

Florida Department of Education

**COURSE DESCRIPTION - GRADES 6-8
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area:	Academics - Subject Areas
Course Number:	7880010
Course Title:	Exploratory Vocational: 6-8
Previous Course Title:	Pre-Vocational: 6-8

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to prepare for specific vocational training and safety procedures through the use of actual or simulated work tasks and the promotion of good work habits.

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

- personal responsibilities
- social competencies
- personal and career planning
- career exploration
- employability skills
- generic work skills

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

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

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

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

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

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

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

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not 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.

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- 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. Identify and evaluate own interests, aptitudes, abilities, values, and attitudes as related to career and postsecondary educational opportunities.

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

physical assistance full partial assistive technology full partial

- 1.1. Identify personal characteristics that affect preferred career choices (e.g., special talents, self-management, ability to solve problems, ability to communicate, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.2. Identify personal limitations that may negatively affect career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.3. Identify personal abilities, aptitudes, and interests that relate to possible career choices (e.g., ambition, talents, knowledge and skills, previous experiences, personal strengths). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.4. Evaluate the results of personal appraisal to determine possible career goals. (IF.B.1.In.1, IF.B.1.Su.1)
- 1.5. Demonstrate awareness of jobs in a variety of occupational clusters (e.g., characteristics of occupational clusters, examples of jobs within clusters, basic requirements of jobs). (CL.C.1.In.1, CL.C.1.Su.1)

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- 1.6. Identify individual strengths and weaknesses that may affect preferred postsecondary educational opportunities. (e.g., grades, study skills, course of study, motivation). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.7. Identify personal leisure activities that relate to potential careers (e.g., volunteering to help others—social work, teaching; painting—artist; sewing—seamstress; automobile restoration—automobile body repair; playing with animals—veterinarian’s assistant; gardening—landscaper). (IF.B.1.In.1, IF.B.1.Su.1)

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

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.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.
- CL.C.1.Pa.1 show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
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- 2.1. Identify personal situations that call for a plan (e.g., moving to a new apartment, giving a party). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.2. Identify the benefits of using a planning process to set personal goals and career goals (e.g., personal—helps you to stay on track, monitors progress, increases motivation; career—increases motivation, helps organization). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.3. Identify steps in a planning process to set personal and career goals (e.g., personal—determine current situation, determine desired situation, identify tasks to reach desired situation; career—determine strengths and weaknesses, identify interests and abilities, match to opportunities, identify desired job or career). (IF.B.1.In.1, IF.B.1.Su.1)

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- 2.4. Identify resources, sources of information, and assistance for personal and career planning and goal setting. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ individuals—family, supervisor, teacher, counselor, possible employers
_____ agencies—government agencies, religious organizations, schools
_____ materials—guides, planning software, handbooks
_____ other: _____
- 2.5. Identify how a positive view of self affects personal and career goals (e.g., causes higher goals to be set, makes goals seem more attainable, increases level of confidence when pursuing goal-related tasks). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.6. Identify alternatives and choices available to reach personal and career goals (e.g., personal goal to lose weight—start exercise program, consult a physician; career goal to work in a hospital—train to be a nurse’s aide, work in a hospital cafeteria). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.7. Identify the risks and benefits associated with each alternative choice (e.g., dieting risks—may not get necessary vitamins, make take dieting to an extreme; dieting benefits—lowers cholesterol, decreases chance of heart attack). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.8. Identify impact and consequences of decisions before acting (e.g., starting to smoke—may cause cancer, affects the health of others; sending flowers to friend—makes person feel good, costs money). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.9. Identify possible preferred occupational goals for self (e.g., work in office setting, obtain a stable job with high probability of promotion, receive a paycheck, receive a promotion). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.10. Accept assistance with and participate in expressing personal preferences and desires related to personal and career-related activities. (IF.B.1.Pa.1)
Specify: _____ home _____ school _____ community

Monitoring Progress and Making Adjustments

- 2.11. Commit to undertake new tasks and adapt to changes in routine when carrying out plans related to personal or career goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 2.12. Periodically monitor own progress in a specific activity when carrying out plans related to personal or career goals (e.g., determine current state, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.13. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., determine original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)
- 2.14. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, re-evaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

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3. Demonstrate entry-level responsibilities and social competencies necessary for successful employment (e.g., in classroom simulations or campus jobs).

