund-raisers, taking part in charities, organizing a dance, decorating for a club or organization). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.5. Demonstrate responsibilities individuals have to their friends, peers, and co-workers (e.g., keeping a trusting relationship, being dependable, not talking behind others' backs, helping others through hard times, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.6. Use appropriate interpersonal communication skills when working in a group (e.g., check for understanding, express opinions, state beliefs, provide input, speak while no one else is speaking, accept criticisms, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.7. Demonstrate behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of a lineup, exhibiting fair play and sportsmanship, 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)
- 17.8. *Cooperate with peers. (Social and Personal G 51: III)*
- 17.9. Accept assistance with and participate in group situations. (SE.A.1.Pa.2)  
Specify: \_\_\_\_\_

### Interpersonal Communication Skills

- 17.10. Demonstrate behavior that meets the responsibilities of the role taken by the individual in the group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 17.11. Use appropriate techniques to invite a peer to join a group (e.g., gain attention, check if interested, give time to consider invitation and respond, show appreciation, show understanding if refused). (SE.A.2.In.1, SE.A.2.Su.1)

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- 17.12. Display acceptance for people with characteristics different from one's own (e.g., accepting them into a group, inviting them to join a group, being friendly and courteous, taking their views into consideration, keeping an open mind about others, not criticizing others). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.13. Recognize and display sensitivity to others' feelings (e.g., wait until upset person is ready to talk, show concern for upset person, let person know you are there to talk to, show joy for happy person, help a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.14. Initiate interactions with peers, family, co-workers, and friends (e.g., saying hello, introducing yourself, asking another's name, identifying your role in the community, explaining your hobbies and interests). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.15. Use actions of others as social cues for appropriate behavior (e.g., wait to start eating until all have been served, let others go first when waiting in line, do not sit down until all are seated). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.16. Respond appropriately to humorous situations (e.g., telling jokes—laugh, smile, giggle, do not laugh loudly). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.17. Respond appropriately to situations involving teasing (e.g., ignore, ask person to stop, call for assistance). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.18. Demonstrate respect for others' rights and property (e.g., do not touch others' personal belongings, do not trespass on others' property, do not damage others' property, respect others' privacy). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.19. Offer assistance to peers (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)
- 17.20. Display self-control in social situations (e.g., controls temper, accepts friendly teasing, accepts disappointments, accepts constructive criticism). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.21. Accept assistance with and participate in appropriate interaction with others. (SE.A.2.Pa.1)  
Specify: \_\_\_\_\_

**Physical Contact**

- 17.22. Demonstrate behaviors that represent appropriate physical contact from others (e.g., casual greetings—shaking hands; display of friendships—patting on back, shaking hands, giving a hug; display of love—giving a hug, giving a kiss). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.23. Use effective responses to inappropriate physical contact from others that will protect oneself (e.g., ask person to stop, walk away from person, back away from person, ask for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

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- 17.24. Ask for assistance if one experiences inappropriate physical contact from others (e.g., call for a neighbor’s help, ask a peer for help, ask a family member for help, call for a teacher’s assistance, call a police officer for help, ask a pedestrian for assistance). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.25. Accept assistance with and participate in refusing inappropriate physical contact from others. (SE.A.2.Pa.1)

**Conflict Resolution**

- 17.26. Use conflict resolution skills when faced with a problem (e.g., identify the conflict; deal with feelings; pinpoint the cause of conflict; choose a strategy to resolve the conflict—avoidance, delay, confrontation, negotiation, collaboration; allow time for negotiation). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.27. Identify characteristics of the diverse nature of human conflicts (e.g., how some goals may exclude or limit other goals, how conflict can have both positive and negative results, how some conflict is irrational and may be a result of misunderstanding or short-sightedness). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.28. Identify the benefits of effective negotiation (e.g., improved relationships, increased productivity, increased personal competence). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.29. Identify characteristics of a successful negotiator (e.g., planning skills, ability to think clearly under stress, communication skills, personal integrity, ability to perceive and use power effectively). (SE.A.2.In.1, SE.A.2.Su.1)
- 17.30. Use skills when faced with a problem (e.g., determine the magnitude of the conflict; identify benefits gained from the resolution; establish acceptable negotiating guidelines; establish ground rules for time, commitment to the process, who will serve as the mediator, and confidentiality; use strategy and tactics for a win-win resolution; reach terms that both sides will accept). (SE.A.2.In.1, SE.A.2.Su.1)

**Leadership Skills**

- 17.31. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, being knowledgeable, being respected, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)
- 17.32. Identify the effects that different kinds of leaders have on a group’s effectiveness. (SE.A.1.In.2)  
Specify: \_\_\_\_\_  supportive leaders—more participation by group members  
          \_\_\_\_\_  controlling leaders—group members may operate in fear  
          \_\_\_\_\_  negligent leaders—group members may not stay on task  
          \_\_\_\_\_  other: \_\_\_\_\_

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17.33. Identify behaviors that are used by leaders to keep group on task (e.g., set goals and objectives, set standards, exchange information, process information, plan for action, keep lines of communication open). (SE.A.1.In.2)

**Functioning in Organizations**

17.34. Identify organizations in which individuals may participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, correction facilities, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)

17.35. Identify common characteristics of formal organizations (e.g., structures, rules, authority, sanctions for failure to abide by rules). (SE.A.1.In.3, SE.A.1.Su.2)

17.36. Identify existing rules and code of conduct that must be followed for individuals to participate within organizations. (SE.A.1.In.3, SE.A.1.Su.2)

Specify: \_\_\_\_\_  policy manuals  
\_\_\_\_\_  rules and regulations  
\_\_\_\_\_  security systems  
\_\_\_\_\_  other: \_\_\_\_\_

17.37. Identify expectations of behavior within formal organizations. (SE.A.1.In.3, SE.A.1.Su.2)

Specify: \_\_\_\_\_  school                      \_\_\_\_\_  community

17.38. Demonstrate behavior that meets the expectations of the organization. (SE.A.1.In.3, SE.A.1.Su.2)

Specify: \_\_\_\_\_  schools                                      \_\_\_\_\_  agencies  
\_\_\_\_\_  businesses    \_\_\_\_\_  institutions  
\_\_\_\_\_  workplace    \_\_\_\_\_  other: \_\_\_\_\_

17.39. Demonstrate behavior that complies with the existing rules and code of conduct of the 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 tobacco, alcohol, and other drugs in the organization). (SE.A.1.In.3, SE.A.1.Su.2)