

### Attachment Three:

- Vocational Employability Skills for Youth 9001820
- Business Keyboarding and Career Planning 8200130
- Exploring Production Technology & Career Planning TBA
- Social Studies 6-8 & Career Planning 7821020

**Florida Department of Education  
CURRICULUM FRAMEWORK**

<b>Program Title:</b>	Vocational Employability Skills for Youth
<b>Program Type:</b>	Secondary
<b>Occupational Area:</b>	Instructional Support Services
<b>Components:</b>	N/A
<b>Program Numbers:</b>	<b>9001820</b>
<b>CIP Number:</b>	1199.0007SN
<b>Grade Level:</b>	7-12, 30, 31
<b>Course Length:</b>	<a href="#">One Semester or the equivalent of one-half a school year</a>
<b>Certification:</b>	ANY VOCATIONAL FIELD OR COVERAGE ANY FIELD WHEN CERT REFLECTS BACHELOR OR HIGHER
Facility Code:	272

I. **PURPOSE:** The purpose of this program is to provide vocational education competencies for youthful offenders. Basic practical and job preparatory instruction is provided in the competencies necessary for a better understanding of the world of work and for entry-level job employment. The specific program content includes measurable components from any of the vocational program areas with heavy emphasis on work ethics and employability skills.

II. **PROGRAM STRUCTURE:** This program is intended to provide short-term occupational education for individuals in residence within youthful offenders' institutions, usually for a 4 to 12 month duration. The objective is to provide a foundation of survival skills for a transition into entry-level employment and/or additional on-the-job training.

III. **SPECIAL NOTE:**

[The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.](#)

[\\*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.](#)

Primary emphasis will be given to the diagnosis of the individual's interest and aptitude, followed by involvement in appropriate occupational competencies, consistent with the individual's education level. This program is designed to allow the institution's vocational department in cooperation with the Division to develop student performance standards for specific instructional components based upon identified occupational titles in any of the

program areas of Agri-science and Natural Resources, Business Technology, Diversified, Health Science, Family and Consumer Sciences, Industrial, Marketing, Public Service, and Technology Education. This curriculum framework and the adopted student performance standards will be the basis for program operation and program review. The specialized student performance standards will be based upon:

1. Serving the special needs of institution's clients with an average time of stay of 4 to 6 months.
2. Organized instruction provided by a qualified instructor.
3. Input from a program advisory committee composed of representatives of business and industry.
4. Documentation for evaluation and accountability purposes.

Laboratory Activities: Appropriate laboratory activities are an integral part of this course.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and high-order thinking skills.

Equipment List: Equipment for this program is based on the vocational program(s) being offered.

IV. **INTENDED OUTCOMES:** After successfully completing appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

- 01.0 Demonstrate realistic employment goals.
- 02.0 Demonstrate employability skills.
- 03.0 Manage interpersonal relationships.
- 04.0 Use appropriate equipment and supplies safely and correctly.
- 05.0 Demonstrate competencies identified for a specific program component.

#### **OPTIONAL**

- 06.0 Demonstrate acquired skills through on-the-job training.

**Florida Department of Education  
STUDENT PERFORMANCE STANDARDS**

**Program Title:** Vocational Employability Skills for Youth  
**Secondary Number:** 9001820  
**Postsecondary Number:** N/A

Occupational Completion Point A

01.0 DEMONSTRATE REALISTIC EMPLOYMENT GOALS--The student will be able to:

- 01.01 Express personal strengths and weaknesses, including social adjustments and cognitive abilities.
- 01.02 Match interests and abilities with potential careers.

02.0 DEMONSTRATE THE COMPETENCIES OF EMPLOYABILITY SKILLS--The student will be able to:

- 02.01 Describe steps in a job search.
- 02.02 Complete a job application.
- 02.03 Interview for a job.
- 02.04 Follow time management rules.
- 02.05 Demonstrate the ability to follow directions.
- 02.06 Understand the benefits and responsibilities associated with successful employment.
- 02.07 Apply problem-solving strategies to real life situations.
- 02.08 Describe steps in resigning from a job.

03.0 MANAGE INTERPERSONAL RELATIONSHIPS--The student will be able to:

- 03.01 Demonstrate good work attitudes.
- 03.02 Demonstrate characteristics of a good employee.
- 03.03 Maintain a positive relationship with a supervisor.
- 03.04 Demonstrate personal dress and grooming techniques.

04.0 USE APPROPRIATE EQUIPMENT AND SUPPLIES SAFELY AND CORRECTLY--  
The student will be able to:

These student performance standards relate to the vocational job preparatory program in which the student is enrolled.

05.0 DEMONSTRATE COMPETENCIES IDENTIFIED FOR A SPECIFIC PROGRAM COMPONENT--The student will be able to:

These student performance standards relate to the vocational job preparatory program in which the student is enrolled.

## **OPTIONAL**

06.0 **DEMONSTRATE ACQUIRED SKILLS THROUGH ON-THE-JOB TRAINING**--The student will be able to:

- 06.01 Display a positive attitude toward a job.
- 06.02 Demonstrate job performance skills.
- 06.03 Display expected level of productivity.
- 06.04 Use evaluations to improve own performance.
- 06.05 Apply appropriate safety rules.

**Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.**

### **Understanding the Workplace**

- 01.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 02.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 03.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 04.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

### **Self- Awareness**

- 05.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 06.0 Identify five values that they consider important in making a career choice.
- 07.0 Identify skills needed for career choices and match to personal abilities.
- 08.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 09.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

### **Exploring Careers**

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

## **Goal Setting and Decision-Making**

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

## **Workplace Skills**

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

## **Career and Education Planning**

- 21.0 Identify secondary and postsecondary school courses and major area of interests that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

## **Job Search**

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.

**Florida Department of Education  
CURRICULUM FRAMEWORK**

**July 2007**

<b>Program Title:</b>	Business Keyboarding and Career Planning
<b>Occupational Area:</b>	Business <u>Secondary</u>
<b>Program Numbers:</b>	8200130
<b>CIP Number:</b>	0507.99990R
<b>Grade Level:</b>	6-9, 30, 31
<b><u>Course Length:</u></b>	<u>One Semester or the equivalent of one-half a school year</u>
<b>Certification:</b>	BUS ED @4 1 @2 TEACH CBE @7 VOE @7
<b>CSO:</b>	BPA FBLA

- I. **MAJOR CONCEPTS/CONTENT:** This course is designed to provide instruction in introductory keyboarding, introductory word processing, introductory electronic presentation, introductory computer hardware, introductory Internet, and soft skills for business applications. These competencies provide the skills necessary to ensure increased productivity and efficient utilization of equipment.
  
- II. **LABORATORY ACTIVITIES:** Laboratory activities are an essential part of this course. This course has been designed as a hands-on class. It is essential that technology, specifically computers and appropriate software, be made available to students in this course. It is recommended that a project-based approach be utilized to deliver the concepts.
  
- III. **SPECIAL NOTES:**  
The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

\*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

Business Professionals of America and Future Business Leaders of America are the appropriate Career Student Organizations (CSO) for providing leadership training and for reinforcing specific career and technical skills. Career Student Organizations, when provided, shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, FAC.

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Activities including field trips and the use of guest presenters from the business community are appropriate for this course.

These frameworks and student performance standards are the MINIMUM required for this course. As time allows teachers are encouraged to add competencies in additional software and technologies.

Upon completion of this course and an additional half credit in business technology course work, at the middle school level, an optional articulation agreement may be included to further enhance this course and meet the requirements of Business Systems and Technology.

IV. **INTENDED OUTCOMES:** After successfully completing this course, the student will be able to:

- 01.0 Develop and apply keyboarding skills utilizing current technology. [Student Performance Standards: 01.01, 01.02, 01.03.]
- 02.0 Develop and apply word processing skills utilizing current technology. [Student Performance Standards: 02.01, 02.02, 02.03, 02.04, 02.05, 02.06, 02.07, 02.08, 02.09, 02.10, 02.11, 02.12, 02.13, 02.14, 02.15, 02.16.]
- 03.0 Develop and apply electronic presentation skills utilizing current technology. [Student Performance Standards: 03.01, 03.02, 03.03, 03.04, 03.05, 03.06, 03.07, 03.08, 03.09.]
- 04.0 Identify and understand computer hardware. [Student Performance Standards: 04.01, 04.02, 04.03.]
- 05.0 Perform activities using the worldwide web. [Student Performance Standards: 05.01, 05.02, 05.03, 05.04, 05.05, 05.06, 05.07.]
- 06.0 Develop and utilize business-related soft skills. [Student Performance Standards: 06.01, 06.02, 06.03, 06.04, 06.05, 06.06.]

