



Pasco County

On-the Job Training Manual

OJT



**CAREER AND
TECHNICAL EDUCATION**

The Time is Now!

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Introduction

The purpose of this On-the-Job (OJT) Training Manual is to assist the school district in the implementation of consistent and effective Cooperative Education-OJT programs. Specific authorization governing On-the-Job Training (OJT) is found within the State Board of Education, Administrative Rules, Chapter 6A-6.0571. These policies and procedures may be found at www.fldoe/workforce/dwdframe/forward.asp. A high school OJT education program is an elective academic program that combines a comprehensive classroom curriculum with a directly related work experience in the business community. On-the-Job Training programs provide the student with a meaningful opportunity to gain professional job experience related to an identified career goal. The Florida Department of Education (DOE) has provided a way for schools to offer students a variety of exciting and encompassing business-based programs in the following areas:

1. Agriscience and Natural Resources Education
2. Business Technology Education
3. Diversified Education
4. Family and Consumer Sciences Education
5. Health Science Education
6. Industrial Education
7. Marketing Education
8. Technology Education
9. Exceptional Student Education (ESE)
10. Drop Out Prevention (Graduation Enhancement)

The Community, Career, and Technical Education Department recommends that the OJT teacher-of-record become very familiar with and follows the DOE Curriculum Frameworks for the particular area he or she is assigned (Appendix A).

Pasco County offers students three types of OJT programs:

1. A Department of Education paid work program that may be taken by high school students following the successful completion of required coursework within the identified career and technical program.
2. A Department of Education paid alternative education OJT program identified through Drop Out Prevention (DOP).
3. A Department of Education paid or unpaid Exceptional Student Education (ESE) OJT program.

High School Paid OJT Programs

The OJT program offered to high school students directly correlating to one of the areas listed above may **ONLY** be taken by the student who has successfully completed at least one credit within the discipline area or who will be concurrently enrolled in a course within a specific career and technical area. **A student, who has never taken a career and technical course within one of the areas listed above, is not eligible for OJT** as this learning experience is designed to enhance the classroom instruction associated with the OJT assignment and not intended to be a stand-alone course.

Graduation Enhancement/OJT Programs

The OJT program offered to high school students enrolled in the Graduation Enhancement Program is to provide support for at-risk students. This support shall be provided through instruction in the methods of acquiring the necessary human relations skills, work ethics, and common knowledge required for successful employment. A student shall not enroll in a Work Experience class without concurrent enrollment in Work Experience-OJT (8301650). Also, a student may not enroll in Work Experience-OJT (8301650) without previous or concurrent enrollment in a Work Experience class. The student must be paid and must be directly supervised. Cooperative Education Clubs of Florida/Business Professionals of America (CECF/BPA) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills for students enrolled in this program. The teacher-of record is responsible for monitoring and maintaining all required OJT records. All records are to be kept up-to-date and easily accessible for audit purposes.

Exceptional Student Education OJT Programs

The ESE OJT Programs are based on a continuum of transition services. Three courses make up this OJT program: Career Preparation (7980110), Career Experience (7980120) and Career Placement (7980130).

Students placed in the Job Preparation Program may choose a variety of options to best fit their individual needs. They may include any combination of the following:

Career Preparation Class: This class may be taken any time during grades 9-12 and repeated as needed for credit. The purpose of this course is to provide a foundation toward achieving the student's desired post school outcomes related to a career. This course should be taken prior to or concurrently with the student's first placement in a work environment. **Career preparation is a required course for students seeking to graduate with a special diploma and who function at an independent level.** This course may be used to fulfill an elective credit.

Career Experience Class: At the recommendation of the transition individual education plan (TIEP) team, students are placed in a non-paid position on or off campus, as a training site, under the supervision of a Transition Assistant. The assistant gives on-site periodic support to the student while he/she learns and maintains job skills. The student is also supervised by employee(s) of the business. Transportation to community job sites is provided for the student. The focus of the experience is to provide varied opportunities for students to apply the skills they obtained in their Career Preparation class. The course may be used as a practical arts elective credit.

Career Placement Class: Career Placement Class, also known as ESE, OJT, is provided for students who are ready for paid, part- time employment while completing high school. The course

may be used as a practical arts elective, and students may receive multiple credits depending upon the number of hours they work. Placement in this course is based upon the recommendation of the Job Transition Specialist (JTPS). Students first attempt to secure their own job. If appropriate, the JTPS will provide job placement services. Transportation is provided by the student. Site visits are performed on a regular basis by the JTPS as long as the student remains enrolled in the class.

Work Option 2 Program: Students seeking a special diploma through the Option 2 program may be enrolled in either unpaid or paid on the job training. (ie. Career Experience or Career Placement). However, the student must have a minimum of one semester of successful paid employment prior to graduation. Students are supervised weekly, and contact may be made on the job, at home, and/or at a parent conference to satisfy this requirement. This program is designated for “at risk” students. The JTPS is responsible for fulfilling the responsibilities of the Transition Specialist for all work Option Special Diploma 2 students.

OJT Funding

The OJT program in Pasco County is funded through the generation of Career & Technical Full Time Equivalent (FTE) dollars and must adhere to the policies and procedures set forth by the Community, Career & Technical Education Director in the district. Each OJT teacher must strictly adhere to all rules outlined in this document. There will be no exceptions. It is imperative that each OJT teacher-of-record in the district understand his or her critical role in monitoring and reporting accurate OJT data. It is the responsibility of the OJT teacher to work closely with his or her school-based administrator responsible for FTE data to make certain all OJT data is accurate and complete. Teachers must understand that weighted career & technical programs will be audited on a regular basis by state and district level staff. If inaccurate data is maintained by the OJT teacher the weighted level of FTE funding will be decreased to basic FTE funding.

OJT meetings will be held throughout the school year to provide teachers with updates necessary to enable them to successfully report accurate OJT data. It is the goal of the Community, Career and Technical Education Department that there will **NOT** be a loss of FTE funding associated with OJT in the district.

The OJT program is a five-way partnership between the student, parent, school, job site, teacher and the district's Community, Career & Technical Education department. Each partner must do his or her part in contributing to a successful working relationship. Each partner brings to the table specific responsibilities that he or she must fulfill in order for the program and learning experience to be successful.

It is the intention of this manual to assist administrators, supervisors, and teacher coordinators in successfully establishing and maintaining cooperative training in Pasco County. All forms included in this document are designed to be easily duplicated by the teacher. It is the responsibility of the teacher to have on hand an adequate number of forms needed for his or her program.

The Curriculum

The individual cooperative education program's curriculum frameworks serve as a general teacher's guide and can be obtained by downloading the frameworks from the Florida Department of Education's web site at <http://www.fldoe.org/workforce/dwdframe> and selecting "curriculum". Each program is broken down into courses: some programs have the On-the-Job Training

component, which makes that program "cooperative". The Florida Sunshine State Standards have been incorporated in all cooperative education programs and are included in the curricular frameworks of each program.

All program courses are composed of two parts: Curriculum Frameworks and Student Performance Standards (Appendix A). The Curriculum Frameworks include four major sections: major concepts/content, laboratory activities, special notes, and intended outcomes. Student Performance Standards are listed for each intended outcome.

Special attention will be given to the major concepts/content section of each framework for each work experience course to make certain that all prerequisite coursework has been satisfied prior to the first day of work for the student. It will be the responsibility of the OJT teacher to work hand-in-hand with the appropriate guidance counselors to check the course history of each student to make certain that all prerequisite course work has been satisfactorily completed prior to accepting an application for placement within the OJT program.

The following Pasco County programs are currently offering an OJT component:

OJT SUBJECT AREAS

Agriscience and Natural Resources Education

Agriscience and Natural Resources Education includes various combinations of subject matter and learning experiences in agriculture production, agricultural supplies/services, agricultural mechanics, agricultural products processing, ornamental horticulture, agricultural (natural) resources, forestry, and planned leadership/employability skills. Opportunities for employment in agricultural and natural resources occupations are found at all levels including technical, managerial, and professional. Currently programs and courses are available at Pasco High and Land O' Lakes High Schools. The purpose of this OJT course is to provide an on-the-job training component in conjunction with a job preparatory program to prepare students for employment in agricultural occupations. The OJT placement is to be directly related to the field of agriculture.

Students are encouraged to participate in the National FFA, which is the organization available to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agriculture education.

Students in the course must have on file with the instructor a current and accurate DISTRICT SCHOOL BOARD OF PASCO COUNTY COOPERATIVE EDUCATION STUDENT AGREEMENT AND DISTRICT SCHOOL BOARD OF PASCO COUNTY COOPERATIVE EDUCATION TRAINING AGREEMENT. (Appendix C & D) An appropriately signed PASCO COUNTY OJT ATTENDANCE AND TIME CARD is required monthly. The time card is to be filled out in ink. Student work hours are to be in accordance with Child Labor Laws (Appendix I).

Business Technology Education

Business Technology Education programs and courses are available at all high schools for secondary students in this program area. Business technology education is a group of planned, specialized instructional programs structured to prepare students to enter, advance, and refine prescribed competencies for employment in a cluster of business occupations or in a specific occupation chosen as a career objective. Congruent to all programs are the identified economic

concepts and leadership activities, which enable the individual to function as a consumer, voter, worker, and leader in the American business system.

Students are encouraged to participate in the Future Business Leaders of America (FBLA) and/or Business Professionals of America (BPA), which are the appropriate Career & Technical Student Organizations (CTSO) for providing leadership training for reinforcing specific career and technical skills.

The on-the-job training course for Business Technology Education will prepare students for employment in the business occupation cluster. Students in the course must have on file with the instructor a current and accurate DISTRICT SCHOOL BOARD OF PASCO COUNTY COOPERATIVE EDUCATION STUDENT AGREEMENT AND DISTRICT SCHOOL BOARD OF PASCO COUNTY COOPERATIVE EDUCATION TRAINING AGREEMENT (Appendix C & D). An appropriately signed PASCO COUNTY OJT ATTENDANCE AND TIME CARD is required monthly. The time card is to be filled out in ink. Student work hours are to be in accordance with Child Labor Laws (Appendix I).

Diversified Education

Diversified Education programs are currently found at JW Mitchell High, Gulf High, Hudson High, Wesley Chapel High, Land O' Lakes High, Pasco High, Ridgewood High and River Ridge High Schools. Diversified Education includes courses, programs and activities designed to: (1) prepare the student for employment in selected occupations utilizing the cooperative method of instruction; (2) motivate the student to remain in school by providing a variety of supervised, occupational on-the-job experiences combined with general human relations and employability skills; and (3) reinforce the basic skills in English, mathematics and science appropriate for any job preparatory program in which the student is enrolled.

Students are encouraged to participate in the Cooperative Education Clubs of Florida (CECF), which is the appropriate career & technical student organization (CTSO) to provide the student with leadership training and reinforce specific career & technical skills.

Students in this course must have on file with the instructor a current and accurate DISTRICT SCHOOL BOARD OF PASCO COUNTY COOPERATIVE EDUCATION STUDENT AGREEMENT AND DISTRICT SCHOOL BOARD OF PASCO COUNTY COOPERATIVE EDUCATION TRAINING AGREEMENT (Appendix C & D). An appropriately signed PASCO COUNTY OJT ATTENDANCE AND TIME CARD is required monthly. The time card is to be filled out in ink. Student work hours are to be in accordance with Child Labor Laws (Appendix I).

Health Science Education

Programs and courses in the area of health science education are currently available at Zephyrhills High School. Health Science Education comprises the body of subject matter and planned learning experiences designed to prepare individuals with competencies required to assist qualified health professionals in providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to patients in health care facilities, in the home, and in the community.

Students are encouraged to participate in the Health Occupations Students of America (HOSA), which is the organization available to students to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill, and leadership development to all

health occupation education students therefore helping students meet the needs of the health care community.

The on-the-job training course for Health Science Education will prepare students for employment in the health occupation cluster. Students in the course must have on file with the instructor a current and accurate DISTRICT SCHOOL BOARD OF PASCO COUNTY COOPERATIVE EDUCATION STUDENT AGREEMENT AND DISTRICT SCHOOL BOARD OF PASCO COUNTY COOPERATIVE EDUCATION TRAINING AGREEMENT (Appendix C & D). An appropriately signed PASCO COUNTY OJT ATTENDANCE AND TIME CARD is required monthly. The time card is to be filled out in ink. Student work hours are to be in accordance with Child Labor Laws (Appendix I).

Marketing Education

Programs and courses in the area of Marketing Education are currently available through the Academy of Finance, which is offered at Sunlake High School. The purpose of this program is to improve personal financial literacy and prepare students for employment in the financial industry and in the finance area of other industries. Emphasis is on the following elements of the financial industry: planning; management; finance; economics; technical and production skills; underlying principles of technology; labor issues; community issues and health, safety and environmental issues; risk management liability; and health, life, and disability insurance.

Students are encouraged to participate in DECA, "An Association of Marketing Students", which is the appropriate career and technical student organization for providing leadership training and for reinforcing specific career and technical skills.

Students in the course must have on file with the instructor a current and accurate DISTRICT SCHOOL BOARD OF PASCO COUNTY COOPERATIVE EDUCATION STUDENT AGREEMENT AND DISTRICT SCHOOL BOARD OF PASCO COUNTY COOPERATIVE EDUCATION TRAINING AGREEMENT (Appendix C & D). An appropriately signed PASCO COUNTY OJT ATTENDANCE AND TIME CARD is required monthly. The time card is to be filled out in ink. Student work hours are to be in accordance with Child Labor Laws (Appendix I).

WHO DOES WHAT?

Role of the OJT Teacher

It is the responsibility of every OJT teacher to keep accurate and up-to-date records for each student enrolled in the program. The district office staff will work closely with each individual school-based OJT instructor to ensure that all information is accurate and complete in order to eliminate potential loss of all FTE funding. All OJT teachers are required to send to the Community, Career, and Technical Education Department (CCTE) no later than the third week of September, a roster of OJT students that includes the following information:

1. Student Name & Student Number
2. Place of Employment/ Business
3. Employer Address
4. Employer Supervisor Name
5. Employer Phone Number
6. Primary job task of the OJT student.
7. Name and # of prerequisite course
8. OJT Course # currently enrolled in
9. Primary task of the OJT student

10. Date of the signed MIS 603
11. Date of the signed MIS 628
12. Date of first day of work
13. # of hours per week student works
14. Date of first site visit

This information can be computer generated. This information will help guarantee eliminating potential loss of FTE funding and assist staff in monitoring OJT records.

Cooperative Education Student Files:

The OJT teacher is responsible to have an OJT folder for each working student containing the required paperwork to be reviewed by district and DOE staff periodically throughout the year. The folder must contain the following:

1. A copy of the District School Board of Pasco County Cooperative Education Training Agreement (MIS 603, Appendix C) must be filled out completely, legibly, and in ink and reflect the Federal Tax ID# of the employer for each OJT student. The date on this form must be prior to the first workday for the student for the current school year. The job title portion of this form will reflect duties directly corresponding to the curriculum area for which the OJT student is enrolled. This document will remain in the student's file and available for monitoring.

2. A copy of the District School Board of Pasco County Cooperative Education Student Agreement (MIS 628, Appendix B) must be filled out completely, legibly, and in ink for each OJT student and maintained in the student record. These forms are required to be updated as students change jobs throughout the school year. Employers Federal Tax ID# must appear on the MIS 628.

3. A copy of the monthly Pasco County OJT Attendance and Time Card (Appendix E) for each student. This card must be photocopied on white card stock and kept as a record of the hours the student worked.

This document must be filled out in ink and submitted to the teacher with all verifying signatures attached. It will be the responsibility of the student to fill in the "date" portion and accurate time, along with the number of hours worked for each day. The Time Card will be submitted to the teacher on the next school day following the last day of each month. The teacher will keep all Time Cards in individual student folders along with the MIS 603 and the MIS 628 for audit purposes. The Time Card is the official audit record for the school and is an important document needed for attendance. The student must complete this Time Card each month. The employer or current supervisor at the Training Site must sign the Time Card. The teacher must place it in the school audit folder for the student by the end of each month. The student will need to submit his/her first pay stub for the new school year and/or the first pay stub for any subsequent job change. All identifying social security information should be removed. The teacher will attach the pay stub to the appropriate time card. In the absence of a pay stub, the student will need to submit a check from the business with the printed business name and address and a copy of the businesses occupational license. If available, an IRS1099 is acceptable documentation.