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- physical assistance full partial assistive technology full partial
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Planning and Completing Work Assignments

- 3.1. Identify purposes of planning work assignments (e.g., clarifies what is required, helps you to stay on task, identifies needed time and resources). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.2. Identify components of a plan to complete a work assignment (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.3. Accept assistance with and participate in the sequence of tasks or activities of preparing for work or volunteer service routines. (CL.C.2.Pa.1)
Specify routine: _____
- 3.4. Follow a systematic procedure to complete job-specific tasks. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: identify task
 name steps of task
 perform task following a model or demonstration
 perform task with decreasing feedback
 perform task independently
 monitor own task performance
 evaluate own task performance
 other: _____

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- 3.5. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.6. Accept assistance with and participate in the sequence of tasks or activities of completing work or volunteer service routines. (CL.C.2.Pa.1)
Specify routine: _____

Problem Solving

- 3.7. Apply a general model for solving problems in simulated work situations (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ school _____ community
- 3.8. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____ brainstorming—identifying all solutions that come to mind
_____ identifying steps—when a complicated task is involved
_____ estimating—when numbers are involved
_____ matching consequences to actions—for cause and effect
_____ troubleshooting—finding problems within a work process
_____ creative thinking—when multiple solutions are acceptable
_____ modeling—basing actions on those of a good example
_____ other: _____
- 3.9. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.10. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.11. Identify the steps of a process when solving a problem involving many tasks (e.g., cleaning a room—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; plan a simple project—decide on location, assign responsibility, plan sequence of tasks, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.12. Construct rough estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.13. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted). (CL.B.4.In.1, CL.B.4.Su.1)

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- 3.14. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.15. Apply creative thinking to solve problems in which a variety of solutions are possible (e.g., design a brochure or pamphlet, re-arrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.16. Apply modeling techniques to solve problems where a good example exists (e.g., identify techniques used by most productive employee, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)
- 3.17. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

- 3.18. Complete tasks needed to solve problems at school (e.g., limited time to do homework assignments—use time-management strategies, talk to teacher about extended time on some assignments). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.19. Complete tasks to solve problems in simulated work situations (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.20. Use appropriate techniques or tools to solve problems in school or simulated work situations (e.g., apply active listening skills, make a checklist of work to be accomplished). (CL.B.4.In.2, CL.B.4.Su.2)
- 3.21. Seek assistance when needed to solve problems in school or simulated work situations (e.g., consult supervisor, co-workers, special assistance centers). (CL.B.4.In.2, CL.B.4.Su.2)

Evaluating Effectiveness of Solution

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

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Reliability and Work Ethic

- 3.24. Demonstrate reliability when working (e.g., report to class or work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.25. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in procedures). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.26. Demonstrate responsibility and self-control when working (e.g., accept criticism in a positive way, use a calm tone of voice to negotiate issues, give credit to others for their work). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.27. Demonstrate self-directed behavior when working (e.g., begin tasks when they are assigned, think positively, ask questions only when necessary). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.28. Demonstrate attentive behavior when working (e.g., stay on task, talk to others at appropriate time, listen to directions). (CL.C.2.In.3, CL.C.2.Su.3)
- 3.29. Identify strategies to use to maintain an acceptable attendance record. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ report to work regularly and be on time
 _____ stay until quitting time
 _____ return from breaks promptly
 _____ inform supervisor if late or unable to work, have scheduling conflict
 _____ other: _____
- 3.30. Use appropriate actions if late or absent from school (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

Employability Skills

- 3.31. Apply basic academic skills appropriate to the task and work setting (e.g., math—measuring; reading—following written instructions). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.32. 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.5, CL.C.2.Su.5)
- 3.33. Identify the differences between a positive attitude and a negative attitude when on the job (e.g., positive attitude—optimistic, works hard, does not talk negatively about projects or people, does not complain unnecessarily; negative attitude—pessimistic, lazy, makes negative comments, complains about work load). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.34. Identify the benefits of a positive attitude towards a job (e.g., reduces stress, makes others more willing to work with you, improves relationship with co-workers and supervisors, makes job more enjoyable). (CL.C.2.In.5, CL.C.2.Su.5)

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- 3.35. Identify appropriate and inappropriate employee/employer interactions. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ appropriate—being punctual, following rules, showing respect for superiors
 _____ inappropriate—disrupting work, making negative statements about co-workers
- 3.36. Identify the characteristics and importance of recognizing and showing respect for the authority of a supervisor (e.g., treating authority figures with respect, following directions, conforming to rules, accepting criticism, using feedback for performance improvement). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.37. Identify appropriate verbal responses to interactions from supervisors and co-workers (e.g., sir, ma'am, please, thank you, excuse me). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.38. Identify types of inappropriate physical contact with others and self within a work setting (e.g., hugging, patting, kissing, hitting, pushing). (CL.C.2.In.5, CL.C.2.Su.5)

4. Demonstrate basic skills and safety procedures relevant to vocational training.

- CL.C.2.In.2 use appropriate technology and equipment to complete tasks in the workplace.
CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
CL.C.2.Su.2 use appropriate technology and equipment to complete tasks in the workplace—with guidance and support.
CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