## Florida Department of Education

**01. DEVELOP AND APPLY KEYBOARDING SKILLS UTILIZING CURRENT TECHNOLOGY – The student will be able to:**

- 01.01 Demonstrate proper keyboarding techniques using correct ergonomic habits.  
LA.C.1.3 LA.C.2.3
- 01.02 Demonstrate safety and respect for all tools, equipment and materials in total lab.  
LA.C.1.3 LA.C.2.3
- 01.03 Demonstrate proper techniques for keyboarding while keeping fingers on home row keys. LA.C.1.3 LA.C.2.3

**02. DEVELOP AND APPLY WORD PROCESSING SKILLS UTILIZING CURRENT TECHNOLOGY-The student will be able to:**

- 02.01 Start and exit word processing software.
- 02.02 Demonstrate ability to use and recognize the word processing window including menus, toolbars, dialog boxes and commands.
- 02.03 Demonstrate efficient use of the help program. LA.A.1.3.3
- 02.04 Create and edit a new document. LA.B.1.3.1, LA.B.1.3.2, LA.A.1.3.3
- 02.05 Utilize the Undo and Redo commands. LA.B.1.3.2, LA.A.1.3.3
- 02.06 Save, open and replace files.
- 02.07 Understand the difference between Save and Save As.
- 02.08 Utilize Print Preview and demonstrate printing capabilities.
- 02.09 Identify methods of moving the insertion point, i.e. short cut keys, arrow keys, backspace and delete.
- 02.10 Understand different views of document and using the zoom function.  
MA.A.1.3.1, MA.A.1.3.3
- 02.11 Utilize the Show/Hide codes command.
- 02.12 Use spell/grammar/check/thesaurus programs properly.  
LA.B.1.3.2
- 02.13 Select and replace text: insert/overwrite modes.  
LA.B.1.3.2
- 02.14 Move text in a document using the copying/cutting/pasting text commands.  
LA.B.1.3.3
- 02.15 Format text by changing the font, font style, size, color, and effects. MA.A.2.3.2
- 02.16 Align text horizontally and vertically. MA.A.3.3.3

**03. DEVELOP AND APPLY ELECTRONIC PRESENTATION SKILLS UTILIZING CURRENT TECHNOLOGY-The student will be able to:**

- 03.01 Demonstrate ability to launch presentation software.
- 03.02 Create a new presentation document. LA.D.2.3.2
- 03.03 Identify menus and toolbars of presentation software and their function.
- 03.04 Select design layout, background, template, and color scheme. LA.D.2.3.4

- 03.05 Format text and graphics. LA.D.2.3.4
- 03.06 Edit text. LA.D.1.3.3
- 03.07 Select order of frames.
- 03.08 Ability to spell check, save and print presentation LA.B.1.3.3
- 03.09 Collaborate with group to present oral report. LA.B.2.3.1, LA.D.2.3.5

**04.0 IDENTIFY AND UNDERSTAND COMPUTER HARDWARE-The student will be able to:**

- 04.01 Define and identify the parts and functions of a computer. LA.A.1.3, LA.b.1.3, LA.B.2.3, LA.C.1.3, LA.C.2.3
- 04.02 Define basic keyboarding terminology.  
LA.A.1.3, LA.B.1.3, LA.B.2.3, LA.C.1.3, LA.C.2.3
- 04.03 Demonstrate the ability to perform basic computer operations such as:
  1. turn the equipment on an off
  2. load a program
  3. run and use a program
  4. store a program
  5. display a program
  6. enter and execute a simple program
 LA.A.1.3, LA.B.1.3, LA.B.2.3, LA.C.1.3, LA.C.2.3

**05.0 PERFORM ACTIVITIES USING THE WORLDWIDE WEB-The student will be able to:**

- 05.01 Explore the history of the Internet.
- 05.02 Introduce basic Internet vocabulary. LA.A.1.3.3, LA.B.2.3.4
- 05.03 Familiarize students with browser window.
- 05.04 Change browser features.
- 05.05 Understand Net addresses.
- 05.06 Organize Favorites/Bookmarks.
- 05.07 Perform basic Internet searches. LA.B.2.3.4

**06.0 DEVELOP AND UTILIZE BUSINESS-RELATED SOFT SKILLS-The student will be able to:**

- 06.01 Understand the importance of positive attitude in obtaining and maintaining a job, L.A.C.1.3.1
- 06.02 Identify good grooming/dress habits for the workplace, L.A.C.1.3.1
- 06.03 Develop problem-solving skills, M.A.E.1.3.1, M.A.E.3.3.1
- 06.04 Identify the benefits of teamwork
- 06.05 Identify the importance of impromptu speaking ability in the workplace, L.A.C.3.3.1, L.A.C.3.3.2, L.A.C.3.3.3
- 06.06 Identify the importance of prepared speaking ability in the workplace, L.A.C.3.3.1, L.A.C.3.3.2, L.A.C.3.3.3

**Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):**

**Understanding the Workplace**

- 01.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 02.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 03.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 04.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

**Self- Awareness**

- 05.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 06.0 Identify five values that they consider important in making a career choice.
- 07.0 Identify skills needed for career choices and match to personal abilities.
- 08.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 09.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

**Exploring Careers**

- 11.0 Demonstrate the ability to locate, understand, and use career information.
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**Goal Setting and Decision-Making**

- 16.0 Identify and demonstrate use of steps to make career decisions.
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**Workplace Skills**

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20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

### **Career and Education Planning**

21.0 Identify secondary and postsecondary school courses and major areas of interest that meet tentative career plans.

22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.

24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.

25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.

26.0 Describe how extracurricular programs can be incorporated in career and education planning.

27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.

28.0 Describe high school credits and explain how GPAs are calculated.

### **Job Search**

29.0 Demonstrate skills to complete a job application.

30.0 Demonstrate skills essential for a job interview.

**Florida Department of Education**  
**STUDENT PERFORMANCE STANDARDS**

**Program Title:** Integrated Technology Studies  
**Occupational Area:** Technology Education  
**Program Numbers:** 8600000  
**CIP Number:** 0821.0122EX  
**Course Number:** TBA  
**Course Title:** Exploration of Production Technology and Career Planning  
**Certification:** I ART-TEC 1 @2  
IND ARTS @4 @6  
ENG 7G

**Course Length:** One Semester or the equivalent of one-half a school year

**COURSE DESCRIPTION:** The purpose of this course is to give students an opportunity to explore the area of production technology and its associated careers. Course requirements are consistent with 8600040 Exploration of Production Technology with the addition of the career and education planning course requirements. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of production technology on our everyday lives.

SPECIAL NOTE: [The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.](#)

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STUDENT PERFORMANCE STANDARDS:

**01.0 DEMONSTRATE AN UNDERSTANDING OF THE CHARACTERISTICS AND SCOPE OF TECHNOLOGY.--The student will be able to:**

- 01.01 Develop new products and systems to solve problems or to help do things that could not be done without the help of technology. STL.1.F, LA.C.3.3, MA.B.3.3, SS.D.2.3
- 01.02 Describe the development of technology as a human activity that is the result of individual or collective needs and the ability to be creative. STL.1.G, LA.B.2.3, LA.D.2.3, SC.H.3.3
- 01.03 Explain how technology is closely linked with creativity, which has resulted in innovation. STL.1.H, LA.D.2.3, MA.D.1.3
- 01.04 Demonstrate how corporations can often create demand for a product by bringing it onto the market and advertising it. STL.1.I, LA.C.2.3, LA.D.2.3, SS.D.2.3

**02.0 DEMONSTRATE AN UNDERSTANDING OF THE CORE CONCEPTS OF TECHNOLOGY.--The student will be able to:**

- 02.01 Describe technological systems including input, processes, output, and, at times, feedback. STL.2.M, MA.E.1.3
- 02.02 Apply systems thinking, involving considering how every part relates to others. STL.2.N, LA.A.2.3, LA.D.1.3, MA.D.1.3, MA.E.1.3, SC.H.1.3, SS.B.1.3, SS.B.2.3
- 02.03 Identify control systems having no feedback path and requiring human intervention, and control system using feedback. STL.2.O
- 02.04 Explain how technological systems can be connected to one another. STL.2.P, MA.D.1.3
- 02.05 Repair malfunctions of any part of a system that may affect the function and quality of the system. STL.2.Q, SC.H.1.3, SC.H.2.3
- 02.06 Compare and contrast requirements or parameters placed on the development of a product or system. STL.2.R, MA.A.4.3, MA.B.1.3, MA.B.3.3, MA.B.4.3, MA.C.1.3, MA.D.1.3, MA.E.2.3, MA.E.3.3, SC.H.3.3, SS.D.1.3, SS.D.2.3
- 02.07 Compare and contrast trade-offs as a decision process recognizing the need for careful compromises among competing factors. STL.2.S, LA.A.2.3, MA.E.2.3, MA.E.3.3
- 02.08 Perform basic maintenance as the process of inspecting and servicing a product or system on a regular basis in order for it to continue functioning properly, to extend its life, or to upgrade its capability. STL.2.U
- 02.09 Utilize controls and mechanisms or particular steps that people perform using information about the system that causes systems to change. STL.2.V, LA.B.2.3

**03.0 DEMONSTRATE AN UNDERSTANDING OF THE RELATIONSHIPS AMONG TECHNOLOGIES AND THE CONNECTION BETWEEN TECHNOLOGY AND OTHER FIELDS OF STUDY. --The student will be able to:**

- 03.01 Modify the way technological systems interact with one another. STL.3.D, MA.D.1.3, SS.B.2.3
- 03.02 Explain how knowledge gained from other fields of study has a direct effect on the development of technological products and systems. STL.3.F, LA.A.1.3, SC.H.3.3, SS.B.2.3