4. Copies of student evaluation forms (Appendix D) must be completed quarterly by the employer and maintained in the student file.

5. A copy of a sample training plan (Appendix F), as well as a sample contact log (Appendix G) and job search form (Appendix H) are required documents to be maintained in each students file.

Selected district office staff will conduct periodic "mock audits" of OJT programs across the district in the effort to improve data collection and submission.

For students who change jobs, all of the required paperwork must be submitted to the OJT teacher and approved prior to the student reporting for work on the first day of their new job. No student will report to work until the OJT teacher approves the submitted paperwork.

It is the ongoing responsibility of the OJT teacher to monitor the worksite of his or her students making certain that the worksite does not breach any school board policy found in the district Code of Student Conduct.

Employer Visits and Evaluations

OJT teachers will visit each training site a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the student's Training Plan. If the OJT teacher is unable to complete the required site visits, he or she is required to contact his or her principal and then the Career & Technical Education Supervisor. The teacher will keep a log documenting dates and times of all worksite visits. This information should be available for an auditors review.

Appropriate Job Placement

It is the belief of the Career & Technical Education Department that all OJT work experience opportunities are an extension of the CTE classroom experience, directly correlating to the appropriate DOE curriculum frameworks. Students will only receive credit for employment in a business that has a valid Federal Tax ID#. Students will follow all rules outlined in the district Code of Student Conduct and such rules shall be held constant for both the workplace and school. Rules broken at the workplace shall result in the same disciplinary action as for those broken on school board property. Job placement shall be a reflection of the same high standards as set forth for any school related function. Specific job placement is not the responsibility of the district; however, no credit will be granted to a student whose job would expose students to the following:

1. Violence
2. Disruptive Acts/Defiance
3. Contraband
4. Obscene Acts/Sexual Situations
5. Improper and/or Illegal Use of Technology
6. Discrimination
7. Improper Dress Code
8. Alcohol and Drugs

The following are not approved work sites/jobs:

- Businesses in which alcohol is the primary source of revenue such as a bar or liquor store.
- A business that sells drug paraphernalia.
- Working as a bartender in any business

The parent/guardian of a student or an emancipated student holds the responsibility to investigate a proposed employer and job site to determine that the job site will be safe and not expose the student to harm. Each parent must become aware of the appropriate steps that need to be taken to ensure safe placement of his or her student at a job site within the OJT program.

A business that engages in questionable activity will be considered an inappropriate job site for any and all Pasco County On-the-Job Training students. It is the obligation of students and parents to notify the OJT teacher immediately if questions arise. Being an OJT student is a privilege and any breach of school district policies and procedures will not be tolerated and will result in immediate removal from the program.

The student employee represents the school district at all times and is expected to demonstrate professional qualities of responsibility, dependability, ethical behavior, and maturity while performing tasks for the employer.

Role of the Student

1. Students learn the importance of attendance and promptness along with other work ethics that go directly hand-in-hand with securing and keeping a job.
2. Students have an opportunity to learn useful career and technical skills in the classroom and on the job.
3. Students develop an appreciation and respect for work.
4. Students have the opportunity to obtain gainful employment leading to enhanced career opportunities and economic responsibility.
5. Students have the opportunity to develop useful leadership skills.
6. Students will submit appropriately completed required paperwork on time.
7. Students will inform their parent(s)/guardian and teacher on the day a job is terminated for any reason.
8. Students will not apply to work at a community business that can be viewed in direct opposition of rules found in the district Code of Student Conduct (example: school dress code, improper and/or illegal use of technology).
9. Students will report to work each assigned day or be removed from the work program.

Role of the School

1. The skills, knowledge, equipment, and facilities of business enterprises are utilized in the training of students.
2. The relevancy of the program encourages many students to accomplish their educational career goals.
3. Advisory councils may assist in curricular improvements and in determining types of career opportunities available in the community.

4. Parent/guardian involvement lends support to the school and to the cooperative education program.
5. Business partnerships provide information and resources to the school.
6. Careful attendance records indicate that when a student is not in school he or she is not to work.
7. A healthy communication between principal, teacher and guidance counselor is necessary when communicating timely information resulting in OJT student course withdrawals.

Role of the Parent/Guardian

1. Parents/guardians will determine the worksite to be safe and free from harm for the student.
2. Students **MUST** have good attendance. Students should **NOT** report to their OJT job site on regular school days if they were not in attendance at school.
3. Parents/guardians participate in the school's activities promoting the cooperative education program.
4. Parents/guardians are considered a part of the support team.
5. Parents/guardians must know when a student terminates or is terminated at the work site and notifies the OJT teacher immediately.
6. Parents/guardians support the school by abiding by all of the rules set forth throughout this manual.

Role of the Business

1. The employer shall provide to the parent/guardian important information needed by them to make a decision as to whether the place of business is safe and free from harm for his or her student.
2. Employers are able to obtain better-qualified trainees.
3. The relationship between the community and the school is expanded and strengthened.
4. The student's teacher provides classroom follow-up activities that reinforce the employer's expectations.
5. The employer signs the required forms associated with the OJT program.
6. The employer notifies the teacher if the student's employment is terminated.

District OJT Guidelines

Getting A Job

If the student has not secured a part-time job by the start of the school year, he or she will have three (3) weeks to do so. An unemployed student must submit the job search report (appendix H) to the OJT coordinator weekly with a minimum of five completed contacts per week to demonstrate attempts to obtain paid work. If a student has not obtained a job by the 16th day following enrollment in the class, or after losing a job, the OJT teacher must contact the guidance counselor and have the student removed from the program. The OJT instructor will advise the principal and parent/guardian when a student is recommended for removal from an OJT class. It is the responsibility of the OJT teacher to make certain that each OJT student enrolled in his or her program during FTE week is employed. It will be the responsibility of the student to make-up all missed work within the timelines of the individual educational institution when placed in a new class following the withdrawal from OJT.

Students who wish to change jobs after the beginning of the school year or after being enrolled in an OJT class **MUST** confer with the teacher/coordinator prior to the actual job change.

The criteria for a job change:

1. Discuss possible job resignation with coordinator and parent/guardian prior to any action being taken.
2. Discuss possible job resignation with employer prior to any action being taken.
3. Submit a letter of resignation giving at least two (2) weeks notice.
4. The new job should be an advancement and/or better match with the student's career goals.
5. If the student is terminated for cause, or fails to follow these written job change procedures, he or she will receive a failing grade for OJT.
6. A new job will be one that falls within the occupational cluster defined by the OJT program.

Attendance

The OJT student is under the jurisdiction of the school throughout the school day, whether class, work site, and club activities. Regular attendance at school/work site is the first step to success. If a student does not attend his or her daily assigned school classes he or she should **NOT** attend his or her OJT job site.

Criteria for attendance

1. When the student is absent from school or suspended, he or she will be marked absent from OJT, and should not report to the job site.
2. When a student is going to be absent from the job, he or she must notify his or her employer and school coordinator that same day.

Appendix A

(Student Performance Standards)

**Florida Department of Education
Curriculum Framework**

Program Title: Agribusiness Cooperative Education - OJT
Career Cluster: Agriculture, Food and Natural Resources

	Secondary	PSAV
Program Numbers	8100410	A019999
CIP Number	0101.9999CP	0101.9999CP
Grade Level	9-12, 30, 31	30, 31
Length	Multiple credits	Multiple hours
CTSO	FFA	NA
Certification	AGRICULTUR 1 @2 ANY AG ED G	AGRICULTUR 1 @2 AGRI @2 ANY AG ED G

- I. **Major Concepts/Content:** The purpose of this course is to provide an on-the-job training component in conjunction with a job preparatory program to prepare students for employment in agricultural occupations. Students may enroll concurrently or after completing at least one course of a job preparatory program. On-the-job experiences are provided as an addition to a job preparatory program which will develop occupational competencies required for employment in the occupation chosen by the student as a career choice or to provide experiences that further develop the competencies acquired by the student in an in-school job preparatory program.
- II. **Laboratory Activities:** A workstation is provided as required to support the on-the-job training activities of the student.
- III. **Special Note:** FFA (secondary) is the appropriate Career Student Organization for providing leadership training and for reinforcing specific career skills. Career Student Organizations shall be an integral part of the instructional program and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, FAC.

For the on-the-job training component, the following is required for each student: a training plan, signed by the student, teacher and employer, which includes instructional objectives and a list of on-the-job and in-school learning experiences; a work station which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must receive compensation for work performed. It is recommended that for every twenty students (or portion thereof) enrolled in the program, the teacher-coordinator be given a minimum of one hour of OJT-coordination release time per day so that he/she can visit students on the job to manage the cooperative method of instruction effectively. The teacher/coordinator must visit each job site a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

The Cooperative - OJT course may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards, which the student must master to earn credit, must be specified in the OJT training plan.

- IV. **Intended Outcomes:** After successfully completing this course, the student will be able to:
 - 01.0 Perform designated job skills.
 - 02.0 Demonstrate work ethics.

**Florida Department of Education
Student Performance Standards**

Program Title: **Agribusiness Cooperative Education - OJT**
Secondary Number: 8100410
Postsecondary Number: AO20019

01.0 Perform designated job skills--The student will be able to:

- 01.01 Demonstrate job performance skills.
- 01.02 Apply safety procedures on the job.
- 01.03 Maintain appropriate records.
- 01.04 Display a high level of productivity.

02.0 Demonstrate work ethics--The student will be able to:

- 02.01 Demonstrate ethical practices.
- 02.02 Follow directions.
- 02.03 Interact with employer and co-workers.
- 02.04 Interact with customers and clients.
- 02.05 Display a positive attitude toward the job.

**Florida Department of Education
Curriculum Framework**

Program Title: Health Science Education Cooperative-OJT
Career Cluster: Health Science

	Secondary	PSAV
Program Numbers	8400410	H179999
CIP Number	0317.9999CP	0317.9999CP
Grade Level	10-12, 30, 31	30, 31
Standard Length	Multiple credits	Multiple hours
Certification	ANY HEALTH OCCUP G	ANY HEALTH OCCUP G

- I. **Major Concepts/Content:** The purpose of this course is to enhance or further develop competency through the on-the-job training experience. The on-the-job experiences provided must be related to the job preparatory program.

This method of delivery is not intended for supplemental vocational course instruction and shall not be claimed for supplemental FTE purposes.

Basic skills in English, mathematics, and science acquired through the job preparatory program should be reinforced through on-the-job training.

- II. **Laboratory Activities:** A work station is provided as required to support the on-the-job training activities of the student.

- III. **Special Note:** The Health Occupations Students of America, Inc., is the appropriate Career/Technical Student Organization (CSO) for providing leadership training experiences and reinforcing specific career/technical skills. CSOs, when provided, shall be an integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065(8), FAC.

For on-the-job training, the following is required for each student: a training agreement; a training plan with selected student performance standards identified and signed by the student, teacher and employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; a work station which reflects appropriate equipment for the training; and skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must receive compensation for work performed.

The teacher/coordinator must visit each job site a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan. It is recommended that for every twenty students (or portion thereof) enrolled in this course, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day so they may visit students on the job and to manage the cooperative method of instruction effectively. The supervised on-the-job activities may be continued as a summer learning experience without classroom instruction for students who participated in the program during the school year immediately preceding the summer assignment for students.

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

special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

This course may be taken by a student for one or more semester(s) at the secondary level. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit must be specified in the OJT training plan.

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

- 01.0 Perform designated job skills.
- 02.0 Demonstrate work ethics.

**Florida Department of Education
Student Performance Standards**

Program Title: Health Science Education Cooperative -OJT
Secondary Number: 8400410
Postsecondary Number: H179999

01.0 Perform Designated Job Skills--The student will be able to:

- 01.01 Perform tasks as outlined in the training plan.
- 01.02 Demonstrate job performance skills.
- 01.03 Demonstrate safety procedures on the job.
- 01.04 Maintain appropriate records.
- 01.05 Attain an acceptable level of productivity.
- 01.06 Demonstrate appropriate dress and grooming habits.
- 01.07 Recognize limits of authority and responsibility.
- 01.08 Identify rights and responsibilities of employers and employees.
- 01.09 Identify legal ramifications of actions/inactions in the job area.
- 01.10 Recognize and value time.
- 01.11 Recognize and value accuracy.

02.0 Demonstrate Work Ethics--The student will be able to:

- 02.01 Follow directions.
- 02.02 Demonstrate good human relations skills on the job.
- 02.03 Demonstrate good work habits.
- 02.04 Demonstrate acceptable business ethics.

**Florida Department of Education
Curriculum Framework**

Program Title: Business Cooperative Education - OJT
Career Cluster: Business, Management, and Administration
Program Type: Job Preparatory

	Secondary	PSAV
Program Number:	8200410	B079999
CIP Number:	0507.9999CP	0507.9999CP
Grade Level:	9-12, 30, 31	30, 31
Standard Length:	Multiple credits	Multiple hours
Teacher Certification:	BUS ED 1 @2 VOE @7 TEACH CBE @7 *ANY BUSINESS ED/TC COP E G	BUS ED 1 @2 VOE @7 TEACH CBE @7 *ANY BUSINESS ED/TC COP E G
CTSO:	FBLA BPA	Phi Beta Lambda BPA

** The Coop Endorsement, though advisable, is not required by the Department of Education to teach this course.*

- I. **Purpose:** This course is designed to provide the on-the-job training component when the cooperative method of instruction is used to prepare students for employment in business occupations. On-the-job experiences are provided as a part of a job preparatory program which will develop occupational competencies required for employment in the occupation chosen by the student as a career choice or to provide experiences that further develop the competencies acquired by the student in an in-school job preparatory program.

Supervised on-the-job training provides opportunities for selective placement based on the student's job preparatory program and the development and evaluation of occupational competencies. Job related classroom instruction must be provided. The student must have successfully completed one credit in a Business Technology Education course or be concurrently enrolled in a job preparatory program to be enrolled in the Business Cooperative Education – OJT Program. This method of delivery is not intended for supplemental career education course instruction and shall not be claimed for supplemental FTE purposes.

This course may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit must be specified in the OJT training plan.

Each student job placement must be related to the job preparatory program in which the student is enrolled.

- II. **Laboratory Activities:** A work station is provided as required to support the on-the-job training activities of the student.
- III. **Special Notes:**

Career and Technical Student Organization (CTSO): Future Business Leaders of America and Business Professionals of America are the appropriate student organizations for providing secondary students with leadership training and reinforcing specific career and technical skills. At the post-secondary level, Phi Beta Lambda and BPA are the appropriate CTOSs. Career and

Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, FAC.

Cooperative training – OJT: On-the-job training is appropriate and is required for this program. For implementation, the rules, guidelines, and requirements specified in the Florida Department of Education Cooperative Education Manual apply.

Post-Secondary Credit: Vocational credit for post-secondary students shall be awarded on a transcript in accordance with Section 1001.44, Florida Statutes.

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

SCANS Competencies: Instructional strategies for this program must include methods that require students to:

- identify, organize, and use resources appropriately;
- work with each other cooperatively and productively;
- acquire and use information; to understand social, organizational, and technological systems; and
- work with a variety of tools and equipment.

Instructional strategies must also incorporate the methods to improve students' personal qualities and high-order thinking skills.

21st-Century Skills: Instructional strategies for this program must include methods that require students to acquire

1. Digital-Age Literacy - basic scientific, mathematical, and technological literacies - visual and information literacies - cultural literacy and global awareness;
2. Inventive Thinking - adaptability/ability to manage complexity - curiosity, creativity, and risk taking - higher order thinking and sound reasoning;
3. Effective Communication - teaming, collaboration, and interpersonal skills - personal and social responsibility - interactive communication;
4. High Productivity - ability to prioritize, plan, and manage for results - effective use of real-world tools - relevant, high-quality products.

