

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

Subject Area: Academics - Subject Areas
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: _____

- 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: _____

- 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: _____

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: _____

- 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: _____

- 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: _____

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: _____
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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: _____

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: _____

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: _____

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: _____

- 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: _____

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: _____ o home _____ o school _____ o 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: _____ o home _____ o school _____ o 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: _____

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)

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: _____

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: _____ o individuals—family members, supervisors, teachers, counselors
_____ o agencies—government agencies, religious organizations, schools
_____ o 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: _____ o self-concept and values clarification
_____ o personality characteristics and personal style
_____ o motivational patterns and personal preferences
_____ o personal and educational background
_____ o key accomplishments and successes
_____ o satisfying and dissatisfying experiences
_____ o 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:

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: _____ o try different techniques _____ o seek advice from others
_____ o seek assistance from others _____ o read the instructions or references
_____ o 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: _____ o reliability and dependability _____ o flexibility
_____ o responsibility _____ o self-control
_____ o self-direction _____ o attention to details
_____ o 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: _____ o appropriate—being punctual, following rules, showing respect for authority
_____ o inappropriate—disrupting work, making negative statements about co-workers
_____ o 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: _____ o preparing and storing food
 _____ o selecting and caring for clothing
 _____ o cleaning and maintaining household
 _____ o selecting and caring for personal living environment
 _____ o selecting and caring for furniture, appliances, and other personal goods
 _____ o selecting and caring for outdoor equipment and maintaining outdoor areas
 _____ o managing personal finances
 _____ o other: _____

17.2. Identify leisure and recreation activities appropriate for independent living. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify: o games and sports
 o cultural activities
 o hobbies, crafts, and collections
 o pets and gardening
 o outdoor activities
 o other: _____

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

- Specify: o eating
 o dressing
 o grooming
 o hygiene
 o motor control and self-management
 o other: _____

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

- Specify: o maintaining good nutrition
 o preventing and caring for diseases
 o practicing safety in health, including prevention of tobacco, alcohol, and other drug abuse
 o being aware of disability
 o maintaining good mental health
 o participating in exercise programs
 o 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: o selecting a house or apartment
 o obtaining assistance with personal care or health needs
 o fulfilling civic responsibilities
 o obtaining and caring for clothing or other personal products
 o obtaining utilities, communication, and other household services
 o 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

- 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 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.