**04.0 DEMONSTRATE AN UNDERSTANDING OF THE CULTURAL, SOCIAL, ECONOMIC, AND POLITICAL EFFECTS OF TECHNOLOGY.--The student will be able to:**

- 04.01 Describe the ways that use of technology affects humans, including their safety, comfort, choices, and attitudes about technology's development and use. STL.4.D, SC.H.3.3, SS.B.1.3, SS.B.2.3
- 04.02 Explain that technology, by itself, is neither good nor bad, but decisions about the use of products and systems can result in desirable or undesirable consequences. STL.4.E, LA.A.2.3

04.03 Describe ethical issues associated with the development and use of technology. STL.4.F, SC.H.3.3

04.04 Describe the economic, political, and cultural issues that are influenced by the development and use of technology. STL.4.G, SC.H.3.3

**05.0 DEMONSTRATE AN UNDERSTANDING OF THE EFFECTS OF TECHNOLOGY ON THE ENVIRONMENT.--The student will be able to:**

05.01 Describe the management of waste produced by technological systems as an important societal issue. STL.5.D, SC.D.2.3, SC.G.1.3, SC.G.2.3, SS.B.2.3

05.02 Describe how technologies can be used to repair damage caused by natural disasters and to break down waste from the use of various products and systems. STL.5.E, SC.D.1.3, SC.G.1.3

05.03 Make decisions about the development and use of technologies that put environmental and economic concerns in direct competition with one another. STL.5.F, LA.A.2.3, SC.H.3.3

**06.0 DEMONSTRATE AN UNDERSTANDING OF THE ROLE OF SOCIETY IN THE DEVELOPMENT AND USE OF TECHNOLOGY.--The student will be able to:**

06.01 Describe the development of technologies that has resulted from the demands, values, and interests of individuals, businesses, industries, and societies. STL.6.D, LA.B.2.3, SC.H.3.3, SS.B.2.3, SS.D.2.3

06.02 Describe changes in society and the creation of new needs and wants caused by the use of inventions and innovations. STL.6.E, SC.H.3.3, SS.B.2.3

06.03 Describe social and cultural priorities and values that are reflected in technological devices. STL.6.F

06.04 Explain how meeting societal expectations is the driving force behind the acceptance and use of products and systems. STL.6.G, SS.B.2.3

**07.0 DEMONSTRATE AN UNDERSTANDING OF THE INFLUENCE OF HISTORY ON TECHNOLOGY.--The student will be able to:**

07.01 Describe inventions and innovations that have evolved by using slow and methodical processes of tests and refinements. STL.7.C, LA.A.2.3, LA.B.2.3, SC.H.1.3

07.02 Explain how the specialization of function has been at the heart of many technological improvements. STL.7.D

07.03 Explain that in the past, an invention or innovation was not usually developed with the knowledge of science. STL.7.F, SC.H.3.3, SS.A.1.3

**08.0 DEMONSTRATE AN UNDERSTANDING OF THE ATTRIBUTES OF DESIGN.-The student will be able to:**

08.01 Use design as a creative planning process that leads to useful products and systems. STL.8.E

08.02 Explain why there is no perfect design. STL.8.F, LA.D.2.3

08.03 Evaluate criteria and constraints that are requirements for a design. STL.8.G, LA.A.2.3, MA.A.4.3, MA.B.1.3, MA.B.3.3, MA.B.4.3, MA.E.2.3, MA.E.3.3, SC.H.3.3

**09.0 DEMONSTRATE AN UNDERSTANDING OF ENGINEERING DESIGN.--The student will be able to:**

09.01 Utilize the design process involving a set of steps, which can be performed in different sequences and repeated as needed. STL.9.F, LA.A.2.3, LA.B.2.3, SC.H.1.3

09.02 Employ brainstorming as a group problem-solving design process in which each person in the group presents his or her ideas in an open forum. STL.9.G, LA.A.2.3

09.03 Model, test, evaluate and modify designs to transform ideas into practical solutions. STL.9.H

**10.0 DEMONSTRATE AN UNDERSTANDING OF THE ROLE OF TROUBLESHOOTING, RESEARCH AND DEVELOPMENT, INVENTION AND INNOVATION, AND EXPERIMENTATION IN PROBLEM SOLVING.--The student will be able to:**

10.01 Use troubleshooting as a problem-solving method used to identify the cause of a malfunction in a technological system. STL.10.F

10.02 Describe invention as a process of turning ideas and imagination into devices and systems and innovation as the process of modifying an existing product or system to improve it. STL.10.G

10.03 Identify technological problems that are best solved through experimentation. STL.10.H

**11.0 DEMONSTRATE THE ABILITIES TO APPLY THE DESIGN PROCESS.--The student will be able to:**

11.01 Apply a design process to solve problems in and beyond the laboratory-classroom. STL.11.H, LA.A.2.3

11.02 Specify criteria and constraints for the design. STL.11.I, LA.A.2.3, MA.B.1.3, MA.B.3.3, MA.B.4.3, MA.D.1.3, SC.H.3.3

11.03 Make two-dimensional and three-dimensional representations of the designed solution. STL.11.J, LA.C.2.3, MA.C.1.3, MA.C.2.3, MA.C.3.3

11.04 Test and evaluate the design in relation to pre-established requirements, such as criteria and constraints, and refine as needed. STL.11.K, MA.B.1.3, MA.B.3.3, MA.B.4.3, MA.E.1.3

11.05 Make a product or system and document the solution. STL.11.L, LA.B.1.3, LA.B.2.3, MA.D.1.3, MA.D.2.3

**12.0 DEMONSTRATE THE ABILITIES TO USE AND MAINTAIN TECHNOLOGICAL PRODUCTS AND SYSTEMS.--The student will be able to:**

- 12.01 Use information provided in manuals, protocols, or by experienced people to see and understand how things work. STL.12.H, LA.A.1.3, LA.A.2.3
- 12.02 Use tools, materials, and machines safely to diagnose, adjust, and repair systems. STL.12.I
- 12.03 Use computers and calculators in various applications. STL.12.J, MA.B.4.3
- 12.04 Operate and maintain systems in order to achieve a given purpose. STL.12.K

**13.0 DEMONSTRATE THE ABILITIES TO ASSESS THE IMPACT OF PRODUCTS AND SYSTEMS.--The student will be able to:**

- 13.01 Design and use instruments to gather data. STL.13.F, LA.A.2.3, LA.B.2.3, MA.B.4.3, MA.E.1.3
- 13.02 Use data collected to analyze and interpret trends in order to identify the positive or negative effects of a technology. STL.13.G, LA.A.1.3, LA.A.2.3, MA.E.1.3, MA.E.2.3, MA.E.3.3
- 13.03 Identify trends and monitor potential consequences of technological development. STL.13.H, MA.E.3.3
- 13.04 Interpret and evaluate the accuracy of the information obtained and determine if it is useful. STL.13.I, LA.A.1.3, LA.A.2.3, SS.A.1.3

**19.0 DEMONSTRATE AN UNDERSTANDING OF AND BE ABLE TO SELECT AND USE MANUFACTURING TECHNOLOGIES.--The student will be able to:**

- 19.01 Classify manufactured goods as durable and non-durable. STL.19.G
- 19.02 Employ the manufacturing process including the designing, development, making, and servicing of products and systems. STL.19.H
- 19.03 Describe manufacturing technologies that are used to modify or alter manufactured products. STL.19.I

**20.0 DEMONSTRATE AN UNDERSTANDING OF AND BE ABLE TO SELECT AND USE CONSTRUCTION TECHNOLOGIES.--The student will be able to:**

- 20.01 Research building laws and codes. STL.20.F, LA.A.2.3
- 20.02 Identify factors such as style, convenience, cost, climate, and function in the selection of designs for structures. STL.20.F, MA.A.3.3, MA.A.4.3
- 20.03 Identify subsystems of a building. STL.20.I

**21.0 DEMONSTRATE PROPER AND SAFE PROCEDURES WHILE WORKING WITH TECHNOLOGICAL TOOLS, APPARATUS, EQUIPMENT, SYSTEMS, AND MATERIALS.--The student will be able to:**

- 21.01 Follow laboratory safety rules and procedures.
- 21.02 Demonstrate good housekeeping at workstations within a total laboratory.
- 21.03 Conduct laboratory activities and equipment operations in a safe manner.
- 21.04 Identify tools, machines, materials and equipment and describe their functions.

- 21.05 Select appropriate tools, machines, and equipment to accomplish a given task.
- 21.06 Demonstrate safe and correct use of tools, machines, and equipment.
- 21.07 Identify color-coding safety standards.
- 21.08 Explain fire prevention and safety precautions and practices for extinguishing fires.
- 21.09 Identify harmful effects/potential dangers of familiar hazardous substances/devices to people and the environment.

**22.0 EXHIBIT POSITIVE HUMAN RELATIONS AND LEADERSHIP SKILLS.--The student will be able to:**

- 22.01 Perform roles in a student personnel system or in the Florida Technology Student Association (FL-TSA).
- 22.02 Work cooperatively with others.