IV. **Intended Outcomes:** After completing the following competencies, the student will be able to:

- 01.00 Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels.
- 02.00 Practice quality performance in the learning environment and the workplace.
- 03.00 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 04.00 Demonstrate human relations/interpersonal skills appropriate for the workplace.

**Florida Department of Education
Student Performance Standards**

Course Title:	Business Cooperative Education - OJT
Secondary Course Number:	8200410
Postsecondary Course Number:	B079999
Course Credit:	Multiple

Workplace Communications

01.00 Apply communication skills (reading, writing, speaking, listening, and viewing) in a courteous, concise, and correct manner on personal and professional levels—The student will be able to:

- 01.01 Use listening, speaking, and nonverbal skills and strategies to communicate effectively with supervisors, co-workers, and customers.
- 01.02 Follow oral and written directions.

Management

02.00 Practice quality performance in the learning environment and the workplace—The student will be able to:

- 02.01 Demonstrate job performance skills in the chosen occupation.
- 02.02 Demonstrate increasingly higher levels of productivity in the chosen occupation.
- 02.03 Perform tasks as outlined in the OJT training plan.
- 02.04 Maintain appropriate OJT records (e.g., training agreement, training plan, time cards, employer forms).

03.00 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance—The student will be able to:

- 03.01 Project a professional image through appropriate business attire, ethical behavior, personal responsibility, flexibility, and respect for confidentiality.
- 03.02 Follow accepted rules, regulations, policies, and workplace safety.
- 03.03 Exhibit a positive attitude and professional behavior.
- 03.04 Demonstrate good work habits.

Human Relations/Interpersonal Skills

04.00 Demonstrate human relations/interpersonal skills appropriate for the workplace—The student will be able to:

- 04.01 Practice appropriate interpersonal skills working with and for others.

**Florida Department of Education
Curriculum Framework**

Program Title: Cooperative Diversified Education - OJT
Program Type: Job Preparatory
Career Cluster: Diversified Education

	Secondary	PSAV
Program Numbers:	8300420	D886200
CIP Number:	10988620CP	10988620CP
Grade Level:	9-12, 30, 31	30, 31
Length:	Multiple credits	Multiple hours
Certification:	COOR DCT @4 @7 COOP TEACH @7 TEACH CDE @7 SPECLIZ TC \$7 Any Voc Field or Cov/TC Coop Ed E G Any Field BA or Higher/TC Wk Exp E COOR WK EXP @7	COOR DCT @4 @7 COOP TEACH @7 TEACH CDE @7 SPECLIZ TC \$7 Any Voc Field or Cov/TC Coop Ed E G Any Field BA or Higher/TC Wk Exp E COOR WK EXP @7
CSO:	ANY	ANY
Co-op Method:	Yes	Yes

- I. **MAJOR CONCEPTS/CONTENT:** The purpose of Cooperative Diversified Education (CDE) is to provide the student with competencies developed through paid, supervised on-the-job training related to instruction in a job preparatory program.

Supervised on-the-job training provides opportunities for selective placement based on the student's job preparatory program and the development and evaluation of occupational competencies. Job related classroom instruction must have been provided in a job preparatory program for a minimum of one semester prior to enrollment in the Cooperative Diversified Education Program (or the student must be presently enrolled in a job preparatory program.) Work Experience Programs are not job preparatory programs.

- II. **LABORATORY ACTIVITIES:** Laboratory activities and job experiences are an integral part of this program. Supervised on-the-job training, governed by a training agreement and an individualized training plan, signed by the student, teacher/coordinator, employer, and parent/guardian, is required. The training plan is to include instructional objectives and a list of on-the-job and in-school learning experiences. The workstation should reflect equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal. The student must be paid for work performed. The employer will evaluate the student's job performance of the instructional objectives and learning experiences each grading period.

The teacher/coordinator should visit each training site a minimum of once each grading period for the purposes of observation and evaluation of the student's progress in attaining the competencies listed in the training plan, preferably while the student is actually working. A second contact each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan is highly recommended.

On-the-job activities may be continued as a summer learning experience without classroom instruction for students who participated in the program during the school year immediately preceding the summer assignment.

The OJT course may be taken by a student for one or more semesters at the secondary level enabling the student to earn multiple credits. The specific student performance standards, which the student must achieve to earn credit, must be specified in the OJT training plan.

- III. **SPECIAL NOTES:** Any **Career and Technical Student Organization** is appropriate for providing leadership training and for reinforcing specific career and technical skills. Career student organizations, when provided, shall be an integral part of the career instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.
<https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1066241&type=1&File=6A-6.065.doc>

Each student job placement must be directly related to the job preparatory program in which the student is or was enrolled.

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

It is recommended that for every 20 students (or portion thereof) enrolled in the Cooperative Diversified Education program, the teacher/ coordinator be given a minimum of one hour of OJT-coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

There is a **Cooperative Education Manual** available on-line that has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE website at: <http://www.firn.edu/doe/programs/doc/coopm.doc>

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

- 01.00 Demonstrate competencies in a specific career.
- 02.00 Demonstrate legal and ethical behavior within the role and scope of specific job responsibilities.
- 03.00 Perform designated recordkeeping skills.

**Florida Department of Education
Student Performance Standards**

Course Number: 8300420 Secondary
Course Number: D886200 Postsecondary
Course Title: Cooperative Diversified Education - OJT

- 01.00 DEMONSTRATE COMPETENCIES IN A SPECIFIC CAREER--The student will be able to:
- 01.01 Demonstrate job performance skills as outlined in the training plan. LA.B.2.4.1
 - 01.02 Exhibit effective workplace safety practices including use of protective devices. HE.C.1.4.5, SC.H.3.4.3, SC.H.3.4.6
 - 01.03 Display an acceptable level of productivity and quality control. LA.B.2.4.1, SC.H.1.4.1, SC.H.1.4.2, SC.H.1.4.3, SC.H.3.4.1, SC.H.3.4.6
 - 01.04 Demonstrate effective written and oral communication and listening skills when interacting with customers, co-workers, and managers. LA.C.3.4.3, LA.D.1.4.2
 - 01.05 Demonstrate decision making and problem solving processes and techniques used in the workplace. LA.C.3.4.3
 - 01.06 Demonstrate acceptable work habits and conduct in the workplace as defined by company policy. LA.C.3.4.3
 - 01.07 Demonstrate an understanding of the company's vision and mission statements. LA.C.3.4.3
 - 01.08 Demonstrate an understanding of the company's goals and objectives. LA.C.3.4.3
 - 01.09 Demonstrate familiarity with the company's products and services. LA.C.3.4.3
 - 01.10 Demonstrate the ability to identify authority, rights, and responsibilities of both employers and employees. SS.C.2.4.3
- 02.00 DEMONSTRATE LEGAL AND ETHICAL BEHAVIOR WITHIN THE ROLE AND SCOPE OF SPECIFIC JOB RESPONSIBILITIES--The student will be able to:
- 02.01 Demonstrate legal and ethical behavior within the scope of job responsibilities. LA.C.3.4.3, SS.C.2.4.6
 - 02.02 Demonstrate the ability to resolve customer, employee, and employee/employer problems and concerns. LA.C.3.4.3, SS.C.2.4.3, HE.B.3.4.2
 - 02.03 Follow policies and procedures affecting the safety, health, and well being of all members of a workplace setting. HE.A.1.4.7, SC.F.1.4.1, SC.F.1.4.6, SC.F.1.4.7
 - 02.04 Exhibit behavior supporting and promoting cultural and ethnic diversity. LA.D.2.4.1, HE.B.3.4.2
 - 02.05 Recognize and report signs of substance abuse. HE.B.3.4.7, SC.F.1.4.6, SC.F.1.4.7, SC.H.1.4.1
 - 02.06 Demonstrate interpersonal skills that enhance team productivity and foster positive work ethics. LA.C.3.4.3, HE.A.1.4.1
 - 02.07 Demonstrate appropriate dress and grooming habits for the workplace environment. LA.C.3.4.3, HE.B.2.4.3, SC.H.3.4.6
- 03.00 PERFORM DESIGNATED RECORD KEEPING SKILLS--The student will be able to:
- 03.01 Identify job tasks that presently are and will be in the future performed in the specified occupation (training plan). LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, MA.A.4.4.1
 - 03.02 Indicate on a training plan as competencies are mastered. LA.A.1.4.2, LA.A.2.4.8, LA.B.1.4, LA.B.2.4.2, LA.B.2.4.4, LA.D.1.4.2
 - 03.03 Maintain a record of employment hours and wages for auditing and budgetary purposes (e.g., time cards, budget sheets). MA.A.1.4.4, MA.A.1.4.3, MA.A.3.4.3, MA.B.3.4.1
 - 03.04 Maintain an up-to-date, signed training agreement. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4

**Florida Department of Education
Curriculum Framework**

Program Title: Marketing Cooperative Education - OJT

Program Type: Job Preparatory

Career Cluster: Marketing, Sales & Service

	<u>Secondary</u>	<u>PSAV</u>
Program Numbers:	8800410	M899990
CIP Number:	02089999CP	02089999CP
Grade Level:	9-12, 30, 31	30, 31
Length:	Multiple credits	Multiple hours
Certification:	TEACH CDE @7 DIST ED @7 MKTG 1 @2	TEACH CDE @7 DIST ED @7 MKTG 1 @2
Facility Code:	222	222
CTSO:	DECA	DEX
Coop Method:	Yes	Yes

- I. **MAJOR CONCEPTS/CONTENT:** The purpose of this course is to enhance or further develop competency through a paid, supervised, on-the-job training experience. The on-the-job experiences provided must be related to the job preparatory program.
 - a. Reinforcement of Florida's Sunshine State Standards acquired through the job preparatory program should occur throughout the work-based learning experience.
- II. **LABORATORY ACTIVITIES:** A work station is provided as required to support the on-the-job training activities of the student.
- III. **SPECIAL NOTE:** DECA, an Association of Marketing Students (secondary) and College DECA - Delta Epsilon Chi (postsecondary), are the appropriate career student organizations for providing leadership training and reinforcing specific career and technical skills. **Career and Technical Student Organizations** shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, FAC.
<https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1066241&type=1&File=6A-6.065.doc>

For on-the-job training, each student is required to have a training agreement and an individualized training plan signed by the student, teacher/coordinator, employer, and parent/guardian. The training plan is to include a diverse list of instructional objectives and on-the-job and in-school learning experiences. The work station should reflect equipment, skills, and tasks relevant to the occupation the student has chosen as a career goal. The student must be paid for work performed. The employer will evaluate the student's job performance of the instructional objectives and learning experiences each grading period.

The teacher/coordinator will visit each training site a minimum of once each grading period for the purposes of observation and evaluation of the student's progress in attaining the competencies listed in the training plan, preferably while the student is actually working. A second contact each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan is highly recommended.

It is recommended that for every 20 students (or portion thereof) enrolled in this course, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction. **The supervised on-the-job activities may be continued as a summer learning experience** without classroom instruction for students who participated in the program during the school year immediately preceding the summer assignment.

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

This course may be taken by a student for one or more semester(s) at the secondary level. A student may earn multiple credits in this course. The specific student performance standards the student must achieve to earn credit must be specified in the OJT training plan.

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

- 01.01 Demonstrate competencies in a specific career.
- 01.02 Demonstrate legal and ethical behavior within the role and scope of specific job responsibilities.
- 01.03 Perform designated recordkeeping skills.

**Florida Department of Education
Student Performance Standards**

Course Number Secondary: 8800410
Course Number Postsecondary: M899990
Course Title: Marketing Cooperative Education - OJT

Marketing Cooperative Education – OJT

- 01.00 **DEMONSTRATE COMPETENCIES IN A SPECIFIC CAREER**--The student will be able to:
- 01.01 Demonstrate job performance skills as outlined in the training plan. LA.B.2.4.1
 - 01.02 Exhibit effective workplace safety practices including use of protective devices. HE.C.1.4.5, SC.H.3.4.3, SC.H.3.4.6
 - 01.03 Display an acceptable level of productivity and quality control. LA.B.2.4.1, SC.H.1.4.1, SC.H.1.4.2, SC.H.1.4.3, SC.H.3.4.1, SC.H.3.4.6
 - 01.04 Demonstrate effective written and oral communication and listening skills when interacting with customers, co-workers, and managers. LA.C.3.4.3, LA.D.1.4.2
 - 01.05 Demonstrate decision making and problem solving processes and techniques used in the workplace. LA.C.3.4.3
 - 01.06 Demonstrate acceptable work habits and conduct in the workplace as defined by company policy. LA.C.3.4.3
 - 01.07 Demonstrate an understanding of the company's vision and mission statements. LA.C.3.4.3
 - 01.08 Demonstrate an understanding of the company's goals and objectives. LA.C.3.4.3
 - 01.09 Demonstrate familiarity with the company's products and services. LA.C.3.4.3
 - 01.10 Demonstrate the ability to identify authority, rights, and responsibilities of both employers and employees. SS.C.2.4.3
- 02.00 **DEMONSTRATE LEGAL AND ETHICAL BEHAVIOR WITHIN THE ROLE AND SCOPE OF SPECIFIC JOB RESPONSIBILITIES**--The student will be able to:
- 02.01 Demonstrate legal and ethical behavior within the scope of job responsibilities. LA.C.3.4.3, SS.C.2.4.6
 - 02.02 Demonstrate the ability to resolve customer, employee, and employee/employer problems and concerns. LA.C.3.4.3, SS.C.2.4.3, HE.B.3.4.2
 - 02.03 Follow policies and procedures affecting the safety, health, and well being of all members of a workplace setting. HE.A.1.4.7, SC.F.1.4.1, SC.F.1.4.6, SC.F.1.4.7
 - 02.04 Exhibit behavior supporting and promoting cultural and ethnic diversity. LA.D.2.4.1, HE.B.3.4.2
 - 02.05 Recognize and report signs of substance abuse. HE.B.3.4.7, SC.F.1.4.6, SC.F.1.4.7, SC.H.1.4.1
 - 02.06 Demonstrate interpersonal skills that enhance team productivity and foster positive work ethics. LA.C.3.4.3, HE.A.1.4.1
 - 02.07 Demonstrate appropriate dress and grooming habits for the workplace environment. LA.C.3.4.3, HE.B.2.4.3, SC.H.3.4.6
- 03.00 **PERFORM DESIGNATED RECORD KEEPING SKILLS**--The student will be able to:
- 03.01 Identify job tasks that presently are and will be in the future performed in the specified occupation (training plan). LA.A.1.4.3, MA.A.4.4.1
 - 03.02 Create a training plan indicating competencies mastered.
 - 03.03 Maintain a record of employment hours and wages for auditing and budgetary purposes (e.g., time cards, budget sheets). MA.A.1.4.4, MA.A.1.4.3, MA.A.3.4.3, MA.B.3.4.1
 - 03.04 Maintain an up-to-date, signed training agreement. LA.B.2.4.3

**Florida Department of Education
Curriculum Framework**

Program Title: Work Experience

Program Type: Practical Arts

Career Cluster: Other Diversified Education

	Secondary
Program Number:	8301600
CIP Number:	10988640CP
Grade Level:	9-12, 30, 31
Length:	One credit
Certification:	COOR WK EX @7 Any Field BA or Higher Cert/TC WK EXP E
CTSO:	CECF/BPA
CO-OP METHOD:	Yes
Facility Code:	221

- I. **MAJOR CONCEPTS/CONTENT:** The purpose of this program is to provide support for at-risk students. This support shall be provided through instruction in the methods of acquiring the necessary human relations skills, work ethic, and common knowledge required for successful employment and for selection of a career plan that will guide the transition from school-to-work. Concurrently, the student is to be engaged in paid, supervised part-time employment as a means of gaining experience in a bona-fide work environment in compliance with the Child Labor Law established by the U.S. Department of Labor for the Work Experience and Career Exploration Program (WECEP).*

*The **Federal Child Labor Regulation 3** allows WECEP 14 and 15 year old students to work during the school day, between 7 AM and 7 PM, for a maximum of 23 hours per week, and a maximum of 3 hours per day, in any occupation permitted by Florida Child Labor Law, the Fair Labor Standards Act (FLSA), and/or in any occupation for which a variance (Student Learner Exemption Agreement) has been obtained from the Department of Labor and Employment Security.

http://www.dol.gov/dol/allcfr/ESA/Title_29/Part_570/29CFR570.35a.htm

Opportunities are to be provided for the student to obtain competencies and recognition through successful work experience and to satisfactorily complete a high school education.