- ___ physical assistance full partial ___ assistive technology full partial
-

Using Tools, Equipment, and Supplies

- 4.1. Select and use the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, references; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, computer; preparing ground for planting—rake, hoe, shovel, hose, fertilizer). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.2. Clean and maintain tools and equipment (e.g., copy machine—clean glass, add paper; vacuum cleaner—change bag; painting—clean brushes and paint containers). (CL.C.2.In.2, CL.C.2.Su.2)

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- 4.3. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in cubby, closet, or locker; personal work supplies in personal work area; cleaning supplies in cupboard; gardening tools in outdoor shed). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.4. Accept assistance with and participate in recognizing and relating to familiar objects used in work assignments (e.g., turns toward own chair, reaches for own jacket when leaving, grasps paintbrush for hand-on-hand painting). (CL.C.2.Pa.1)
- 4.5. Accept assistance with and participate in recognizing and using adaptive/assistive devices used in work assignments (e.g., switch to turn on computer, raised workstation). (CL.C.2.Pa.1)
- 4.6. Accept assistance with and participate in requesting objects to produce desired effects during work assignments (e.g., bag to place supplies in, device to communicate). (CL.C.2.Pa.1)

Following Safety Procedures

- 4.7. Identify the purpose of cleaning up after spilling or breaking something and disposing of trash properly in a work situation (e.g., prevent self and others from being harmed, keep area clean, prevent contamination, ensure proper sanitation). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.8. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.9. Identify materials and tools that should be found in the workplace to use in emergency situations (e.g., fire extinguisher, flashlight, candles, matches, first aid kits, battery-operated radio). (CL.C.2.In.4, CL.C.2.Su.4)
Specify: _____ home _____ school _____ community
- 4.10. Identify persons to ask for assistance in emergency situations when working (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
Specify: _____ home _____ school _____ community
- 4.11. Identify how to handle specific emergencies in a work situation (e.g., tornado—get under desk or stand in inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber’s commands, report to police). (CL.C.2.In.4, CL.C.2.Su.4)
- 4.12. Accept assistance with and participate in alerting others when unexpected events or potentially harmful situations occur in a volunteer or work situation. (CL.C.2.Pa.1)
Specify: _____ school _____ community

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- 4.13. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur in a volunteer or work situation. (CL.C.2.Pa.1)

Specify: _____ school _____ community

5. Demonstrate mastery of requirements from appropriate Middle/Junior exploratory or vocational job preparatory courses.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

The following courses may be used for this requirement:

Course No.	Course Name	Grade Level
Agribusiness and Natural Resources Education		
8100110	Orientation to Agriscience, Technology, and Environmental Sciences	6-9
8100120	Introduction to Agriscience, Technology, and Environmental Sciences	6-9
8100210	Exploration of Agriscience, Technology, and Environmental Sciences	6-9
Business Technology Education		
8200110	Business Keyboarding	6-9
8200220	Computer Applications in Business I	6-9
8200210	Computer Applications in Business II	6-9
Diversified Occupations		
9100210	Exploration of Vocational Occupations	6-9
Family and Consumer Sciences		
8500130	Life Choices	6-9
8500230	Personal Development	6-9
8500240	Teen Challenges	6-9
Health Science Education		
8400110	Orientation to Health and Public Service Occupations	6-9
8400210	Exploration of Health Occupations	6-9
Marketing Education		
8800110	Orientation to Marketing Occupations	6-9
8800210	Exploration of Marketing Occupations	6-9
Technology Education		
8600000	Integrated Technology Studies	6-9

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6. Use personal care skills to meet demands of work situations at school, in the home, or in the community.

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

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

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance full partial ___ assistive technology full partial

6.1. Demonstrate knowledge and skills needed for common personal care activities involved in dressing for work situations. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ selecting appropriate clothing for the job
 ___ putting on clothing, closing fasteners
 ___ taking off clothing, opening fasteners
 ___ other: _____

6.2. Demonstrate knowledge and skills needed for common personal care activities involved in grooming and hygiene for work situations. (IF.A.1.In.2, IF.A.1.Su.2)

Specify: ___ meeting health and safety standards
 ___ meeting workplace expectations
 ___ completing care activities at proper time and place
 ___ other: _____

6.3. Demonstrate knowledge and skills needed for common personal care needs involved in motor control and managing self during work activities. (IF.A.1.In.2, IF.A.1.Su.2)

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

6.4. Accept assistance with and participate in activities and tasks associated with daily dressing routines for volunteer or work situations. (IF.A.1.Pa.2)

Specify: _____

6.5. Accept assistance with and participate in activities and tasks associated with daily grooming and hygiene routines for volunteer or work situations. (IF.A.1.Pa.2)

Specify: _____