**23.0 DISCUSS INDIVIDUAL INTERESTS, APTITUDES, AND OPPORTUNITIES AS THEY RELATE TO A CAREER.--The student will be able to:**

- 23.01 Identify individual strengths and weaknesses.
- 23.02 Discuss individual interests related to a career.
- 23.03 List occupations, job requirements, and job opportunities in production technology.
- 23.04 List occupational training programs and academic programs at the secondary/postsecondary levels in production technology.

**28.0 IDENTIFY EVOLVING TECHNOLOGIES OF PRODUCTION SYSTEMS.--The student will be able to:**

- 28.01 List evolving technologies of manufacturing and construction industries.
- 28.02 Discuss the evolution of technologies related to manufacturing systems and construction processes.
- 28.03 Brainstorm futuristic production systems.

**29.0 PERFORM SPECIAL SKILLS UNIQUE TO MANUFACTURING TECHNOLOGY.--The student will be able to:**

- 29.01 Design a product for custom or mass production manufacturing.
- 29.02 Plan a mass production system for manufacturing a product.
- 29.03 Perform materials forming practices such as casting or molding, and compressing or stretching.
- 29.04 Perform materials separating practices such as shearing, chip removing, and other separating processes.
- 29.05 Perform materials conditioning practices such as heat treating, physical conditioning, or through chemical reactions.
- 29.06 Combine components through mixing, coating, bonding, and mechanical fastening.
- 29.07 Assemble a product or a subassembly of a product.

**30.0 EXPRESS KNOWLEDGE OF FACTORS THAT IMPACT MANUFACTURING TECHNOLOGY AND PRACTICES--The student will be able to:**

- 30.01 Explain economic factors that impact on manufacturing technology.
- 30.02 Research and identify consumer demands for a manufactured product.
- 30.03 Identify sources of raw materials and/or standard stock materials needed for a manufactured product.
- 30.04 Interview, hire, train, or promote an applicant or employee for a simulated mass production manufacturing activity.
- 30.05 Define the terms "organized labor" and "collective bargaining."
- 30.06 Prepare a plan for marketing and distributing a manufactured product.

**31.0 PERFORM SPECIAL SKILLS UNIQUE TO CONSTRUCTION TECHNOLOGY--The student will be able to:**

- 31.01 Interpret construction plans and blueprints.
- 31.02 Identify construction materials.
- 31.03 Apply carpentry skills.
- 31.04 Apply plumbing skills.
- 31.05 Apply electrical wiring skills.
- 31.06 Apply masonry skills.
- 31.07 Describe or demonstrate basic construction skills.

**32.0 EXPRESS KNOWLEDGE OF FACTORS THAT IMPACT CONSTRUCTION TECHNOLOGY AND PRACTICES--The student will be able to:**

- 32.01 Explain economic factors that impact on construction technology.
- 32.02 Research and identify types and styles of construction desired by consumers.
- 32.03 List sources of raw materials and standard stock materials available to construction technology.
- 32.04 Express knowledge of construction technology labor organizations and hiring practices.

**Listed below are the course outcomes that must be met to satisfy the requirements of Section 1003.4156, Florida Statutes.**

**Understanding the Workplace**

- 31.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 32.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 33.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 34.0 Describe how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

## **Self- Awareness**

- 35.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 36.0 Identify five values that they consider important in making a career choice.
- 37.0 Identify skills needed for career choices and match to personal abilities.
- 38.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 39.0 Identify strengths and areas in which assistance is needed at school.
- 40.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

## **Exploring Careers**

- 41.0 Demonstrate the ability to locate, understand, and use career information.
- 42.0 Use the Internet to access career and education planning information.
- 43.0 Identify skills that are transferable from one occupation to another.
- 44.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 45.0 Explain the relationship between educational achievement and career success.

## **Goal Setting and Decision-Making**

- 46.0 Identify and demonstrate use of steps to make career decisions.
- 47.0 Identify and demonstrate processes for making short and long term goals.

## **Workplace Skills**

- 48.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 49.0 Demonstrate skills to interact positively with others.
- 50.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

## **Career and Education Planning**

- 51.0 Identify secondary and postsecondary school courses and major area of interests that meet tentative career plans.
- 52.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

- 53.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 54.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 55.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 56.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 57.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 58.0 Describe high school credits and explain how GPAs are calculated.

### **Job Search**

- 59.0 Demonstrate skills to complete a job application.
- 60.0 Demonstrate skills essential for a job interview.

**Florida Department of Education**  
**COURSE DESCRIPTION - GRADES 6-8**  
**SUGGESTED COURSE PERFORMANCE OBJECTIVES**

**Subject Area:** Academics - Subject Areas (ESE)  
**Course Number:** 7821020  
**Course Title:** Social Studies: 6-8 and Career Planning  
**Course Length:** One year

- A. Major Concepts/Content.** The purpose of this course is to develop a basic understanding of history, geography, economics, and government to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

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

- current and past historical events
- use of tools and concepts of geography
- roles of government at the local, state, and national levels
- responsible citizenship
- community resources
- consumer economics
- family, culture, and society
- career preparation

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

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

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

- B. Special Note.** The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

\*The information highlighted in blue is new to this course and allows districts to integrate the middle school Career Exploration and Decision Making course as required by Section 1003.4156, Florida Statutes.

This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 social studies in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Social Studies, Grades 6-8.

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

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

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 non-disabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

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

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this 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. Students are expected to make progress, but are not required to master benchmarks listed for 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 awareness of how individuals are affected by current events in the community, state, nation, and world.**

Indicate guidance and support necessary for mastery at supported level:

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

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- 1.1. Demonstrate awareness of historical implications of selected current events.

Specify:  local                       Florida  
 United States                       international

- 1.2. Demonstrate awareness of current events that are related to social problems.

Specify:  local                       Florida  
 United States                       international

- 1.3. Demonstrate awareness of current events that are related to the economy.

Specify:  local                       Florida  
 United States                       international

- 1.4. Demonstrate awareness of current events that are related to government.

Specify:  local                       Florida  
 United States                       international

- 1.5. Demonstrate awareness of current events that are related to geography and the physical environment.

Specify:  local                       Florida  
 United States                       international

- 1.6. Identify ways individuals can use knowledge of current events in daily activities (e.g., when interacting with peers, family, or others; when making decisions related to voting; to understand why certain laws are in place; to understand changes in the workplace).
- 1.7. Demonstrate awareness of why it is important for individuals to know what is going on in the government at the local, state, national, and international levels.

**2. Demonstrate awareness of major historical events, documents, and individuals (e.g., laws, treaties, political and social leaders, wars, elections).**

Indicate guidance and support necessary for mastery at supported level:

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

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- 2.1. Demonstrate awareness of major historical events and their impact on present times (e.g., wars, social movements, elections, treaties, reforms).  
Specify:  local                       Florida  
                   United States                       international
- 2.2. Demonstrate awareness of major historical documents and the impact on present times (e.g., Constitution, Declaration of Independence, Bill of Rights, Civil Rights Act, Vocational Rehabilitation Act of 1973).  
Specify:  local                       Florida  
                   United States                       international
- 2.3. Demonstrate awareness of individuals who have had significant influence in major historical events and their impact on present times (e.g., political leaders, scientists and inventors, religious leaders, social justice leaders).  
Specify:  local                       Florida  
                   United States                       international
- 2.4. Demonstrate awareness of events and characteristics of broadly defined eras of historical events.  
Specify:  local                       Florida  
                   United States                       international
- 2.5. Demonstrate awareness of how major technological changes have affected society and individuals in communication, transportation, and information management.  
Specify:  local                       Florida  
                   United States                       international

**3. Use maps, globes, charts, graphs, and other tools of geography to solve problems.**

- 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.

Indicate guidance and support necessary for mastery at supported level:

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

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## Maps and Globes

- 3.1. Identify the meaning and purpose of basic elements of maps and globes. (CL.B.1.In.1, CL.B.1.Su.1)

Specify:  title     legend     direction arrow (North)  
 scale     other: \_\_\_\_\_

- 3.2. Identify the meaning of information provided by map symbols when completing tasks (e.g., planning a trip). (CL.B.1.In.1, CL.B.1.Su.1)

Specify:  roads     states     rivers and bodies of water  
 countries     cities and towns     scale  
 directions     elevation     mileage  
 points of interest  
 other: \_\_\_\_\_

- 3.3. Identify characteristics and uses of various kinds of flat maps, globes, and other geographic tools. (CL.B.1.In.1, CL.B.1.Su.1)

Specify:  state maps     regional maps     political maps  
 aerial photos     globes     grid maps  
 other: \_\_\_\_\_

- 3.4. Find specified points or areas using a map when completing functional tasks (e.g., traveling in unfamiliar areas, locating a destination). (CL.B.4.In.2, CL.B.4.Su.2)

Specify:  city or state map     atlas  
 United States map     regional map  
 world map     other: \_\_\_\_\_

- 3.5. Identify uses of maps in the classroom and in daily life to solve problems (e.g., to find a delivery route, to navigate a boat, to locate an emergency exit, to find a place for a vacation, to travel to a new place in the community). (CL.B.4.In.1, CL.B.4.Su.1)

## Charts and Graphs

- 3.6. Identify information conveyed in simple charts and graphs when solving problems related to social studies (e.g., identifying populations of a region, finding mileage between two cities). (CL.B.4.In.1, CL.B.4.Su.1)

Specify:  bar graph     temperature chart  
 pie chart     mileage chart  
 table     street index  
 other: \_\_\_\_\_

- 3.7. Demonstrate awareness of the use of standard time zones and daylight savings time in the United States (e.g., Eastern Standard, Eastern Daylight Savings Time, Central Standard, and Central Daylight Savings Time). (CL.B.3.In.2, CL.B.3.Su.2)

- 3.8. Follow a systematic approach when using maps, globes, charts, graphs, and other tools of geography to solve problems. (CL.B.4.In.1, CL.B.4.In.2, CL.B.4.Su.1, CL.B.4.Su.2)

Specify:  determine what information is needed  
 select correct tool and technique  
 apply tool or procedures to obtain result  
 check results for accuracy and reliability  
 explain results  
 other: \_\_\_\_\_

**4. Demonstrate awareness of the geographical features of major regions in the community and state.**

Indicate guidance and support necessary for mastery at supported level:

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

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- 4.1. Identify different ways that geographic regions are described and labeled (e.g., coastal areas, wetlands, desert).