A student may not enroll in a Work Experience class without concurrent enrollment in Work Experience-OJT (8301650). Also, a student may not enroll in Work Experience-OJT (8301650) without previous or concurrent enrollment in a Work Experience class. Each student enrolled in the Work Experience 1, 2, 3, or 4 courses may earn one credit. A minimum of 1 credit for on-the-job employment experiences may be earned for each year the student is enrolled in Work Experience-OJT.

The student must be paid for work performed and must be directly supervised. Supervised on-the-job activities may be continued as a summer learning experience without classroom instruction for students who previously participated successfully in the in-school and on-the-job instructional activities.

Listed below are the courses that comprise this program when offered at the secondary level:

8301610	Work Experience 1
8301620	Work Experience 2
8301630	Work Experience 3
8301640	Work Experience 4
8301650	Work Experience OJT

A beginning Work Experience student will be placed in the 8301610-Work Experience 1 course.

- II. **LABORATORY ACTIVITIES:** In-school laboratory activities are an integral part of this program. Equipment and supplies should be provided to enhance hands-on experiences for the students. Also, those laboratory activities provided through on-the-job training are an integral part of this program. Employment experiences are provided through placement on a job by the teacher-coordinator. The student should acquire competencies through a variety of paid learning experiences. The supervised experience is to be governed by a training agreement signed by parent/guardian, employer, teacher/coordinator, and student. No student should participate in the OJT portion of the program until this signed document is received by the teacher/coordinator. The teacher/coordinator and student will cooperatively prepare a job skills form which will include generic and specific job competencies and generic and specific safety competencies to be evaluated by the employer each grading period.

It is highly recommended that for every 20 students (or portion thereof) enrolled in Work Experience-OJT, the teacher/coordinator be given a minimum of one hour of OJT-coordination release time per day for the purposes of visiting students on the job and managing the cooperative method of instruction.

The teacher/coordinator should visit each training site for the purpose of observation a minimum of once each grading period, preferably while the student is actually working. A second contact each grading period for the purpose of evaluating the student's progress in attaining the competencies listed on the job skills form is highly recommended.

- III. **SPECIAL NOTES:**

Cooperative Education Clubs of Florida/Business Professionals of America (CECF/BPA) is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and technical student organizations shall be an integral part of the career and technical instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065 (8), FAC.
<https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1066241&type=1&File=6A-6.065.doc>

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

There is a Cooperative Education Manual available on-line that offers guidelines for work experiences and has sample training documents available:
<http://www.fldoe.org/workforce/programs/doc/coopm.doc> .

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

The following criteria are to be used in the development of admission procedures for each student prior to entry into the program:

The student has a truancy problem.

The student needs to work in order to continue his/her education.

The student is economically disadvantaged.

The student is academically disadvantaged.

The student has a negative attitude toward work, school, and/or society.

The student has a poor self-concept.

The student feels alienated.

The student lacks self-discipline.

The student has a limited attention span.

The student is overage in grade level.

The student has trouble relating to classwork.

The student has a lack of interest in school.

The student needs to be supervised at the work location.

Other (specify) _____.

An individual guidance plan identifying admission criteria should be developed for each student prior to entry into the program, and should include the Work Experience course number, school year, and date of entry. Job counseling sessions between the teacher/coordinator and each student should be documented for each grading period. Flexible scheduling can be implemented, as agreed upon by the teacher/coordinator and guidance personnel, when such scheduling is found to be needed to meet the student's needs.

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

- 01.00 Define, demonstrate, and assess job seeking and employability skills.
- 02.00 Define, identify, and analyze safety issues related to the workplace.
- 03.00 Define, demonstrate, and analyze proficiency in applying communication skills.
- 04.00 Define, demonstrate, and analyze proficiency in applying mathematical skills.
- 05.00 Define, demonstrate, and maintain personal hygiene and health.
- 06.00 Define, demonstrate, and manage personal finances.
- 07.00 Define, demonstrate, and evaluate leadership skills.
- 08.00 Define, demonstrate, and assess techniques to maintain professionalism.
- 09.00 Define, demonstrate, and assess cognitive skills.
- 10.00 Define, demonstrate, and assess interpersonal and intrapersonal skills.
- 11.00 Define, demonstrate, and assess proficiency in applying technical skills.
- 12.00 Define, demonstrate, and evaluate understanding of economic and entrepreneurial principles.
- 13.00 Define, demonstrate, and assess importance of determining career options.
- 14.00 Perform designated job skills.
- 15.00 Demonstrate compliance with work ethics.
- 16.00 Perform designated recordkeeping skills.

Work Experience 1: 01.01 to 01.24; 02.01 to 02.15; 03.01 to 03.11; 04.01 to 04.14; 05.01 to 05.05; 06.01 to 06.05; 07.01 to 07.07; 08.01 to 08.07; 09.01 to 09.08; 10.01 to 10.14; 11.01 to 11.05; 13.01 to 13.07.

Work Experience 2: 01.25 to 01.31; 02.16 to 02.20; 03.12 to 03.23; 04.15 to 04.19; 05.06 to 05.10; 06.06 to 06.13; 07.08 to 07.12; 08.08 to 08.13; 09.09 to 09.13; 10.15 to 10.17; 11.06 to 11.08; 12.01 to 12.11; 13.08 to 13.13.

Work Experience 3: 01.32 to 01.34; 02.21 to 02.23; 03.24 to 03.31; 04.20 to 04.25; 05.11 to 05.15; 06.14 to 06.21; 07.13 to 07.16; 08.14 to 08.19; 09.14 to 09.16; 10.18 to 10.21; 11.09 to 11.12; 12.12 to 12.16; 13.14 to 13.18.

Work Experience 4: 02.24 and 02.25; 03.32 to 03.40; 04.26 to 04.36; 05.16 and 05.17; 06.22 to 06.27; 07.17 to 07.19; 08.20; 09.17 to 09.19; 10.22 and 10.23; 11.13 to 11.16; 12.17 to 12.21; 13.19 to 13.24.

Work Experience OJT: 14.01 to 14.15; 15.01 to 15.07; 16.01 and 16.02.

**Florida Department of Education
Student Performance Standards**

Course Number: 8301600

Course Title: Work Experience

01.00 DEFINE, DEMONSTRATE, AND ASSESS JOB SEEKING AND EMPLOYABILITY

SKILLS--The student will be able to:

- 01.01 Explain relationship between academic and occupational skills and achievement in the world of work. LA.A.1.4.2, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.3, LA.C.3.4, LA.D.1.4.2
- 01.02 Identify skills that are transferable from one occupation to another. LA.A.1.4.3, LA.A.2.4.5, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.3.4
- 01.03 Express the differences between school and the workplace. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.04 Explain importance of a social security number. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4, MA.A.1.4.3
- 01.05 Identify documentation needed prior to seeking employment. LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.06 List documents an employer is required to have completed by an employee for payroll and employment eligibility purposes. LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.07 List restrictions and guidelines regulating the workplace for minors (e.g., Child Labor Law). LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.08 Research job opportunities using a variety of employment sources. LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.09 Discuss importance of drug tests and criminal background checks in identifying possible training stations. LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.A.2.4.4, LA.B.1.4, LA.B.2.4, LA.C.2.4.1, LA.C.3.4
- 01.10 Arrange for personal references. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.3.4
- 01.11 Prepare a neat, legible resume. LA.A.1.4.3, LA.B.1.4, LA.B.2.4
- 01.12 Prepare a job application letter based on information in a job ad. LA.A.1.4.1, LA.A.1.4.2, LA.B.1.4, LA.B.2.4
- 01.13 Read and accurately complete a variety of job application forms. LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.B.1.4, LA.B.2.4
- 01.14 Demonstrate methods for handling illegal interview and application questions. LA.A.1.4.3, LA.A.2.4.7, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.3.4
- 01.15 Participate in a job interview role-play situation. LA.C.1.4.1, LA.C.3.4
- 01.16 Demonstrate appropriate interview dress, grooming, and demeanor. LA.C.2.4.2, LA.C.3.4.4
- 01.17 Conduct a job-interview follow-up. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.3, LA.C.3.4
- 01.18 List procedures to follow when accepting an employment offer. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.19 Describe appropriate methods for resigning from a position. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.3.4
- 01.20 Interpret reasons for termination. LA.A.1.4.2, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.21 Prepare a letter of resignation. LA.A.1.4.3, LA.B.1.4.1,
- 01.22 LA.B.1.4.2, LA.B.1.4.3, LA.B.2.4
- 01.23 Illustrate an understanding of the appropriate techniques to use when changing jobs. LA.A.1.4.3, LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.24 Demonstrate how and when to request a raise. LA.A.1.4.3, LA.A.2.4.8, LA.C.3.4

- 01.25 Identify opportunities for job advancement. LA.A.1.4.3, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.26 Describe implications of racial, ethnic, regional, educational, social, and age differences. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.4, LA.C.2.4.1, LA.C.3.4, LA.D.1.4.2, SS.B.2.4.1,
- 01.27 Demonstrate attitudes and behaviors that eliminate stereotyping and gender bias, and promote cultural diversity. LA.C.1.4.4, SS.A.2.4.3
- 01.28 Demonstrate a strong work ethic and a positive attitude both personally and professionally. LA.C.1.4.2, LA.C.1.4.3
- 01.29 Relate the importance of quality control in job performance. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.3, LA.C.3.4
- 01.30 Recognize the importance of the efficient use of materials and space on the job. MA.B.1.4.1, MA.B.1.4.3, MA.C.1.4.1
- 01.31 Demonstrate an understanding of ethical business practices. LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4.2, LA.C.3.4.3, LA.C.3.4.4, LA.C.3.4.5, SS.C.1.4.4
- 01.32 Explain the importance of confidentiality in the workplace concerning any written, oral, or technically transmitted information relating to personnel, customers, and/or materials. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, LA.D.2.4.2, SS.B.2.4.1
- 01.33 Create and maintain an employability portfolio demonstrating awareness of personal abilities, interests, and skills as they relate to seeking employment. LA.A.1.4.3, LA.B.1.4, LA.B.2.4
- 01.34 Participate in a job shadowing experience. LA.A.1.4.3, LA.C.1.4.1, LA.C.2.4.1, LA.C.3.4.2
- 01.35 Obtain letters of reference.
- 02.00 DEFINE, IDENTIFY, AND ANALYZE SAFETY ISSUES RELATED TO THE WORKPLACE--The student will be able to:
 - 02.01 Explain how a lack of knowledge and skill can cause accidents and health hazards in the workplace. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, LA.D.2.4.2, HE.A.1.4.4
 - 02.02 Identify safety signs and symbols. LA.A.1.4.1, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.C.2.4.3
 - 02.03 Discuss importance of accepting responsibility for safety of self and others. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.C.2.4.5
 - 02.04 List ways anger, worry, drugs, alcohol, fatigue, and illness can cause accidents. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4.2, LA.C.3.4.3, LA.C.3.4.4, LA.C.3.4.5, HE.C.2.4.5
 - 02.05 Define the meaning of "drug-free workplace." LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.C.1.4.5
 - 02.06 Explain how dress may affect safety on the job. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 02.07 Describe actions that various agencies take to prevent accidents on the job. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.C.2.4.6, HE.C.2.4.5
 - 02.08 Identify techniques to maintain a safe work environment. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.B.1.4.5
 - 02.09 Demonstrate proper lifting and carrying techniques. HE.B.1.4.5, HE.B.2.4.1, HE.C.1.4.5
 - 02.10 Explain basic first-aid techniques. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 02.11 Identify emergency procedures. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 02.12 Identify methods to safely handle hazardous materials. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 02.13 Explain fire safety methods. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 02.14 Describe types of hazards found in the workplace. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 02.15 Describe types of personal protective equipment. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4

- 02.16 Describe and explain rules and laws designed to promote safety and health. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 02.17 Demonstrate an understanding of environmental problems that impact health and safety. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.C.1.4.2
- 02.18 Demonstrate an understanding of the primary regulatory agencies that govern the environment, health, and safety. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.C.2.4.6, HE.A.1.4.7
- 02.19 Describe types of industrial recycling/waste minimization activities. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 02.20 Explain impact of noise level on the workplace. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 02.21 Define Occupational Safety and Health Administration (OSHA), Workers' Compensation, and ergonomics. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 02.22 List and explain the three priorities in an emergency (airway, breathing, circulation). LA.A.1.4.1, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 02.23 Explain the types of damage done by fires, earthquakes, hurricanes, and tornadoes. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 02.24 Create a map designating emergency exits and evacuation routes for a business.
- 02.25 Explain the importance of CPR and emergency first aid training. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 03.00 DEFINE, DEMONSTRATE, AND ANALYZE PROFICIENCY IN APPLYING COMMUNICATION SKILLS--The student will be able to:
 - 03.01 Participate in large and small group discussions. LA.C.1.4.1, LA.C.1.4.2, LA.C.3.4
 - 03.02 Participate in group and committee discussions to reach group consensus. LA.C.1.4.1, LA.C.1.4.2, LA.C.1.4.3, LA.C.3.4
 - 03.03 Identify and interpret abbreviations used in help-wanted ads. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 03.04 Identify parts of a business letter. LA.A.1.4.1, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 03.05 Identify possible styles of a business letter. LA.A.1.4.1, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 03.06 Identify abbreviations of state names. LA.A.1.4.1, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 03.07 Identify methods of communicating with supervisors, co-workers, and customers. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.2, LA.C.1.4.3, LA.C.3.4
 - 03.08 Identify and demonstrate techniques for placing, answering, placing on hold, and directing telephone calls. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, LA.D.1.4.1, LA.D.1.4.2, LA.D.1.4.3
 - 03.09 Identify and demonstrate procedures for recording and relaying accurate messages. LA.A.1.4.1, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 03.10 Explain the uses of a floor plan or a map. LA.C.1.4.1, LA.C.3.4
 - 03.11 Identify performances necessary to merit promotions and pay raises. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 03.12 Create a graph and a chart using personal or business related information. LA.A.1.4.1, LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4
 - 03.13 Create and interpret a label. LA.A.1.4.2, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, MA.B.3.4.1
 - 03.14 Using a bus or train schedule, plan a trip. LA.A.1.4.1, LA.A.1.4.3, LA.A.2.4.4, LA.B.1.4, LA.B.2.4
 - 03.15 Compare different types of trade journals. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.3, LA.C.3.4
 - 03.16 Debate the possible advantages a written message may have over a spoken one. LA.A.1.4.2, LA.A.1.4.4, LA.A.2.4.4, LA.C.3.4
 - 03.17 Compare and contrast different forms of written business communication as utilized in the workplace. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 03.18 Write, edit, and revise a communication that could be used in the workplace so that it presents the information in a clear, correct, concise, complete, consistent, and courteous manner. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, MA.A.1.4.3