- 4.2. Identify major features of a particular geographic region (e.g., climate, landforms, vegetation, industrial or economic development, culture, language).

Specify:  local community     Florida     other: \_\_\_\_\_

- 4.3. Identify characteristics that give a particular geographic region its identity.

Specify:  central economic focus     physical characteristics  
 human characteristics     other: \_\_\_\_\_

- 4.4. Identify ways that regional labels and images affect how individuals feel about the area, including their opinions of the people, businesses, and products that come from that region (e.g., Sunbelt, the Plains, the Gold Coast).

**5. Demonstrate awareness of characteristics and functions of government at the local, state, and national levels.**

Indicate guidance and support necessary for mastery at supported level:

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

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- 5.1. Identify the major functions of governments (e.g., make, carry out, and enforce rules and laws; manage conflicts; provide security; provide services such as education, health and transportation).

- 5.2. Identify the structure and characteristics of governments at three levels—local, state, and national (e.g., type of leadership—mayor, governor, president; type of representation—commissioner, representative, senator).

Specify:  city (municipal) government  
 county government

- state government, particularly the State of Florida
- federal government of the United States of America

- 5.3. Identify general functions and characteristics of the three major branches of government at all levels of government in the United States.  
 Specify branch:  executive  legislative  judicial  
 Specify level:  city  county  state  federal
- 5.4. Identify the offices (appointed and elected) and basic functions for each branch of government in the local community.  
 Specify:  executive—mayor, city manager  
 legislative—city council, county commission  
 judicial—county judges, circuit court judges
- 5.5. Identify the offices (appointed and elected) and basic functions for each branch of government in the State of Florida.  
 Specify:  executive—Governor, Lieutenant Governor, and Cabinet  
 legislative—Senate and House of Representatives  
 judicial—State Supreme Court, District Court of Appeals
- 5.6. Identify the appointed and elected offices and basic functions for each branch of the federal government of the United States of America.  
 Specify:  executive—President, Vice President, and Cabinet  
 legislative—Senate and House of Representatives  
 judicial—Supreme Court, District Court, Circuit Court of Appeals
- 5.7. Identify the characteristics of major services provided by state and local governments (e.g., public education, public health, public transportation and highways, police and fire protection, public utilities).
- 5.8. Demonstrate awareness of the purposes of taxes and different ways that governments collect fees and taxes.  
 Specify:  sales tax  property tax  FICA (Social Security)  
 income tax  Medicare tax  tolls  
 licenses, registration fees, and user fees  other: \_\_\_\_\_
- 5.9. Identify ways that people can participate in their local and state government and the importance of participation (e.g., being informed, taking part in discussing issues, voting, volunteering in government agencies or political parties).
- 6. Demonstrate awareness of the role and responsibilities of citizens associated with participation in local, state, and national government (e.g., voting, obeying laws).**

Indicate guidance and support necessary for mastery at supported level:

- physical prompt  verbal prompt  visual prompt
  - assistive technology  supervision  other: \_\_\_\_\_
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- 6.1. Identify general characteristics of civic responsibilities (e.g., paying taxes, being informed about public issues, monitoring actions of political leaders and governmental agencies, complying with laws and policies, deciding how to vote, performing public service, serving as a juror, serving in the military).
- 6.2. Identify current issues related to individual rights in a variety of situations (e.g., personal rights issues—dress codes, curfews, sexual harassment, health care, school choice; political rights issues—freedom of speech, right to a fair trial; economic rights issues—right to minimum wage, equal pay for equal work).
- 6.3. Use specific knowledge and skills when completing productive activities in the community involving citizenship (e.g., abiding by laws, participating in community events, voting in an election, working with others on a service project). (IF.A.1.In.1, IF.A.1.Su.1)  
Specify:  knowing laws  serving as a juror  
 registering to vote  serving in the military  
 knowing issues and propositions  performing public service  
 identifying positions of election candidates  
 other: \_\_\_\_\_
- 6.4. Demonstrate awareness of ways citizens can influence the decisions and actions of government.  
Specify:  voting after studying the issues and candidates  
 participating in special interest groups and political parties  
 attending meetings of governing agencies  
 working on campaigns  
 taking part in peaceful demonstrations  
 contributing money to political parties, candidates, or causes  
 other: \_\_\_\_\_

**7. Locate information and present ideas regarding knowledge of social studies and its application to personal life and the world of work.**

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.  
CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.  
CL.B.1.Su.1 identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.  
CL.B.1.Su.2 interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.  
CL.B.2.In.2 express oral, written, or visual information for specified purposes.  
CL.B.2.Su.2 express oral, written, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

- 7.1. Identify characteristics of sources of information about current events related to social studies (e.g., accuracy, reliability, completeness, point of view, purpose and intent). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify:  newspapers  magazines  television  
 radio  people  Internet  
 other: \_\_\_\_\_

7.2. Use a variety of sources to gain information about current events related to social studies. (CL.B.1.In.2, CL.B.1.Su.2)

Specify:  newspapers  magazines  television  
 radio  people  Internet  
 other: \_\_\_\_\_

7.3. Use a variety of primary and secondary sources of information to understand social studies issues (e.g., interpreting diaries, letters, and newspapers; reading maps and graphs; reading biographies and documents). (CL.B.1.In.2, CL.B.1.Su.2)

Specify:  newspapers  magazines  television  
 radio  people  Internet  
 textbooks  encyclopedias  other: \_\_\_\_\_

7.4. Evaluate the accuracy of social studies information used to complete school assignments (e.g., Does this information match other sources? Does this information appear to make sense?). (CL.B.1.In.2, CL.B.1.Su.2)

7.5. Use strategies to integrate new information related to social studies with previous experiences. (CL.B.1.In.2, CL.B.1.Su.2)

Specify:  identify common elements or events  
 distinguish what is different  
 relate new information to previously learned concepts  
 other: \_\_\_\_\_

7.6. Express and summarize information related to social studies in an accurate, complete, and objective manner using written or verbal communication to complete school assignments (e.g., describe what you have learned, write a report for school, write a summary describing a field trip, write a description of the results of a project for the school's webpage). (CL.B.2.In.2, CL.B.2.Su.2)

Specify:  brief statements  
 summaries  
 reports  
 other: \_\_\_\_\_

7.7. Organize information about social studies in ways that show the relationships among facts, ideas, events, and decisions when completing school assignments (e.g., timelines, outlines, semantic maps, flow charts). (CL.B.1.In.3)

Specify:  by chronology  by characteristics  
 by categories  by topics or events  
 other: \_\_\_\_\_

**8. Demonstrate awareness of practices and skills required for responsible consumer economics (e.g., comparative shopping, budgeting, banking, using advertisements).**

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.

Indicate guidance and support necessary for mastery at supported level:

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

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8.1. Identify characteristics of practices in consumer economics (e.g., managing money—budgeting, banking, investing; comparative shopping; consumer protection; managing credit, income, and expenses). (IF.A.2.In.1, IF.A.2.Su.1)

8.2. Identify characteristics of common activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)

Specify:  preparing and following weekly/monthly budgets  
 managing and protecting personal cash  
 using checking and savings accounts  
 buying goods and services  
 contributing to charities  
 using comparative shopping to make wise purchases  
 other: \_\_\_\_\_

8.3. Use essential knowledge and skills when completing activities involved in managing money and personal finances. (IF.A.1.In.1, IF.A.1.Su.1)

Specify:  using coins and bills to pay for goods and services  
 selecting desired goods and services based on needs and available funds  
 evaluating claims in advertisements  
 understanding sales tactics used by stores and services—e.g., discounts, brand names vs. generic items, bulk packaging  
 other: \_\_\_\_\_

8.4. Use strategies to manage money and personal finances effectively and efficiently and on a regular basis (e.g., deposit money into a savings account, make a weekly budget). (IF.A.1.In.1, IF.A.1.Su.1)

8.5. Identify community service agencies, businesses, or other resources that assist individuals with financial needs (e.g., banks, credit card companies, investment companies, mortgage companies, lending companies, insurance companies, welfare and public assistance, Social Security Administration). (IF.A.2.In.1, IF.A.2.Su.1)

**9. Demonstrate awareness of how major needs of individuals are met by the family; private agencies; and local, state, and federal government.**

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.

Indicate guidance and support necessary for mastery at supported level:

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

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## General Information

- 9.1. Demonstrate awareness of major needs of individuals that are met by the family (e.g., personal care, living arrangements, close relationships). (IF.A.1.In.1, IF.A.1.Su.1)
- 9.2. Demonstrate awareness of major needs of individuals that are met by organizations in the community (e.g., recreation, social action, religious guidance, health care). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.3. Demonstrate awareness of major needs of individuals that are met by public agencies funded by the government (e.g., public health care, emergency assistance, welfare, education, public safety, transportation, employment assistance). (IF.A.2.In.1, IF.A.2.Su.1)

## Medical, Health, and Wellness Needs

- 9.4. Identify community service agencies, businesses, or other resources that assist individuals with medical, health, and wellness needs (e.g., doctors, dentists, hospital, clinics, support groups, fitness centers, health care agencies, rehabilitation centers). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.5. Identify circumstances or situations when community service agencies, businesses, or other resources that assist individuals with medical needs would need to be contacted (e.g., illness, annual exams, accident or injury, preventative medicine). (IF.A.2.In.1, IF.A.2.Su.1)

## Civic Responsibilities

- 9.6. Identify community service agencies or other resources that assist individuals in dealing with government agencies (e.g., Division of Motor Vehicles, social services, advocacy centers, Department of Health, Federal Emergency Management Administration). (IF.A.2.In.1, IF.A.2.Su.1)
- 9.7. Identify circumstances or situations when community service agencies or other resources that assist individuals in dealing with government agencies would need to be contacted (e.g., renewing an automobile tag, obtaining a fishing or hunting license, renewing or obtaining a driver's license, using social services or social support, obtaining a voter registration card). (IF.A.2.In.1, IF.A.2.Su.1)

## 10. Demonstrate knowledge of how to locate and use community resources and facilities to meet personal needs.

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.

Indicate guidance and support necessary for mastery at supported level:

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

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10.1. Identify community service agencies, businesses, or other resources that assist individuals with personal needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify:  medical/health/wellness—hospitals, clinics, family planning clinic, public health department, fitness centers  
 communication—telephone company, post office, e-mail provider  
 transportation—bus, taxi  
 personal care—barber, dry cleaner, laundromat  
 retail—department stores, discount stores, specialty shops, grocery stores  
 food services—restaurants, fast food chains, cafeterias  
 financial—banking, credit cards, insurance  
 recreation/leisure/entertainment—movies, libraries, sports centers  
 emergency—police, fire, ambulance, Red Cross  
 other: \_\_\_\_\_

10.2. Identify advantages and disadvantages of particular types of community service agencies, businesses, or other resources that assist individuals with personal needs. (IF.A.2.In.1, IF.A.2.Su.1)

Specify:  community service agencies: advantages—usually free or low-cost; disadvantages—may have a waiting list, may have limited services  
 businesses: advantages—more available; disadvantages—more expensive  
 other resources—friends, neighbors, co-workers: advantages—motivated to help, low-cost; disadvantages—less knowledgeable about disability needs than professionals

10.3. Select the community service agency, business, or other resource that will meet (or is most likely to meet) needs for personal assistance (e.g., affordable, matches need for a particular service, matches own eligibility, no waiting list). (IF.A.2.In.1, IF.A.2.Su.1)

10.4. Use the specific knowledge and skills that are required to obtain and benefit from community services that assist with personal needs (e.g., knowledge of a reputable service provider in the community, knowledge of past history of the business from a resource such as the Better Business Bureau, communication skills to explain to the business what service is needed, mathematical skills to determine costs and methods of payment). (IF.A.2.In.1, IF.A.2.Su.1)

**11. Demonstrate awareness of diverse patterns of behavior and beliefs in families and groups in the community (e.g., understanding customs and cultures, avoiding stereotyping).**

Indicate guidance and support necessary for mastery at supported level:

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

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11.1. Identify common forms of diversity in the United States (e.g., ethnic, racial, religious, socioeconomic class, linguistic, gender, national origin).

11.2. Identify some of the benefits of living in a diverse society (e.g., fosters a variety of viewpoints, new ideas, and fresh ways of looking at and solving problems; provides people with

choices in the arts, music, literature, and sports; helps people to understand and appreciate cultural traditions and practices other than their own).

- 11.3. Identify characteristics of major conflicts in American society that have arisen from diversity (e.g., North/South conflict, conflict about land and other rights of Native Americans, conflict about civil rights of minorities and women, ethnic conflicts in urban settings).
- 11.4. Identify ways that conflicts about diversity can be prevented (e.g., encouraging communication among different groups; identifying common beliefs, interests, and goals; learning about others' customs, beliefs, history, and problems; listening to different points of view; working to establish equity for all groups; adhering to the values and principles of American democracy).
- 11.5. Identify ways that conflicts about diversity can be managed fairly when they occur (e.g., providing opportunities for people to present their points of view, arranging for an impartial individual or group to listen to all sides of a conflict, suggesting solutions to problems).

**12. Demonstrate awareness of responsible practices regarding personal behavior and interactions with others.**

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.

Indicate guidance and support necessary for mastery at supported level:

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

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**Interpersonal Relationships**

- 12.1. Differentiate among types of relationships (e.g., friends, family, co-workers, club members, members of religious organizations, community members). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.2. Identify attitudes and behaviors toward others which help maintain a good working relationship (e.g., providing assistance when asked, communicating concern for others' well-being, supporting others' efforts, speaking positively about others). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.3. Identify interpersonal skills useful in maintaining a close relationship with family and friends (e.g., keeping in touch, visiting others, writing to others, showing continuous concern for others, offering assistance to others). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.4. Identify qualities of a positive relationship with a peer or adult (e.g., being friendly with each other, having concern for each other, making each other laugh, complimenting each other, accepting others for who they are, respecting each other, genuinely caring for each other). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.5. Identify qualities of a destructive relationship with a peer or adult (e.g., being vengeful to each other, talking behind each other's back, physically hurting the other, using harsh

language toward the other, not sharing with each other, continuously arguing with each other). (SE.A.2.In.1, SE.A.2.Su.1)

- 12.6. Identify personal characteristics that make one a good friend (e.g., does not talk about others, says positive things about friends, helps friends in time of crisis, makes friends laugh, does not make rude comments to friends, does not physically harm friends, shares with friends, respects friends, encourages friends). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.7. Identify appropriate behaviors for interacting with peers, children, and adults (e.g., being courteous, helping others, showing concern for others, complimenting others, being friendly, showing respect, sharing with others, calling others by their proper names, using appropriate tone of voice when talking to others). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.8. Identify inappropriate behaviors for interacting with peers, children, and adults (e.g., criticizing others, being vengeful to others, physically hurting others, using harsh language toward others, ignoring others). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.9. Identify how one's behavior affects others (e.g., a happy person can make others happy, positive people can motivate others, depressed people can make others unhappy, mean people can make others nervous). (SE.A.2.In.1, SE.A.2.Su.1)

### **Sexual Relationships**

- 12.10. Identify characteristics of behaviors that are responsible and appropriate expressions of sexual relationships (e.g., respectful of partner's desires, consistent with expectations or rules of the situation and location, uses appropriate language, reflects responsible decisions about when to have sexual relationships). (IF.B.2.In.1, IF.B.2.Su.1)
- 12.11. Discriminate between positive examples and negative examples of behaviors that are responsible and appropriate expressions of sexual relationships (positive examples—chooses abstinence prior to marriage, uses acceptable terms of endearment; negative examples—forces partner to participate, uses derogatory language). (IF.B.2.In.1, IF.B.2.Su.1)
- 12.12. Identify factors that promote behaviors that are responsible and appropriate expressions of sexual relationships (e.g., presence of positive role models, high self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  home            \_\_\_\_\_  school            \_\_\_\_\_  community
- 12.13. Identify factors that inhibit behaviors that are responsible and appropriate expressions of sexual relationships (e.g., negative role models, lack of reinforcement or feedback, use of alcohol and other drugs, use of power or control, peer pressure, low self-esteem). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  home            \_\_\_\_\_  school            \_\_\_\_\_  community
- 12.14. Identify the negative effects of peer pressure on sexual relationships (e.g., persuading a person to do something he or she does not want to do, experimenting with something you are unsure of). (SE.A.2.In.1, SE.A.2.Su.1)
- 12.15. Identify conditions when inappropriate physical contact should be reported to a trusted adult (e.g., if touching makes you uncomfortable, if someone forces you to do

something you don't want to do, if someone tells you his or her actions are appropriate when you know they are not). (IF.B.2.In.3, IF.B.2.Su.3)

- 12.16. Identify behaviors that represent illegal, physically abusive, and violent actions related to sexual relationships (e.g., rape, sexually explicit comments, sexual harassment). (IF.B.2.In.3, IF.B.2.Su.3)

**13. Demonstrate skills needed to manage and direct own behavior at school and in the community to promote responsible citizenship in oneself.**

- IF.B.2.In.1 identify patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.In.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- IF.B.2.Su.1 identify patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- IF.B.2.Su.2 demonstrate patterns of conduct that comply with social and environmental expectations in specified situations—with guidance and support.
- 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.