- 03.19 Describe uses and importance of a sales slip. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 03.20 Create a sales slip. LA.A.1.4.2, LA.C.1.4.3, LA.D.1.4.2
- 03.21 Describe an invoice and its purpose. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 03.22 Create an invoice. LA.A.2.4.1, MA.A.1.4.3
- 03.23 Explain how sales slips and invoices help companies keep track of inventory. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.2.4.2, LA.C.3.4
- 03.24 Demonstrate ability to listen using strategies that improve understandings and performances on the job. LA.C.2.4.2, LA.C.1.4.3, LA.C.3.4.4
- 03.25 Demonstrate and interpret several examples of body language. LA.A.1.4.3, LA.C.1.4.1, LA.C.1.4.3, LA.C.3.4
- 03.26 Comprehend and give oral instructions in a business-like manner. LA.C.2.4.1, LA.C.1.4.1, LA.C.3.4
- 03.27 Demonstrate ability to listen to different group members' ideas and ask questions. LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.4
- 03.28 Explain the purpose and importance of a business vision/mission statement. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 03.29 Define company image. LA.A.1.4.3, LA.A.2.4.1, LA.A.2.4.2, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 03.30 Explain concept of positioning. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 03.31 Define customer service and explain its importance. LA.A.1.4.3, LA.A.2.4.4, LA.A.2.4.6, LA.A.2.4.7, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 03.32 Analyze magazine, newspaper, web, TV, and radio advertisements for effectiveness. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 03.33 Design an effective magazine, newspaper, web, TV, or radio advertisement. LA.A.1.4.3, LA.A.2.4.1, LA.A.2.4.2, LA.B.1.4, LA.B.2.4
- 03.34 Determine the purpose of a business report. LA.A.2.4.1, LA.B.1.4.2
- 03.35 Collect information from various sources and arrange the information in a logical order. LA.A.1.4.3, LA.B.1.4, LA.B.2.4
- 03.36 Make an outline of a business report. LA.A.1.4.3, LA.B.1.4, LA.B.2.4
- 03.37 Write a business report. LA.A.1.4.3, LA.B.1.4, LA.B.2.4
- 03.38 Present a business report orally to a group. LA.C.3.4
- 03.39 Demonstrate strong communication skills including oral, written, listening, and computer skills, as well as the ability to interpret and communicate job-related information. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 03.40 Demonstrate communication skills involved in negotiating a reasonable compromise and consensus. LA.C.3.4
- 04.00 **DEFINE, DEMONSTRATE, AND ANALYZE PROFICIENCY IN APPLYING MATHEMATICAL SKILLS--The student will be able to:**
 - 04.01 Compute weekly and annual wages. MA.A.2.4.2
 - 04.02 Compute wages when overtime is worked. MA.A.2.4.2
 - 04.03 Determine wages for jobs when piecework or tips are involved. MA.A.2.4.2
 - 04.04 Compute annual salary. MA.A.2.4.2
 - 04.05 Use rounding to determine salary in a pay period. MA.A.2.4.2
 - 04.06 Use percents and decimals to compute commissions. MA.B.3.4.1
 - 04.07 Identify differences between gross and net pay. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 04.08 Change prices from cents to dollars and from dollars to cents.
 - 04.09 Compute the cost of single and multiple items. MA.A.2.4.2
 - 04.10 Compute change and count back correctly.
 - 04.11 Use information on coupons to determine the cost of an item when a coupon is used.
 - 04.12 Create a coupon.
 - 04.13 Compute and compare unit prices.
 - 04.14 Complete a 1040EZ federal income tax form.
 - 04.15 Interpret quantitative information from tables, charts, and graphs as related to the workplace. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, MA.E.1.4.1
 - 04.16 Compute ratios and percentages as related to the workplace. MA.C.3.4.1

- 04.17 Calculate distance, weight, area, volume, and/or time problems as related to the workplace. MA.B.3.4.1
- 04.18 Determine costs, time, and resources needed to complete a task within the workplace.
- 04.19 Use an advertisement to determine the total cost of several items with different quantities. MA.A.2.4.2
- 04.20 Calculate the areas of surface and complete an accurate estimate of the cost of materials for covering those surfaces. MA.B.3.4.1
- 04.21 Use ratios, proportions, and a scale to calculate distance on a map and calculate the square footage of rooms in a building using a scaled plan. MA.C.3.4.1
- 04.22 Explain the "Renter's Rule." LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, MA.D.1.4.1
- 04.23 List the costs associated with buying a home. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 04.24 Explain the "Banker's Rule." LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, MA.D.1.4.1
- 04.25 Identify several different types of home mortgage loans. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 04.26 Compute payments for purchases of items, including comparing and computing regular price, discount rate, and sale price.
- 04.27 MA.A.2.4.2
- 04.28 Use elapsed time to determine date of payment.
- 04.29 Read maps and compute distances.
- 04.30 Compute travel fares and hotel expenses. MA.A.3.4.3
- 04.31 Find the exchange rate between the U.S. dollar and a variety of foreign currencies.
- 04.32 Compute cost of car rentals and parking charges. MA.A.4.4.1
- 04.33 Compare time in different time zones.
- 04.34 Calculate flight times between different time zones.
- 04.35 Demonstrate how to complete an expense account form.
- 04.36 Explain personal allowances, withholding, dependents, exemptions, and deductions per the Internal Revenue Service. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 04.37 Complete a 1040A and a 1040 federal income tax form.
- 05.00 DEFINE, DEMONSTRATE, AND MAINTAIN PERSONAL HYGIENE AND HEALTH--The student will be able to:
 - 05.01 Identify advantages of a healthy life style. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.A.1.4.2
 - 05.02 Identify factors that influence wellness. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.A.1.4.1
 - 05.03 Assess importance of emotional mental health. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.A.1.4.3
 - 05.04 Demonstrate types of exercises designed to enhance health/wellness. PE.A.3.4.3
 - 05.05 Identify benefits of good nutrition, proper rest, and exercise. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, PE.A.3.4.1, HE.C.1.4.6
 - 05.06 Plan a menu that includes all the major food groups. LA.A.1.4.3, LA.B.1.4, LA.B.2.4
 - 05.07 Identify available counseling and community services. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.A.2.4.3
 - 05.08 Summarize need for preventive medical practices. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.B.1.4.2
 - 05.09 Identify the physiological and social implications of personal hygiene practices. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 05.10 Demonstrate knowledge of basic first aid for self-care. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 05.11 Identify responsible sexual behavior. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.C.1.4.5

- 05.12 Describe AIDS, how it is transmitted, and its consequences. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 05.13 Describe the effects of contracting a sexually transmitted disease (STD). LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 05.14 Identify the risks and effects of tobacco, alcohol, and drugs. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.C.1.4.5
- 05.15 Identify agencies and facilities for the promotion and maintenance of public hygiene, health, and mental wellness. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.A.2.4.2, HE.A.2.4.4
- 05.16 Develop a plan for a life-long exercise program. PE.A.3.4.6,
- 05.17 PE.B.1.4.1
- 05.18 Develop a plan for eating nutritionally balanced meals.
- 05.19 HE.C.1.4.5, HE.A.1.4.9
- 06.00 DEFINE, DEMONSTRATE, AND MANAGE PERSONAL FINANCES--The student will be able to:
 - 06.01 Interpret paycheck stub. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, MA.A.1.4.4, MA.A.3.4.3, MA.A.5.4.1
 - 06.02 Identify financial priorities. LA.A.1.4.3, LA.A.2.4.4, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 06.03 Describe money management principles including uses of a budget. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, MA.A.5.4.1
 - 06.04 Describe the importance of comparison shopping. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, MA.A.5.4.1
 - 06.05 Discuss appropriate consumer practices. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 06.06 Prepare and periodically revise a monthly budget by comparing income and expenses, evaluating current spending habits, and making necessary adjustments to meet objectives. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 06.07 Compare and contrast various financial institutions. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 06.08 Explain uses of electronic banking. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4, MA.A.1.4.3
 - 06.09 Complete savings and checking account applications. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, LA.D.2.4.5
 - 06.10 Identify procedures for making deposits and withdrawals. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, LA.D.2.4.5
 - 06.11 Write checks, complete a check register, and reconcile a bank statement. LA.A.1.4.3, LA.B.1.4, LA.B.2.4
 - 06.12 Create an original check. LA.A.1.4.3, LA.B.1.4, LA.B.2.4
 - 06.13 Describe the importance of meeting financial obligations. LA.A.1.4.3, LA.A.2.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.3.4
 - 06.14 Identify the costs of owning and operating an automobile. LA.A.1.4.3, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 06.15 Explain advantages and disadvantages of using credit. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4, LA.D.2.4.5, SS.D.1.4.2
 - 06.16 Explain how installment plans work. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4, LA.D.2.4.5
 - 06.17 Explain importance of being an informed consumer. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 06.18 Compare the costs of renting versus buying shelter. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 06.19 Analyze a rental lease. LA.A.1.4.3, LA.A.2.4.7, LA.B.1.4, LA.B.2.4, LA.C.3.4, LA.D.2.4.5
 - 06.20 Complete a rental application. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.D.2.4.5
 - 06.21 Evaluate personal insurance needs: health, home, renters, fire, auto, life. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 06.22 Explain the difference between simple and compound interest. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4, MA.A.1.4.3

- 06.23 Explain the "Rule of 72." LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4, MA.A.1.4.3
- 06.24 Define stock, share, bond, profit, loss, shareholder, and dividend. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 06.25 Discuss role of New York Stock Exchange, NASDAQ, and day trading. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 06.26 Design a stock certificate.
- 06.27 Evaluate various retirement programs and investment options. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 07.00 DEFINE, DEMONSTRATE, AND EVALUATE LEADERSHIP SKILLS--The student will be able to:
 - 07.01 List the qualities of an effective leader. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.1.4.3, LA.C.1.4.4, LA.C.3.4
 - 07.02 Explain different methods of leadership. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 07.03 Identify opportunities available for development of leadership skills. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.2, LA.C.1.4.3, LA.C.3.4
 - 07.04 Demonstrate business etiquette skills.
 - 07.05 Identify purposes and functions of professional and youth organizations. LA.A.1.4.3, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 07.06 Identify roles and responsibilities of organization members. LA.A.1.4.3, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 07.07 Express importance of being able to work as a member of a team. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 07.08 Demonstrate how positive leadership characteristics can assist an individual. LA.A.1.4.3, LA.A.2.4.7, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 07.09 Demonstrate the capacity to accept responsibility. LA.C.2.4.1, LA.C.1.4.1
 - 07.10 Demonstrate effective team building skills. LA.C.1.4.1, LA.C.2.4.1, LA.C.2.4.2
 - 07.11 Evaluate benefits of teamwork. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.2.4.2, LA.C.3.4
 - 07.12 Demonstrate techniques to lead a team in developing its mission and goals. LA.A.1.4.3, LA.A.2.4.7, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.3.4
 - 07.13 Identify methods of delegating work. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.1.4.3, LA.C.3.4
 - 07.14 Define and participate in brainstorming. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.1.4.2, LA.C.1.4.3, LA.C.3.4
 - 07.15 Demonstrate ability to negotiate, to resolve conflict through peer mediation, to handle stress, to deal with undesirable behavior in others, to share in task accomplishment, and to build positive working relationships with others. LA.A.1.4.3, LA.C.1.4.1, LA.C.1.4.2, LA.C.1.4.3, LA.C.1.4.4, LA.C.3.4
 - 07.16 Demonstrate effective negotiation skills. LA.A.1.4.3, LA.C.2.4.2, LA.C.3.4
 - 07.17 Complete an individual project. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 07.18 Participate in school activities and in service projects in the classroom, the school, and/or the community. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 07.19 Demonstrate effective interpersonal skills required for providing leadership and working with and for those of different backgrounds. LA.A.1.4.3, LA.C.1.4.3, LA.C.1.4.4, LA.C.3.4
- 08.00 DEFINE, DEMONSTRATE, AND ASSESS TECHNIQUES TO MAINTAIN PROFESSIONALISM--The student will be able to:
 - 08.01 Identify items to be included in an employment orientation. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 08.02 Identify work-related terminology. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 08.03 Role-play the importance of respect for the rights of others in the maintenance of a positive working environment.
 - 08.04 Demonstrate methods of displaying a positive work attitude.
 - 08.05 Explain initiative and resourcefulness. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 08.06 Demonstrate appropriate workplace social behavior including ability to remain calm and in control in challenging situations.

- 08.07 Define and practice compassion, fairness, honesty, integrity, perseverance, courtesy, respect, responsibility, self-discipline, and trustworthiness. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 08.08 Demonstrate ability to take direction, accept constructive criticism, and adjust behavior to fit the dynamics of a situation.
- 08.09 Define “ethics” as applicable to the workplace. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 08.10 Establish a personal code of ethics.
- 08.11 Explain importance of maintaining quality standards, regular work habits, and pride in work accomplished. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 08.12 Demonstrate ability to work cooperatively in a group to resolve challenges and make decisions. LA.D.1.4.2
- 08.13 Identify how individuals from diverse backgrounds offer unique contributions. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 08.14 Demonstrate ways to improve service to internal and external customers.
- 08.15 Identify ways to develop and improve skills and traits important to the job and to the organization. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 08.16 Role-play types and methods of dealing with peer pressure.
- 08.17 Demonstrate self-control when minimum direction and supervision are provided.
- 08.18 Debate importance of planning to meet deadlines. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 08.19 Maintain quality standards, regular work habits, and pride in one’s work.
- 08.20 Dramatize global interpretations of professionalism.
- 09.00 DEFINE, DEMONSTRATE, AND ASSESS COGNITIVE SKILLS--The student will be able to:
 - 09.01 Describe the importance of time management to complete tasks accurately and on time. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 09.02 Outline strategies for effective time management. LA.A.1.4.3, LA.A.1.4.4, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 09.03 Describe role and relationship between values, aptitudes, abilities, goal setting, and attainment of academic and occupational skills. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 09.04 Set personal goals and develop a plan of action to achieve those goals. LA.A.1.4.3, LA.A.2.4.4, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 09.05 Identify problems and consequences of meeting goals. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 09.06 Describe ways to deal with success and failure. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 09.07 Exhibit awareness of and respect for others. LA.A.1.4.4
 - 09.08 Demonstrate ways to improve test-taking skills, including preparing for standardized tests. LA.A.1.4.1
 - 09.09 Explain the steps involved in decision-making. LA.A.1.4.3, LA.A.2.4.7, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 09.10 Identify the process involved in problem-solving. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.3.4
 - 09.11 Develop an action plan for solving problems and making decisions using critical thinking skills. LA.A.1.4.3, LA.A.1.4.1, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.3.4
 - 09.12 Identify strategies for building self-esteem and enhancing decision-making skills. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 09.13 Demonstrate knowledge of the planning process.
 - 09.14 Demonstrate ability to think creatively and generate new ideas.
 - 09.15 Demonstrate the ability to conduct a systematic analysis of personal strengths and weaknesses.
 - 09.16 Analyze managerial skills necessary for decision-making in different work related situations. LA.A.1.4.3, LA.A.2.4.4, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 09.17 Gather and use data and other information to identify causes of problems and develop appropriate strategies for solutions. LA.A.1.4.3, LA.A.2.4.4, LA.B.1.4, LA.B.2.4, LA.C.3.4

- 09.18 Identify and analyze the rule or principle underlying the relationship between two or more objects for use in future applications. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 09.19 Illustrate how the ability to learn is a life-long skill. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 10.00 DEFINE, DEMONSTRATE, AND ASSESS INTERPERSONAL AND INTRAPERSONAL SKILLS--The student will be able to:
- 10.01 Describe the basic nature of self-understanding. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 10.02 Identify and demonstrate positive personality traits. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 10.03 Using interpersonal skills, demonstrate the ability to appropriately express feelings, reactions, ideas, opinions, wants, and needs. LA.C.3.4.2
- 10.04 Role-play behaviors that will promote effective human relations.
- 10.05 Practice the skills of communicating with customers to identify their needs and expectations. LA.C.1.4.1
- 10.06 Practice the ability to work cooperatively with others as a team member.
- 10.07 Demonstrate ability to adjust one's behavior to fit the dynamics of a situation.
- 10.08 Demonstrate respect for the opinions, customs, and individual differences of others. LA.C.1.4.3
- 10.09 Interact in a socially appropriate manner.
- 10.10 Practice assuming responsibility for decisions and actions.
- 10.11 Channel and control emotional reactions professionally.
- 10.12 Practice setting personal priorities.
- 10.13 Identify the differences between assertiveness and aggressiveness. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 10.14 Describe acceptable ways to deal with success and failure. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 10.15 Demonstrate the ability to offer and accept constructive criticism.
- 10.16 Identify areas where personal change and adjustment may be necessary. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 10.17 Exhibit open-mindedness towards ideas and opinions different from your own.
- 10.18 Demonstrate appropriate etiquette.
- 10.19 Practice stress management techniques.
- 10.20 Demonstrate loyalty to the team and show commitment to the team's growth and improvement.
- 10.21 Help fellow team members accomplish their tasks.
- 10.22 Demonstrate ability to work with individuals from different cultures. LA.D.1.4.2
- 10.23 Explain importance of being socially flexible and receptive to new ideas. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 11.00 DEFINE, DEMONSTRATE, AND ASSESS PROFICIENCY IN APPLYING TECHNICAL SKILLS--The student will be able to:
- 11.01 Discuss the growing reliance on technology in today's workplace. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.2.4.1, LA.C.3.4
- 11.02 Explain the impact of technological change in relation to educational needs. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.2.4.1, LA.C.3.4
- 11.03 Identify and define basic computer terminology. LA.A.1.4.1, LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 11.04 Identify hardware, commonly used software, and on-line services. LA.A.1.4.1, LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 11.05 Operate a computer by performing the steps necessary to process information and produce a hard copy. LA.B.1.4.3, LA.B.2.4.2, LA.B.2.4.4
- 11.06 LA.B.2.4.4
- 11.07 Identify types of technical equipment available to perform communication and computational functions. LA.A.1.4.1, LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 11.08 Summarize how technological systems function. LA.A.1.4.3, LA.C.2.4.2, LA.B.1.4, LA.B.2.4, LA.C.2.4.1, LA.C.3.4
- 11.09 Recognize impact of technological change on tasks and workers.