Indicate guidance and support necessary for mastery at supported level:

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

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**Patterns of Conduct**

- 13.1. Identify behaviors that are socially unacceptable in public yet are acceptable in private. (IF.B.2.In.1, IF.B.2.Su.1)
- 13.2. Identify appropriate behaviors for specific social situations (e.g., cheering at a football game, sitting quietly at a concert, asking questions and participating in a class discussion). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify:  home     school                       community
- 13.3. Demonstrate appropriate behaviors for specific social situations. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify:  home     school                       community

**Self-management**

- 13.4. Identify self-management behaviors, including self-monitoring, self-instruction, and self-reinforcement, needed for school and community activities (e.g., organizes, monitors, and carries out tasks and duties; prioritizes tasks in order of importance; completes

tasks on time; follows through with instructions; works with sufficient speed; works efficiently with minimum wasted effort or time). (IF.B.2.In.1, IF.B.2.Su.1)

- 13.5. Discriminate between examples and non-examples of self-management behaviors (examples—presenting social studies project on assigned date, taking care of own personal items; non-examples—waiting until the last minute to start a project, leaving school materials at home). (IF.B.2.In.1, IF.B.2.Su.1)
- 13.6. Identify factors that promote self-management behaviors (e.g., opportunities for self-management, training in self-management, reinforcement for use of self-management). (IF.B.2.In.1, IF.B.2.Su.1)
- 13.7. Identify factors that interfere with use of self-management behavior (e.g., controlling persons in environment, strict rules regarding behavior management). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify method:  self-monitoring     self-instruction  
 self-reinforcement  
Specify setting:  home     school     community
- 13.8. Demonstrate behaviors that reflect self-management. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify method:  self-monitoring     self-instruction  
 self-reinforcement  
Specify setting:  home     school     community

### **Working in a Group**

- 13.9. Identify the benefits of working in a group (e.g., contributing different talents and diverse viewpoints, dividing up work, learning to cooperate with others). (SE.A.1.In.1, SE.A.1.Su.1)
- 13.10. Identify possible sources of conflict when working in a group (e.g., different viewpoints, conflicting personalities, arguments, hostility between two or more members). (SE.A.1.In.1, SE.A.1.Su.1)
- 13.11. Identify various roles and responsibilities individuals may have when working in a group (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)
- 13.12. Use behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control or restraint when disagreeing, speaking up in groups and offering opinions, following the rules). (SE.A.1.In.1, SE.A.1.Su.1)
- 13.13. Avoid behaviors that detract from group efforts (e.g., encouraging conflict between members, criticizing a member's efforts unnecessarily, talking about unrelated topics or events, doing unrelated assignments, leaving a group meeting early). (SE.A.1.In.1, SE.A.1.Su.1)

## Leadership

- 13.14. Identify characteristics of leadership in a group activity (e.g., effective speaking skills, confidence in expressing opinions, wide knowledge, respect for others, ability to influence group members, ability to facilitate decisions, ability to initiate conversation between group members). (SE.A.1.In.2)
- 13.15. Identify the effect 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: \_\_\_\_\_
- 13.16. Identify appropriate methods for giving feedback to group members (e.g., providing comments, offering constructive criticism, offering suggestions and ideas, using a group reflection, providing opinions). (SE.A.1.In.2)
- 13.17. Identify behaviors used by leaders to keep a group on task (e.g., set goals and objectives, set standards, exchange information, motivate members, process information, plan for action). (SE.A.1.In.2)
- 13.18. Identify and use steps for group problem solving. (SE.A.1.In.1, SE.A.1.Su.1)  
Specify:  discuss the problem  
 list possible causes  
 record individual group members' suggestions and clarifications  
 discuss and identify probable causes  
 implement corrective action or solution  
 report results  
 move on to the next most probable cause if initial action is ineffective  
 other: \_\_\_\_\_
- 13.19. 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 criticism, provide feedback). (SE.A.1.In.1, SE.A.1.Su.1)
- 13.20. Use behavior that meets social expectations when working in a group (e.g., raising hand to speak, following the order of an agenda, abiding by rules, respecting the rights of others in group activities). (SE.A.1.In.1, SE.A.1.Su.1)

## Organizations

- 13.21. Identify types of formal organizations in the school and the community in which individuals participate (e.g., schools, clubs, religious organizations, support agencies, hospitals, community organizations). (SE.A.1.In.3, SE.A.1.Su.2)
- 13.22. 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)
- 13.23. Identify existing rules and codes of conduct that must be followed for individuals to participate within selected organizations. (SE.A.1.In.3, SE.A.1.Su.2)

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

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

Specify: \_\_\_\_\_  schools  
\_\_\_\_\_  institutions  
\_\_\_\_\_  businesses  
\_\_\_\_\_  agencies  
\_\_\_\_\_  organizations in the community  
\_\_\_\_\_  other: \_\_\_\_\_

13.25. Identify behaviors that may conflict with expectations of organizations (e.g., wearing certain types of clothing or hair styles, talking about personal ethical or moral issues). (SE.A.1.In.3, SE.A.1.Su.2)

13.26. Use behavior that complies with the existing rules and code of conduct of the organization (e.g., respecting authority and co-workers, refraining from physical conflict, keeping personal problems confidential, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not possessing drugs and alcohol). (SE.A.1.In.3, SE.A.1.Su.2)

13.27. Identify the impact of personal values, choices, and behaviors on an individual's ability to work in an organization (e.g., certain personal ethical or moral issues may conflict with the organization, personal choices may conflict with schedule, disruptive behaviors can conflict with rules). (SE.A.1.In.3, SE.A.1.Su.2)

### **Compliance with Laws, Rules, and Regulations**

13.28. Discriminate between examples and non-examples of behaviors that are in compliance with laws, rules, and regulations (examples—wearing a seatbelt in the car, obeying traffic signals, throwing trash in a trash can, not trespassing; non-examples—speeding in a car, stealing from the grocery store, not paying bill at a restaurant, drinking alcohol if underage). (IF.B.2.In.1, IF.B.2.Su.1)

13.29. Identify factors that promote behaviors that are in compliance with laws, rules and regulations (e.g., opportunities to comply with laws, knowledge of the laws, reinforcement for complying with laws, positive role models). (IF.B.2.In.1, IF.B.2.Su.1)

13.30. Identify factors that inhibit behaviors that are in compliance with laws, rules, and regulations (e.g., lack of role models, lack of knowledge of laws, little or no reinforcement for complying with laws, peer pressure, influence of media). (IF.B.2.In.1, IF.B.2.Su.1)

13.31. Identify factors which indicate that noncompliance with laws, rules, and regulations should be reported to authorities (e.g., life-threatening, danger to self or others). (IF.B.2.In.1, IF.B.2.Su.1)

13.32. Demonstrate compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

13.33. Specify:  home—family gatherings  
 school—in class, between classes, extracurricular activities  
 community—events, organizations, services  
 community—leisure activities, stores, restaurants, traveling

13.34. Monitor own compliance with laws, rules, and regulations in various situations. (IF.B.2.In.2, IF.B.2.Su.2)

Specify:  home—family gatherings  
 school—in class, between classes, extracurricular activities  
 community—events, organizations, services  
 community—leisure activities, stores, restaurants, traveling

#### **14. Demonstrate awareness of knowledge and skills necessary for selecting a career and maintaining employment.**

CL.C.1.In.3 make general preparations for entering the work force.

CL.C.1.Su.3 make general preparations for entering the work force—with guidance and support.

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

IF.B.1.In.2 carry out and revise plans related to decisions about personal and career choices.

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

IF.B.1.Su.2 carry out plans and adjust to changing circumstances—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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#### **Using a Career Planning Process**

14.1. Identify the benefits of using a planning process to set career goals (e.g., helps you to gather information, helps you to stay on track). (IF.B.1.In.1, IF.B.1.Su.1)

14.2. Identify steps in a planning process to set career goals (e.g., determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired career). (IF.B.1.In.1, IF.B.1.Su.1)

14.3. Identify sources of assistance for planning for a career. (IF.B.1.In.1, IF.B.1.Su.1)

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

14.4. Complete a personal appraisal to determine personal strengths and interests related to career choices. (IF.B.1.In.1, IF.B.1.Su.1)

Specify potential:  self-concept and values clarification  
 personality characteristics and personal style

- \_\_\_\_\_  motivational patterns and personal preferences
- \_\_\_\_\_  personal and educational background
- \_\_\_\_\_  key accomplishments and successes
- \_\_\_\_\_  satisfying and dissatisfying experiences
- \_\_\_\_\_  other: \_\_\_\_\_