- 11.10 LA.C.1.4.1
- 11.11 Select equipment appropriate for a particular task. LA.D.2.4.5
- 11.12 Practice procedures for set up, operation, and maintenance of equipment.
- 11.13 Demonstrate ability to accept, learn, and work with technological change.
LA.C.3.4.3, LA.C.3.4.5
- 11.14 Apply a variety of technical skills to projects. LA.B.2.4.1
- 11.15 Use technology and other tools to solve problems, collect data, and make decisions. LA.B.2.4.4
- 11.16 Demonstrate skill in understanding and using technological information.
LA.C.3.4.3, LA.C.3.4.5
- 11.17 Demonstrate awareness of impact of both current and emerging technology on life roles, life styles, and careers. LA.C.3.4.3, LA.C.3.4.5
- 11.18 Discuss problems resulting from the increasing use of technology. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.3.4
- 12.00 DEFINE, DEMONSTRATE, AND EVALUATE UNDERSTANDING OF ECONOMIC AND ENTREPRENEURIAL PRINCIPLES--The student will be able to:
 - 12.01 Define economy, free enterprise, producers, consumers, and marketplace.
LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, SS.D.2.4.1
 - 12.02 Debate why prices fluctuate as a result of supply and demand, production costs, and competition. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, SS.D.2.4.1, SS.D.2.4.2
 - 12.03 Explain the impact of unemployment and underemployment on the economy.
LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 12.04 Define entrepreneur and entrepreneurship. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 12.05 Evaluate available types of business opportunities compatible with your skills and career interests. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.2, LA.C.3.4
 - 12.06 List advantages and disadvantages of entrepreneurship. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 12.07 Identify the behaviors and attitudes commonly found in entrepreneurs.
LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 12.08 Explain the primary means of going into business. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 12.09 Describe the different legal forms of business ownership. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 12.10 Identify key factors in selecting a business location. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 12.11 Compare and contrast owning a business with being an employee. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 12.12 Determine resources needed to produce a given product or provide a specific service while considering such factors as finance, materials, human, information/technology, natural, and facility.
 - 12.13 Describe the way in which government is involved in the economy. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, SS.D.2.4.4
 - 12.14 Explain the purpose of computing the Gross Domestic Product (GDP).
LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, SS.D.2.4.5
 - 12.15 Explain the purpose of the Consumer Price Index (CPI). LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, SS.D.2.4.5
 - 12.16 Cite characteristics of the free enterprise system. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, SS.D.2.4.4
 - 12.17 Compare and contrast various economic systems. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, SS.D.2.4.1
 - 12.18 Explain the circular flow of economic activity. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 12.19 Describe how economic trade-offs affect decisions in the workplace. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 12.20 Define, compare, and contrast "cost of living raises" and "merit raises."
LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4

- 12.21 Analyze concepts of supply and demand, diminishing returns, and opportunity cost. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, SS.D.2.4.2
- 13.00 **DEFINE, DEMONSTRATE, AND ASSESS IMPORTANCE OF DETERMINING CAREER OPTIONS**--The student will be able to:
- 13.01 Use a variety of sources and methods to determine career interests and abilities.
- 13.02 Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities. LA.A.1.4.3, LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 13.03 Identify non-traditional career options. LA.A.1.4.3, LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 13.04 Debate how educational level affects career choice. LA.C.3.4.1, LA.C.3.4.2, LA.C.3.4.3, LA.C.3.4.4, LA.C.3.4.5
- 13.05 Explain importance of networking when researching occupations. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 13.06 Identify advantages of attending a trade or technical school. LA.A.1.4.3, LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 13.07 Identify career training available in the military services. LA.A.1.4.3, LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 13.08 Select an occupational area and identify its career opportunities, employment prospects, educational requirements, and advancement opportunities. LA.A.1.4.3, LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 13.09 Evaluate personal strengths and weaknesses in relation to the selected occupational area. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.2.4.2, LA.C.3.4
- 13.10 Explain the influence of life roles on career choice. LA.A.1.4.3, LA.A.2.4.4, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 13.11 Analyze changes occurring in the workplace. LA.A.1.4.3, LA.A.2.4.7, LA.B.1.4, LA.B.2.4, LA.C.3.4, SS.D.2.4.6
- 13.12 Identify and locate local employment agencies and web-based job search sites. LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8, LA.B.2.4.4
- 13.13 Review the importance of updating occupational skills and knowledge through training, continuing education, and life-long learning. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 13.14 Identify sources of financial assistance for postsecondary education and training. LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8
- 13.15 Describe the requirements and procedures for obtaining different types of financial assistance. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 13.16 Discuss the role of professional organizations in workforce development. LA.A.1.4.1, LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 13.17 Describe apprenticeship programs. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 13.18 Develop an education and career plan. LA.A.1.4.3, LA.A.2.4.1, LA.A.2.4.2, LA.B.1.4, LA.B.2.4
- 13.19 Discuss sex equity in terms of career choice. LA.A.1.4.3, LA.A.1.4.1, LA.A.2.4.4, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.2.4.1, LA.C.3.4
- 13.20 Assess differences in wages, annual income, and job opportunities based on geographic location, gender, ethnicity, and age. LA.A.1.4.3, LA.A.2.4.4, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 13.21 LA.A.2.4.6, LA.A.2.4.7
- 13.22 Explain the process for obtaining school transcripts. LA.A.1.4.3, LA.A.2.4.1, LA.A.2.4.4, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 13.23 Demonstrate ability to make career decisions based on self-awareness and an awareness of various career clusters and occupations. LA.C.1.4.1, LA.C.2.4.1
- 13.24 Assess and use information to develop a lifelong career plan and identify problems that may interfere with the plan. LA.A.1.4.3, LA.A.2.4.4, LA.A.2.4.6, LA.A.2.4.7, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 13.25 Assess plan for gaining mentors and obtaining knowledge of opportunities for continuing education, cross-training, retraining, and additional certification and degrees. LA.A.1.4.3, LA.A.2.4.4, LA.A.2.4.6, LA.A.2.4.7, LA.B.1.4, LA.B.2.4, LA.C.3.4

- 14.00 PERFORM DESIGNATED JOB SKILLS--The student will be able to:
- 14.01 Demonstrate job performance skills as outlined on the job skills form. LA.B.2.4.1
 - 14.02 Apply safety procedures while on the job. HE.C.1.4.5
 - 14.03 Display an acceptable level of productivity and quality control.
 - 14.04 Demonstrate appropriate dress and grooming habits.
 - 14.05 Demonstrate reacting to feedback in a positive manner.
 - 14.06 Communicate effectively with customers, co-workers, and management.
LA.C.3.4.3, SS.C.2.4.3, HE.B.3.4.2
 - 14.07 Demonstrate decision-making and problem-solving skills.
 - 14.08 Demonstrate punctuality and reliability by working as scheduled.
 - 14.09 Demonstrate pride in work by completing work correctly and quickly.
 - 14.10 Demonstrate personal management skills (self-directed and self-controlled)
including intrinsic motivation.
 - 14.11 Display an understanding and appreciation for the dignity and worth of honest
labor.
 - 14.12 Demonstrate flexibility, creativity, innovation, and adaptability.
 - 14.13 Demonstrate ability to interpret and comply with employer rules and regulations.
HE.A.1.4.7
 - 14.14 Demonstrate an understanding of the organizational structure of the workplace.
 - 14.15 Demonstrate flexibility and the ability to perform a wide range of functions.
- 15.00 DEMONSTRATE COMPLIANCE WITH WORK ETHICS--The student will be able to:
- 15.01 Demonstrate integrity and honesty. LA.C.3.4.3, SS.C.2.4.6
 - 15.02 Demonstrate interest, enthusiasm, and loyalty to the training agency.
 - 15.03 Demonstrate ability to follow directions.
 - 15.04 Demonstrate ability to work cooperatively with team members and supervisors
from different cultural backgrounds. HE.B.3.4.2
 - 15.05 Demonstrate an ability to follow written and oral directions.
 - 15.06 Display a positive attitude toward the job.
 - 15.07 Practice cost effectiveness with company resources.
- 16.00 PERFORM DESIGNATED RECORDKEEPING SKILLS--The student will be able to:
- 16.01 List the job skills to be performed in the specified occupation. LA.A.1.4.3,
LA.B.1.4, LA.B.2.4, MA.A.4.4.1
 - 16.02 Maintain appropriate employment records (training agreement, time card, and job
skills form). LA.A.1.4.3, LA.B.1.4, LA.B.2.4, MA.A.1.4.4, MA.A.1.4.3

**Florida Department of Education
Student Performance Standards**

Course Number: 8301610
Course Title: Work Experience 1
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to meet the minimum student performance standards as outlined in the program framework and to provide remedial instruction when needed. Students first entering the program begin with this course.

01.00 DEFINE, DEMONSTRATE, AND ASSESS JOB SEEKING AND EMPLOYABILITY

SKILLS--The student will be able to:

- 01.01 Explain relationship between academic and occupational skills and achievement in the world of work. LA.A.1.4.2, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.3, LA.C.3.4, LA.D.1.4.2
- 01.02 Identify skills that are transferable from one occupation to another. LA.A.1.4.3, LA.A.2.4.5, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.3.4
- 01.03 Express the differences between school and the workplace. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.04 Explain importance of a social security number. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4, MA.A.1.4.3
- 01.05 Identify documentation needed prior to seeking employment. LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.06 List documents an employer is required to have completed by an employee for payroll and employment eligibility purposes. LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.07 List restrictions and guidelines regulating the workplace for minors (e.g., Child Labor Law). LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.08 Research job opportunities using a variety of employment sources. LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.09 Discuss importance of drug tests and criminal background checks in identifying possible training stations. LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.A.2.4.4, LA.B.1.4, LA.B.2.4, LA.C.2.4.1, LA.C.3.4
- 01.10 Arrange for personal references. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.3.4
- 01.11 Prepare a neat, legible resume. LA.A.1.4.3, LA.B.1.4, LA.B.2.4
- 01.12 Prepare a job application letter based on information in a job ad. LA.A.1.4.1, LA.A.1.4.2, LA.B.1.4, LA.B.2.4
- 01.13 Read and accurately complete a variety of job application forms. LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.B.1.4, LA.B.2.4
- 01.14 Demonstrate methods for handling illegal interview and application questions. LA.A.1.4.3, LA.A.2.4.7, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.3.4
- 01.15 Participate in a job interview role-play situation. LA.C.1.4.1, LA.C.3.4
- 01.16 Demonstrate appropriate interview dress, grooming, and demeanor. LA.C.2.4.2, LA.C.3.4.4
- 01.17 Conduct a job-interview follow-up. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.3, LA.C.3.4
- 01.18 List procedures to follow when accepting an employment offer. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.19 Describe appropriate methods for resigning from a position. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.3.4
- 01.20 Interpret reasons for termination. LA.A.1.4.2, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.21 Prepare a letter of resignation. LA.A.1.4.3, LA.B.1.4, LA.B.2.4

- 01.22 Illustrate an understanding of the appropriate techniques to use when changing jobs. LA.A.1.4.3, LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 01.23 Demonstrate how and when to request a raise. LA.A.1.4.3, LA.A.2.4.8, LA.C.3.4
- 01.24 Identify opportunities for job advancement. LA.A.1.4.3, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 02.00 DEFINE, IDENTIFY, AND ANALYZE SAFETY ISSUES RELATED TO THE WORKPLACE—The student will be able to:
 - 02.01 Explain how a lack of knowledge and skill can cause accidents and health hazards in the workplace. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, LA.D.2.4.2, HE.A.1.4.4
 - 02.02 Identify safety signs and symbols. LA.A.1.4.1, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.C.2.4.3
 - 02.03 Discuss importance of accepting responsibility for safety of self and others. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.C.2.4.5
 - 02.04 List ways anger, worry, drugs, alcohol, fatigue, and illness can cause accidents. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4.2, LA.C.3.4.3, LA.C.3.4.4, LA.C.3.4.5, HE.C.2.4.5
 - 02.05 Define the meaning of “drug-free workplace.” LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.C.1.4.5
 - 02.06 Explain how dress may affect safety on the job. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 02.07 Describe actions that various agencies take to prevent accidents on the job. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.C.2.4.6, HE.C.2.4.5
 - 02.08 Identify techniques to maintain a safe work environment. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 02.09 Demonstrate proper lifting and carrying techniques. HE.B.1.4.5, HE.B.2.4.1, HE.C.1.4.5
 - 02.10 Explain basic first-aid techniques. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 02.11 Identify emergency procedures. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 02.12 Identify methods to safely handle hazardous materials. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 02.13 Explain fire safety methods. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 02.14 Describe types of hazards found in the workplace. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 02.15 Describe types of personal protective equipment. LA.A.1.4.3, LA.B.1.4, LA.B.2.4.1, LA.B.2.4.2, LA.B.2.4.3, LA.B.2.4.4, LA.C.3.4
- 03.00 DEFINE, DEMONSTRATE, AND ANALYZE PROFICIENCY IN APPLYING COMMUNICATION SKILLS—The student will be able to:
 - 03.01 Participate in large and small group discussions. LA.C.1.4.1, LA.C.1.4.2, LA.C.3.4
 - 03.02 Participate in group and committee discussions to reach group consensus. LA.C.1.4.1, LA.C.1.4.2, LA.C.1.4.3, LA.C.3.4
 - 03.03 Identify and interpret abbreviations used in help-wanted ads. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 03.04 Identify parts of a business letter. LA.A.1.4.1, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 03.05 Identify possible styles of a business letter. LA.A.1.4.1, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 03.06 Identify abbreviations of state names. LA.A.1.4.1, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 03.07 Identify methods of communicating with supervisors, co-workers, and customers. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.2, LA.C.1.4.3, LA.C.3.4
 - 03.08 Identify and demonstrate techniques for placing, answering, placing on hold, and directing telephone calls. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, LA.D.1.4.1, LA.D.1.4.2, LA.D.1.4.3
 - 03.09 Identify and demonstrate procedures for recording and relaying accurate messages. LA.A.1.4.1, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4

- 03.10 Explain the uses of a floor plan or a map. LA.C.1.4.1, LA.C.3.4
- 03.11 Identify performances necessary to merit promotions and pay raises. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 04.00 DEFINE, DEMONSTRATE, AND ANALYZE PROFICIENCY IN APPLYING MATHEMATICAL SKILLS--The student will be able to:
 - 04.01 Compute weekly and annual wages. MA.A.2.4.2
 - 04.02 Compute wages when overtime is worked. MA.A.2.4.2
 - 04.03 Determine wages for jobs when piecework or tips are involved. MA.A.2.4.2
 - 04.04 Compute annual salary. MA.A.2.4.2
 - 04.05 Use rounding to determine salary in a pay period. MA.A.2.4.2
 - 04.06 Use percents and decimals to compute commissions. MA.B.3.4.1
 - 04.07 Identify differences between gross and net pay. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 04.08 Change prices from cents to dollars and from dollars to cents.
 - 04.09 Compute the cost of single and multiple items. MA.A.2.4.2
 - 04.10 Compute change and count back correctly.
 - 04.11 Use information on coupons to determine the cost of an item when a coupon is used.
 - 04.12 Create a coupon.
 - 04.13 Compute and compare unit prices.
 - 04.14 Complete a 1040EZ federal income tax form.
- 05.00 DEFINE, DEMONSTRATE, AND MAINTAIN PERSONAL HYGIENE AND HEALTH—The student will be able to:
 - 05.01 Identify advantages of a healthy life style. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.A.1.4.2
 - 05.02 Identify factors that influence wellness. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.A.1.4.1
 - 05.03 Assess importance of emotional mental health. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.A.1.4.3
 - 05.04 Demonstrate types of exercises designed to enhance health/wellness. PE.A.3.4.3
 - 05.05 Identify benefits of good nutrition, proper rest, and exercise. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, PE.A.3.4.1, HE.C.1.4.6
- 06.00 DEFINE, DEMONSTRATE, AND MANAGE PERSONAL FINANCES--The student will be able to:
 - 06.01 Interpret paycheck stub. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, MA.A.1.4.4, MA.A.3.4.3, MA.A.5.4.1
 - 06.02 Identify financial priorities. LA.A.1.4.3, LA.A.2.4.4, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 06.03 Describe money management principles including uses of a budget. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, MA.A.5.4.1
 - 06.04 Describe the importance of comparison shopping. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, MA.A.5.4.1
 - 06.05 Discuss appropriate consumer practices. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 07.00 DEFINE, DEMONSTRATE, AND EVALUATE LEADERSHIP SKILLS--The student will be able to:
 - 07.01 List the qualities of an effective leader. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.1.4.3, LA.C.1.4.4, LA.C.3.4
 - 07.02 Explain different methods of leadership. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 07.03 Identify opportunities available for development of leadership skills. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.2, LA.C.1.4.3, LA.C.3.4
 - 07.04 Demonstrate business etiquette skills.
 - 07.05 Identify purposes and functions of professional and youth organizations. LA.A.1.4.3, LA.B.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 07.06 Identify roles and responsibilities of organization members. LA.A.1.4.3, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4

- 07.07 Express importance of being able to work as a member of a team. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 08.00 DEFINE, DEMONSTRATE, AND ASSESS TECHNIQUES TO MAINTAIN PROFESSIONALISM--The student will be able to:
- 08.01 Identify items to be included in an employment orientation. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 08.02 Identify work-related terminology. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 08.03 Role-play the importance of respect for the rights of others in the maintenance of a positive working environment.
- 08.04 Demonstrate methods of displaying a positive work attitude.
- 08.05 Explain initiative and resourcefulness. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 08.06 Demonstrate appropriate workplace social behavior including ability to remain calm and in control in challenging situations.
- 08.07 Define and practice compassion, fairness, honesty, integrity, perseverance, courtesy, respect, responsibility, self-discipline, and trustworthiness. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 09.00 DEFINE, DEMONSTRATE, AND ASSESS COGNITIVE SKILLS--The student will be able to:
- 09.01 Describe the importance of time management to complete tasks accurately and on time. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 09.02 Outline strategies for effective time management. LA.A.1.4.3, LA.A.1.4.4, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 09.03 Describe role and relationship between values, aptitudes, abilities, goal setting, and attainment of academic and occupational skills. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 09.04 Set personal goals and develop a plan of action to achieve those goals. LA.A.1.4.3, LA.A.2.4.4, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 09.05 Identify problems and consequences of meeting goals. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 09.06 Describe ways to deal with success and failure. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 09.07 Exhibit awareness of and respect for others. LA.A.1.4.4
- 09.08 Demonstrate ways to improve test-taking skills, including preparing for standardized tests. LA.A.1.4.1
- 10.00 DEFINE, DEMONSTRATE, AND ASSESS INTERPERSONAL AND INTRAPERSONAL SKILLS--The student will be able to:
- 10.01 Describe the basic nature of self-understanding. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 10.02 Identify and demonstrate positive personality traits. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 10.03 Using interpersonal skills, demonstrate the ability to appropriately express feelings, reactions, ideas, opinions, wants, and needs. LA.C.3.4.2
- 10.04 Role-play behaviors that will promote effective human relations.
- 10.05 Practice the skills of communicating with customers to identify their needs and expectations. LA.C.1.4.1
- 10.06 Practice the ability to work cooperatively with others as a team member.
- 10.07 Demonstrate ability to adjust one's behavior to fit the dynamics of a situation.
- 10.08 Demonstrate respect for the opinions, customs, and individual differences of others. LA.C.1.4.3
- 10.09 Interact in a socially appropriate manner.
- 10.10 Practice assuming responsibility for decisions and actions.
- 10.11 Channel and control emotional reactions professionally.
- 10.12 Practice setting personal priorities.
- 10.13 Identify the differences between assertiveness and aggressiveness. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 10.14 Describe acceptable ways to deal with success and failure. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 11.00 DEFINE, DEMONSTRATE, AND ASSESS PROFICIENCY IN APPLYING TECHNICAL SKILLS--The student will be able to:

- 11.01 Discuss the growing reliance on technology in today's workplace. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.2.4.1, LA.C.3.4
- 11.02 Explain the impact of technological change in relation to educational needs. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.2.4.1, LA.C.3.4
- 11.03 Identify and define basic computer terminology. LA.A.1.4.1, LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 11.04 Identify hardware, commonly used software, and on-line services. LA.A.1.4.1, LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 11.05 Operate a computer by performing the steps necessary to process information and produce a hard copy. LA.B.1.4.3, LA.B.2.4.2, LA.B.2.4.4
- 12.00 DEFINE, DEMONSTRATE, AND ASSESS IMPORTANCE OF DETERMINING CAREER OPTIONS--The student will be able to:
 - 12.01 Use a variety of sources and methods to determine career interests and abilities.
 - 12.02 Identify and describe personal skills, interests, values, experiences, personality traits, and academic abilities. LA.A.1.4.3, LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 12.03 Identify non-traditional career options. LA.A.1.4.3, LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 12.04 Debate how educational level affects career choice. LA.C.3.4
 - 12.05 Explain importance of networking when researching occupations. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 12.06 Identify advantages of attending a trade or technical school. LA.A.1.4.3, LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 12.07 Identify career training available in the military services. LA.A.1.4.3, LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4

**Florida Department of Education
Student Performance Standards**

Course Number: 8301620
Course Title: Work Experience 2
Course Credit: 1

COURSE DESCRIPTION:

This course is designed for the second year returning Work Experience student and will provide remediation when needed.

- 01.00 DEFINE, DEMONSTRATE, AND ASSESS JOB SEEKING AND EMPLOYABILITY SKILLS--The student will be able to:
- 01.01 Describe implications of racial, ethnic, regional, educational, social, and age differences. LA.A.1.4.3, LA.B.1.4, LA.B.2.4.1, LA.B.2.4.2, LA.B.2.4.3, LA.B.2.4.4, LA.C.1.4.4, LA.C.2.4.1, LA.C.3.4, LA.D.1.4.2, SS.B.2.4.1
 - 01.02 Demonstrate attitudes and behaviors that eliminate stereotyping and gender bias, and promote cultural diversity. LA.C.1.4.4, SS.A.2.4.3
 - 01.03 Demonstrate a strong work ethic and a positive attitude both personally and professionally. LA.C.1.4.2, LA.C.1.4.3
 - 01.04 Relate the importance of quality control in job performance. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.3, LA.C.3.4
 - 01.05 Recognize the importance of the efficient use of materials and space on the job. MA.C.1.4.1, MA.B.1.4.1, MA.B.1.4.3
 - 01.06 Demonstrate an understanding of ethical business practices. LA.A.1.4.1, LA.A.1.4.2, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4.2, LA.C.3.4.3, LA.C.3.4.4, LA.C.3.4.5, SS.C.1.4.4
 - 01.07 Explain the importance of confidentiality in the workplace concerning any written, oral, or technically transmitted information relating to personnel, customers, and/or materials. LA.A.1.4.3, LA.B.1.4, LA.B.2.4.1, LA.B.2.4.2, LA.B.2.4.3, LA.B.2.4.4, LA.C.3.4, LA.D.2.4.2, SS.B.2.4.1
- 02.00 DEFINE, IDENTIFY, AND ANALYZE SAFETY ISSUES RELATED TO THE WORKPLACE—The student will be able to:
- 02.01 Describe and explain rules and laws designed to promote safety and health. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 02.02 Demonstrate an understanding of environmental problems that impact health and safety. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.C.1.4.2
 - 02.03 Demonstrate an understanding of the primary regulatory agencies that govern the environment, health, and safety. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.C.2.4.6, HE.A.1.4.7
 - 02.04 Describe types of industrial recycling/waste minimization activities. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 02.05 Explain impact of noise level on the workplace. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 03.00 DEFINE, DEMONSTRATE, AND ANALYZE PROFICIENCY IN APPLYING COMMUNICATION SKILLS--The student will be able to:
- 03.01 Create a graph and a chart using personal or business related information. LA.A.1.4.1, LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4
 - 03.02 Create and interpret a label. LA.A.1.4.2, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, MA.B.3.4.1
 - 03.03 Using a bus or train schedule, plan a trip. LA.A.1.4.1, LA.A.1.4.3, LA.A.2.4.4, LA.B.1.4, LA.B.2.4
 - 03.04 Compare different types of trade journals. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.3, LA.C.3.4
 - 03.05 Debate the possible advantages a written message may have over a spoken one. LA.A.1.4.2, LA.A.1.4.4, LA.A.2.4.4, LA.C.3.4

- 03.06 Compare and contrast different forms of written business communication as utilized in the workplace. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 03.07 Write, edit, and revise a communication that could be used in the workplace so that it presents the information in a clear, correct, concise, complete, consistent, and courteous manner. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, MA.A.1.4.3
- 03.08 Describe uses and importance of a sales slip. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 03.09 Create a sales slip. LA.A.1.4.2, LA.C.1.4.3, LA.D.1.4.2
- 03.10 Describe an invoice and its purpose. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 03.11 Create an invoice. LA.A.2.4.1, MA.A.1.4.3
- 03.12 Explain how sales slips and invoices help companies keep track of inventory. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.2.4.2, LA.C.3.4
- 04.00 DEFINE, DEMONSTRATE, AND ANALYZE PROFICIENCY IN APPLYING MATHEMATICAL SKILLS--The student will be able to:
 - 04.01 Interpret quantitative information from tables, charts, and graphs as related to the workplace. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, MA.E.1.4.1
 - 04.02 Compute ratios and percentages as related to the workplace. MA.C.3.4.1
 - 04.03 Calculate distance, weight, area, volume, and/or time problems as related to the workplace. MA.B.3.4.1
 - 04.04 Determine costs, time, and resources needed to complete a task within the workplace.
 - 04.05 Use an advertisement to determine the total cost of several items with different quantities. MA.A.2.4.2
- 05.00 DEFINE, DEMONSTRATE, AND MAINTAIN PERSONAL HYGIENE AND HEALTH--The student will be able to:
 - 05.01 Plan a menu that includes all the major food groups. LA.A.1.4.3, LA.B.1.4, LA.B.2.4
 - 05.02 Identify available counseling and community services. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.A.2.4.3
 - 05.03 Recognize need for preventive medical practices. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.B.1.4.2
 - 05.04 Identify the physiological and social implications of personal hygiene practices. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 05.05 Demonstrate knowledge of basic first aid for self-care. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 06.00 DEFINE, DEMONSTRATE, AND MANAGE PERSONAL FINANCES--The student will be able to:
 - 06.01 Prepare and periodically revise a monthly budget by comparing income and expenses, evaluating current spending habits, and making necessary adjustments to meet objectives. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 06.02 Compare and contrast various financial institutions. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 06.03 Explain uses of electronic banking. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4, MA.A.1.4.3
 - 06.04 Complete savings and checking account applications. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, LA.D.2.4.5
 - 06.05 Identify procedures for making deposits and withdrawals. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, LA.D.2.4.5
 - 06.06 Write checks, complete a check register, and reconcile a bank statement. LA.A.1.4.3, LA.B.1.4, LA.B.2.4.1, LA.B.2.4.2, LA.B.2.4.3, LA.B.2.4.4
 - 06.07 Create an original check. LA.A.1.4.3, LA.B.1.4, LA.B.2.4
 - 06.08 Describe the importance of meeting financial obligations. LA.A.1.4.3, LA.A.2.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.3.4
- 07.00 DEFINE, DEMONSTRATE, AND EVALUATE LEADERSHIP SKILLS--The student will be able to:
 - 07.01 Demonstrate how positive leadership characteristics can assist an individual. LA.A.1.4.3, LA.A.2.4.7, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 07.02 Demonstrate the capacity to accept responsibility. LA.C.2.4.1, LA.C.1.4.1
 - 07.03 Demonstrate effective team building skills. LA.C.1.4.1, LA.C.2.4.1, LA.C.2.4.2
 - 07.04 Evaluate benefits of teamwork. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.2.4.2, LA.C.3.4
 - 07.05 Demonstrate techniques to lead a team in developing its mission and goals. LA.A.1.4.3, LA.A.2.4.7, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.3.4
- 08.00 DEFINE, DEMONSTRATE, AND ASSESS TECHNIQUES TO MAINTAIN PROFESSIONALISM--The student will be able to:

- 08.01 Demonstrate ability to take direction, accept constructive criticism, and adjust behavior to fit the dynamics of a situation.
- 08.02 Define "ethics" as applicable to the workplace. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 08.03 Establish a personal code of ethics.
- 08.04 Explain importance of maintaining quality standards, regular work habits, and pride in work accomplished. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 08.05 Demonstrate ability to work cooperatively in a group to resolve challenges and make decisions. LA.D.1.4.2
- 08.06 Identify how individuals from diverse backgrounds offer unique contributions. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 09.00 DEFINE, DEMONSTRATE, AND ASSESS COGNITIVE SKILLS--The student will be able to:
 - 09.01 Explain the steps involved in decision-making. LA.A.1.4.3, LA.A.2.4.7, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 09.02 Identify the process involved in problem-solving. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.3.4
 - 09.03 Develop an action plan for solving problems and making decisions using critical thinking skills. LA.A.1.4.3, LA.A.1.4.1, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.3.4
 - 09.04 Identify strategies for building self-esteem and enhancing decision-making skills. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 09.05 Demonstrate knowledge of the planning process.
- 10.00 DEFINE, DEMONSTRATE, AND ASSESS INTERPERSONAL AND INTRAPERSONAL SKILLS--The student will be able to:
 - 10.01 Demonstrate the ability to offer and accept constructive criticism.
 - 10.02 Identify areas where personal change and adjustment may be necessary. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 10.03 Exhibit open-mindedness towards ideas and opinions different from your own.
- 11.00 DEFINE, DEMONSTRATE, AND ASSESS PROFICIENCY IN APPLYING TECHNICAL SKILLS--The student will be able to:
 - 11.01 Identify types of technical equipment available to perform communication and computational functions. LA.A.1.4.1, LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 11.02 Understand how technological systems function. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.2.4.1, LA.C.2.4.2, LA.C.3.4
 - 11.03 Recognize impact of technological change on tasks and workers. LA.C.1.4.1
- 12.00 DEFINE, DEMONSTRATE, AND EVALUATE UNDERSTANDING OF ECONOMIC AND ENTREPRENEURIAL PRINCIPLES--The student will be able to:
 - 12.01 Define economy, free enterprise, producers, consumers, and marketplace. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, SS.D.2.4.1
 - 12.02 Debate why prices fluctuate as a result of supply and demand, production costs, and competition. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, SS.D.2.4.1, SS.D.2.4.2
 - 12.03 Explain the impact of unemployment and underemployment on the economy. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 12.04 Define entrepreneur and entrepreneurship. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 12.05 Evaluate available types of business opportunities compatible with your skills and career interests. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.2, LA.C.3.4
 - 12.06 List advantages and disadvantages of entrepreneurship. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 12.07 Identify the behaviors and attitudes commonly found in entrepreneurs. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 12.08 Explain the primary means of going into business. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 12.09 Describe the different legal forms of business ownership. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 12.10 Identify key factors in selecting a business location. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 12.11 Compare and contrast owning a business with being an employee. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4

13.00 DEFINE, DEMONSTRATE, AND ASSESS IMPORTANCE OF DETERMINING CAREER

OPTIONS--The student will be able to:

- 13.01 Select an occupational area and identify its career opportunities, employment prospects, educational requirements, and advancement opportunities. LA.A.1.4.3, LA.A.2.4.4, LA.B.2.4.7, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 13.02 Evaluate personal strengths and weaknesses in relation to the selected occupational area. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.2.4.2, LA.C.3.4
- 13.03 Explain the influence of life roles on career choice. LA.A.1.4.3, LA.A.2.4.4, LA.A.2.4.8, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 13.04 Analyze changes occurring in the workplace. LA.A.1.4.3, LA.A.2.4.7, LA.B.1.4, LA.B.2.4, LA.C.3.4, SS.D.2.4.6
- 13.05 Identify and locate local employment agencies and web-based job search sites. LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8, LA.B.2.4.4
- 13.06 Review the importance of updating occupational skills and knowledge through training, continuing education, and life-long learning. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4

**Florida Department of Education
Student Performance Standards**

Course Number: 8301630
Course Title: Work Experience 3
Course Credit: 1

COURSE DESCRIPTION:

This course is designed for the third year returning Work Experience student and will provide remediation when needed.