- 14.5. 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). (CL.C.1.In.1, CL.C.1.Su.1)
- 14.6. Identify preferred goals relating to own plan for high school and postsecondary education (e.g., receiving a diploma, graduating by age 18, attending trade school, earning a certificate). (CL.C.1.In.3, CL.C.1.Su.3)
- 14.7. Identify preferred occupational and career goals for self (e.g., work in office setting, obtain a stable job, work five days a week, receive a paycheck, receive a promotion). (IF.B.1.In.2, IF.B.1.Su.2)
- 14.8. Identify potential situations or events that may cause a person to change career goals (e.g., business closes, family moves, job interests change). (IF.B.1.In.2, IF.B.1.Su.2)
- 14.9. Identify steps in a job search (e.g., identify desired job, use resources to find a job opening, fill out applications, participate in interviews, complete follow-up tasks). (CL.C.1.In.1, CL.C.1.Su.3)
- 14.10. Identify resources for information and assistance with employment (e.g., TV, newspapers, Internet, family, employment agencies). (CL.C.1.In.3, CL.C.1.Su.3)
- 14.11. Identify the importance of a job interview (e.g., provides the first impression, provides information about the job). (CL.C.1.In.3, CL.C.1.Su.3)

**15. Demonstrate awareness of employment and career opportunities in the community.**

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: \_\_\_\_\_

- 15.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 15.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing and sales, administrative/clerical). (CL.C.1.In.1, CL.C.1.Su.1)
- 15.3. Identify specific jobs in the local community associated with various career clusters (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter,

plumber, drywall installer; marketing and sales—clerk, sales representative; administrative/clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)

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

15.5. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, Social Security, investment plans, overtime, maternity leave, contracts, unemployment benefits, worker’s compensation). (CL.C.1.In.1, CL.C.1.Su.1)

15.6. Identify opportunities for job training in the local community (e.g., trade schools, vocational/technical institutes, private or public colleges, apprentice programs). (CL.C.1.In.1, CL.C.1.Su.1)

**16. Demonstrate knowledge of personal and social skills necessary for success on the job.**

CL.C.2.In.1 plan and implement personal work assignments.

CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.

CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.

CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

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**Planning Assignments**

16.1. Identify purposes of planning assignments (e.g., stay on task, finish work on time, fulfill expectations). (CL.C.2.In.1, CL.C.2.Su.1)

16.2. Identify components of a plan to complete assignments. (CL.C.2.In.1, CL.C.2.Su.1)

Specify:  identify the goal or end product, including quality standards  
 identify resources needed—equipment, supplies, time  
 determine substeps needed to accomplish the task  
 determine schedule for completing task

16.3. Identify, prioritize, and schedule job responsibilities for assignments (e.g., make a to-do list, determine deadlines, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)

**Implementing Assignments**

16.4. 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:  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: \_\_\_\_\_

16.5. Identify alternative approaches when faced with difficulty in completing an assignment. (CL.C.2.In.1, CL.C.2.Su.1)

- Specify:  try different techniques     seek advice from others  
 seek assistance from others     read the instructions or references  
 other: \_\_\_\_\_

16.6. Identify general personal and social characteristics necessary for success on the job. (CL.C.2.In.3, CL.C.2.Su.3)

- Specify:  reliability and dependability     flexibility  
 responsibility     self-control  
 self-direction     attention to details  
 other: \_\_\_\_\_

### **Attendance and Punctuality**

16.7. Identify reasons for regular attendance and punctuality on the job (e.g., meet production quotas and deadlines, responsibility to employer and co-workers). (CL.C.2.In.3, CL.C.2.Su.3)

16.8. Identify consequences of irregular attendance or 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)

16.9. Identify behavior or activities on the job which bring values into conflict (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)

16.10. Identify favorable and unfavorable social and emotional characteristics affecting employability (e.g., favorable—desire to please, cheerfulness, cooperation, positive attitude, respect for others, honesty; unfavorable—laziness, rudeness, tardiness). (CL.C.2.In.3, CL.C.2.Su.3)

16.11. 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, do not complain; negative attitude—be pessimistic, be lazy, make negative comments, complain about work or workers). (CL.C.2.In.3, CL.C.2.Su.3)

16.12. Identify appropriate and inappropriate employee/employer interactions. (CL.C.2.In.3, CL.C.2.Su.3)

- Specify:  appropriate—being punctual, following rules, showing respect for authority  
 inappropriate—disrupting work, making negative statements about co-workers  
 other: \_\_\_\_\_

- 16.13. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., listening, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.3, CL.C.2.Su.3)
- 16.14. Identify characteristics of appropriate grooming and selection of clothing for work (e.g., clean clothes; clean hair; proper uniform if required; casual vs. formal, depending on organizational preference; indoors or outdoors, depending on work environment). (CL.C.2.In.3, CL.C.2.Su.3)

**17. Demonstrate awareness of personal and social skills necessary for independent living.**

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.In.2 complete personal care, health, and fitness activities.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
- IF.A.1.Su.2 complete personal care, health, and fitness activities—with guidance and support.
- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the 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: \_\_\_\_\_

**Independent Living**

- 17.1. Identify productive activities needed for independent living in a home or apartment. (IF.A.1.In.1, IF.A.1.Su.1)
- Specify:  preparing and storing food  
 selecting and caring for clothing  
 cleaning and maintaining household  
 selecting and caring for personal living environment  
 selecting and caring for furniture, appliances, and other personal goods  
 selecting and caring for outdoor equipment and maintaining outdoor areas  
 managing personal finances  
 other: \_\_\_\_\_
- 17.2. Identify leisure and recreation activities appropriate for independent living. (IF.A.1.In.1, IF.A.1.Su.1)
- Specify:  games and sports  
 cultural activities  
 hobbies, crafts, and collections  
 pets and gardening  
 outdoor activities  
 other: \_\_\_\_\_

17.3. Identify personal care activities needed for independent living. (IF.A.1.In.2, IF.A.1.Su.2)

- Specify:  eating  
 dressing  
 grooming  
 hygiene  
 motor control and self-management  
 other: \_\_\_\_\_

17.4. Identify health care and fitness activities needed for independent living. (IF.A.1.In.2, IF.A.1.Su.2)

- Specify:  maintaining good nutrition  
 preventing and caring for diseases  
 practicing safety in health, including prevention of tobacco, alcohol, and other drug abuse  
 being aware of disability  
 maintaining good mental health  
 participating in exercise programs  
 other: \_\_\_\_\_

17.5. Identify activities involving community resources and services that may be needed for independent living. (IF.A.2.In.1, IF.A.2.Su.1)

- Specify:  selecting a house or apartment  
 obtaining assistance with personal care or health needs  
 fulfilling civic responsibilities  
 obtaining and caring for clothing or other personal products  
 obtaining utilities, communication, and other household services  
 other: \_\_\_\_\_

17.6. Demonstrate awareness of social skills needed for independent living. (SE.A.2.In.1, SE.A.2.Su.1)

- Specify:  using appropriate interpersonal communication skills  
 selecting and maintaining relationships with friends  
 maintaining positive relations with family  
 maintaining appropriate relations with co-workers and supervisors  
 other: \_\_\_\_\_

## **Travel**

17.7. Identify various means of transportation for people including special accommodations for those with disabilities (e.g., walking; special transit services; special assistance on trains, airlines, and taxis). (IF.A.2.In.2, IF.A.2.Su.2)

17.8. Identify the advantages and disadvantages of various means of transportation. (IF.A.2.In.2, IF.A.2.Su.2)

- Specify:  cost  handicap accessibility  
 routes  hours of operation  
 other: \_\_\_\_\_

17.9. Identify the dangers and responsibilities of, and behavior appropriate to, independent travel in increasingly complex settings (e.g., dangers—large crowds,

unsafe drivers, unsafe passengers, dangerous driving conditions due to weather; responsibilities—keeping track of personal belongings, being aware of environment, knowing destination; behaviors—keep hands to self, do not talk loudly, be polite, ask driver for assistance when necessary). (IF.A.2.In.2, IF.A.2.Su.2)

- 17.10. Identify and find specific locations in buildings when completing functional tasks (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)
- 17.11. Avoid entering doorways and corridors in buildings and other places designated as “No Entry” or open to “Authorized Personnel Only” when traveling in familiar and unfamiliar buildings. (IF.A.2.In.2, IF.A.2.Su.2)
- 17.12. Locate community facilities on a local map and in the phone book (e.g., determine desired location, use index to find facility, identify coordinates, locate on map). (IF.A.2.In.2, IF.A.2.Su.2)
- 17.13. Find a desired location in the community (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)
- 17.14. Practice safety procedures when walking or biking (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)
- 17.15. Practice safety procedures when riding in a car (e.g., wear seatbelt, lock doors, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)

**Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):**

**Understanding the Workplace**

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

**Self- Awareness**

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.

- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

### **Exploring Careers**

- 29.0 Demonstrate the ability to locate, understand, and use career information.
- 30.0 Use the Internet to access career and education planning information.
- 31.0 Identify skills that are transferable from one occupation to another.
- 32.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 33.0 Explain the relationship between educational achievement and career success.

### **Goal Setting and Decision-Making**

- 34.0 Identify and demonstrate use of steps to make career decisions.
- 35.0 Identify and demonstrate processes for making short and long term goals.

### **Workplace Skills**

- 36.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 37.0 Demonstrate skills to interact positively with others.
- 38.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

### **Career and Education Planning**

- 39.0 Identify secondary and postsecondary school courses and major areas of interest that meet tentative career plans.
- 40.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 41.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 42.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 43.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 44.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 45.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 46.0 Describe high school credits and explain how GPAs are calculated.

## **Job Search**

- 31.0 Demonstrate skills to complete a job application.
- 32.0 Demonstrate skills essential for a job interview.