- 01.00 DEFINE, DEMONSTRATE, AND ASSESS JOB SEEKING AND EMPLOYABILITY SKILLS--The student will be able to:
- 01.01 Create and maintain an employability portfolio demonstrating awareness of personal abilities, interests, and skills as they relate to seeking employment. LA.A.1.4.3, LA.B.1.4, LA.B.2.4
 - 01.02 Participate in a job shadowing experience. LA.A.1.4.3, LA.C.1.4.1, LA.C.2.4.1, LA.C.3.4.2
 - 01.03 Obtain letters of reference.
- 02.00 DEFINE, IDENTIFY, AND DEMONSTRATE SAFETY ISSUES RELATED TO THE WORKPLACE--The student will be able to:
- 02.01 Define Occupational Safety and Health Administration (OSHA), Workers' Compensation, and ergonomics. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 02.02 List and explain the three priorities in an emergency (airway, breathing, circulation). LA.A.1.4.1, LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 02.03 Explain the types of damage done by fires, earthquakes, hurricanes, and tornadoes. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 03.00 DEFINE, DEMONSTRATE, AND ANALYZE PROFICIENCY IN APPLYING COMMUNICATION SKILLS--The student will be able to:
- 03.01 Demonstrate ability to listen using strategies that improve understandings and performances on the job. LA.C.2.4.2, LA.C.1.4.3, LA.C.3.4.4
 - 03.02 Demonstrate and interpret several examples of body language. LA.A.1.4.3, LA.C.1.4.1, LA.C.1.4.3, LA.C.3.4
 - 03.03 Comprehend and give oral instructions in a business-like manner. LA.C.2.4.1, LA.C.1.4.1, LA.C.3.4
 - 03.04 Demonstrate ability to listen to different group members' ideas and ask questions. LA.A.2.4.1, LA.A.2.4.2, LA.A.2.4.4
 - 03.05 Explain the purpose and importance of a business vision/mission statement. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 03.06 Define company image. LA.A.1.4.3, LA.A.2.4.1, LA.A.2.4.2, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 03.07 Explain concept of positioning. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 03.08 Define customer service and explain its importance. LA.A.1.4.3, LA.A.2.4.4, LA.A.2.4.6, LA.A.2.4.7, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 04.00 DEFINE, DEMONSTRATE, AND ANALYZE PROFICIENCY IN APPLYING MATHEMATICAL SKILLS--The student will be able to:
- 04.01 Calculate the areas of surface and complete an accurate estimate of the cost of materials for covering those surfaces. MA.B.3.4.1
 - 04.02 Use ratios, proportions, and a scale to calculate distance on a map and calculate the square footage of rooms in a building using a scaled plan. MA.C.3.4.1
 - 04.03 Explain the "Renter's Rule." LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, MA.D.1.4.1
 - 04.04 List the costs associated with buying a home. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 04.05 Explain the "Banker's Rule." LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, MA.D.1.4.1

- 04.06 Identify several different types of home mortgage loans. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 05.00 DEFINE, DEMONSTRATE, AND MAINTAIN PERSONAL HYGIENE AND HEALTH—The student will be able to:
- 05.01 Identify responsible sexual behavior. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.C.1.4.5
- 05.02 Describe AIDS, how it is transmitted, and its consequences. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 05.03 Describe the effects of contracting a sexually transmitted disease (STD). LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 05.04 Identify the risks and effects of tobacco, alcohol, and drugs. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.C.1.4.5
- 05.05 Identify agencies and facilities for the promotion and maintenance of public hygiene, health, and mental wellness. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, HE.A.2.4.2, HE.A.2.4.4
- 06.00 DEFINE, DEMONSTRATE, AND MANAGE PERSONAL FINANCES--The student will be able to:
- 06.01 Identify the costs of owning and operating an automobile. LA.A.1.4.3, LA.A.2.4.8, LA.A.1.4.1, LA.B.1.4.2, LA.B.1.4.3, LA.B.2.4, LA.C.3.4
- 06.02 Explain advantages and disadvantages of using credit. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4, LA.D.2.4.5, SS.D.1.4.20
- 06.03 Explain how installment plans work. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4, LA.D.2.4.5
- 06.04 Explain importance of being an informed consumer. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 06.05 Compare the costs of renting versus buying shelter. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 06.06 Analyze a rental lease. LA.A.1.4.3, LA.A.2.4.7, LA.B.1.4, LA.B.2.4, LA.C.3.4, LA.D.2.4.5
- 06.07 Complete a rental application. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.D.2.4.5
- 06.08 Evaluate personal insurance needs: health, home, renters, fire, auto, life. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 07.00 DEFINE, DEMONSTRATE, AND EVALUATE LEADERSHIP SKILLS--The student will be able to:
- 07.01 Identify methods of delegating work. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.1.4.3, LA.C.3.4
- 07.02 Define and participate in brainstorming. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.1.4.2, LA.C.1.4.3, LA.C.3.4
- 07.03 Demonstrate ability to negotiate, to resolve conflict through peer mediation, to handle stress, to deal with undesirable behavior in others, to share in task accomplishment, and to build positive working relationships with others. LA.A.1.4.3, LA.C.1.4.1, LA.C.1.4.2, LA.C.1.4.3, LA.C.1.4.4, LA.C.3.4
- 07.04 Demonstrate effective negotiation skills. LA.A.1.4.3, LA.C.2.4.2, LA.C.3.4
- 08.00 DEFINE, DEMONSTRATE, AND ASSESS TECHNIQUES TO MAINTAIN PROFESSIONALISM--The student will be able to:
- 08.01 Demonstrate ways to improve service to internal and external customers.
- 08.02 Identify ways to develop and improve skills and traits important to the job and to the organization. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 08.03 Role-play types and methods of dealing with peer pressure.
- 08.04 Demonstrate self-control when minimum direction and supervision are provided.
- 08.05 Debate importance of planning to meet deadlines. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 08.06 Maintain quality standards, regular work habits, and pride in one's work.
- 09.00 DEFINE, DEMONSTRATE, AND ASSESS COGNITIVE SKILLS--The student will be able to:
- 09.01 Demonstrate ability to think creatively and generate new ideas.
- 09.02 Demonstrate the ability to conduct a systematic analysis of personal strengths and weaknesses.

- 09.03 Analyze managerial skills necessary for decision making in different work related situations. LA.A.1.4.3, LA.A.2.4.4, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 10.00 DEFINE, DEMONSTRATE, AND ASSESS INTERPERSONAL AND INTRAPERSONAL SKILLS--The student will be able to:
- 10.01 Demonstrate appropriate etiquette.
- 10.02 Practice stress management techniques.
- 10.03 Demonstrate loyalty to the team and show commitment to the team's growth and improvement.
- 10.04 Help fellow team members accomplish their tasks.
- 11.00 DEFINE, DEMONSTRATE, AND ASSESS PROFICIENCY IN APPLYING TECHNICAL SKILLS--The student will be able to:
- 11.01 Select equipment appropriate for a particular task. LA.D.2.4.5
- 11.02 Practice procedures for set up, operation, and maintenance of equipment.
- 11.03 Demonstrate ability to accept, learn, and work with technological change. LA.C.3.4.3, LA.C.3.4.5
- 11.04 Apply a variety of technical skills to projects. LA.B.2.4.1
- 12.00 DEFINE, DEMONSTRATE, AND EVALUATE UNDERSTANDING OF ECONOMIC AND ENTREPRENEURIAL PRINCIPLES--The student will be able to:
- 12.01 Determine resources needed to produce a given product or provide a specific service while considering such factors as finance, materials, human, information/technology, natural, and facility.
- 12.02 Describe the way in which government is involved in the economy. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, SS.D.2.4.4
- 12.03 Explain the purpose of computing the Gross Domestic Product (GDP). LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, SS.D.2.4.5
- 12.04 Explain the purpose of the Consumer Price Index (CPI). LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, SS.D.2.4.5
- 12.05 Cite characteristics of the free enterprise system. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, SS.D.2.4.4
- 13.00 DEFINE, DEMONSTRATE, AND ASSESS IMPORTANCE OF DETERMINING CAREER OPTIONS--The student will be able to:
- 13.01 Identify sources of financial assistance for postsecondary education and training. LA.A.2.4.4, LA.A.2.4.7, LA.A.2.4.8
- 13.02 Describe the requirements and procedures for obtaining different types of financial assistance. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 13.03 Discuss the role of professional organizations in workforce development. LA.A.1.4.1, LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 13.04 Describe apprenticeship programs. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 13.05 Develop an education and career plan. LA.A.1.4.3, LA.A.2.4.1, LA.A.2.4.2, LA.B.1.4, LA.B.2.4

**Florida Department of Education
Student Performance Standards**

Course Number: 8301640
Course Title: Work Experience 4
Course Credit: 1

COURSE DESCRIPTION:

This course is designed for the fourth year returning Work Experience students and will provide remediation when needed.

- 01.00 DEFINE, IDENTIFY, AND ANALYZE SAFETY ISSUES RELATED TO THE WORKPLACE—The student will be able to:
 - 01.01 Create a map designating emergency exits and evacuation routes for a business.
 - 01.02 Explain the importance of CPR and emergency first aid training. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 02.00 DEFINE, DEMONSTRATE, AND ANALYZE PROFICIENCY IN APPLYING COMMUNICATION SKILLS--The student will be able to:
 - 02.01 Analyze magazine, newspaper, web, TV, and radio advertisements for effectiveness. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 02.02 Design an effective magazine, newspaper, web, TV, or radio advertisement. LA.A.1.4.3, LA.A.2.4.1, LA.A.2.4.2, LA.B.1.4, LA.B.2.4.1, LA.B.2.4.2, LA.B.2.4.3, LA.B.2.4.4
 - 02.03 Determine the purpose of a business report. LA.A.2.4.1, LA.B.1.4.2
 - 02.04 Collect information from various sources and arrange the information in a logical order. LA.A.1.4.3, LA.B.1.4, LA.B.2.4
 - 02.05 Make an outline of a business report. LA.A.1.4.3, LA.B.1.4, LA.B.2.4
 - 02.06 Write a business report. LA.A.1.4.3, LA.B.1.4, LA.B.2.4
 - 02.07 Present a business report orally to a group. LA.C.3.4
 - 02.08 Demonstrate strong communication skills including oral, written, listening, and computer skills, as well as the ability to interpret and communicate job-related information. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 02.09 Demonstrate communication skills involved in negotiating a reasonable compromise and consensus. LA.C.3.4
- 03.00 DEFINE, DEMONSTRATE, AND ANALYZE PROFICIENCY IN APPLYING MATHEMATICAL SKILLS--The student will be able to:
 - 03.01 Compute payments for purchases of items, including comparing and computing regular price, discount rate, and sale price. MA.A.2.4.2
 - 03.02 Use elapsed time to determine date of payment.
 - 03.03 Read maps and compute distances.
 - 03.04 Compute travel fares and hotel expenses. MA.A.3.4.3
 - 03.05 Find the exchange rate between the U.S. dollar and a variety of foreign currencies.
 - 03.06 Compute cost of car rentals and parking charges. MA.A.4.4.1
 - 03.07 Compare time in different time zones.
 - 03.08 Calculate flight times between different time zones.
 - 03.09 Demonstrate how to complete an expense account form.
 - 03.10 Explain personal allowances, withholding, dependents, exemptions, and deductions per the Internal Revenue Service. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 03.11 Complete a 1040A and a 1040 federal income tax form.
- 04.00 DEFINE, DEMONSTRATE, AND MAINTAIN PERSONAL HYGIENE AND HEALTH—The student will be able to:
 - 04.01 Develop a plan for a life-long exercise program. PE.A.3.4.6, PE.B.1.4.1
 - 04.02 Develop a plan for eating nutritionally balanced meals. HE.C.1.4.5, HE.A.1.4.9

- 05.00 DEFINE, DEMONSTRATE, AND MANAGE PERSONAL FINANCES--The student will be able to:
- 05.01 Explain the difference between simple and compound interest. LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4, MA.A.1.4.3
 - 05.02 Explain the "Rule of 72." LA.A.1.4.3, LA.A.2.4.1, LA.B.1.4, LA.B.2.4, LA.C.3.4.1, LA.C.3.4.2, LA.C.3.4.3, LA.C.3.4.4, LC.C.3.4.5, MA.A.1.4.3
 - 05.03 Define stock, share, bond, profit, loss, shareholder, and dividend. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 05.04 Discuss role of New York Stock Exchange, NASDAQ, and day trading. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 05.05 Design a stock certificate.
 - 05.06 Evaluate various retirement programs and investment options. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 06.00 DEFINE, DEMONSTRATE, AND EVALUATE LEADERSHIP SKILLS--The student will be able to:
- 06.01 Complete an individual project. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 06.02 Participate in school activities and in service projects in the classroom, the school, and/or the community. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 06.03 Demonstrate effective interpersonal skills required for providing leadership and working with and for others of different backgrounds. LA.A.1.4.3, LA.C.1.4.3, LA.C.1.4.4, LA.C.3.4
- 07.00 DEFINE, DEMONSTRATE, AND ASSESS TECHNIQUES TO MAINTAIN PROFESSIONALISM--The student will be able to:
- 07.01 Dramatize global interpretations of professionalism.
- 08.00 DEFINE, DEMONSTRATE, AND ASSESS COGNITIVE SKILLS--The student will be able to:
- 08.01 Gather and use data and other information to identify causes of problems and develop appropriate strategies for solutions. LA.A.1.4.3, LA.A.2.4.4, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 08.02 Identify and analyze the rule or principle underlying the relationship between two or more objects for use in future applications. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 08.03 Illustrate how the ability to learn is a lifelong skill. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 09.00 DEFINE, DEMONSTRATE, AND ASSESS INTERPERSONAL AND INTRAPERSONAL SKILLS--The student will be able to:
- 09.01 Demonstrate ability to work with individuals from different cultures. LA.D.1.4.2
 - 09.02 Explain importance of being socially flexible and receptive to new ideas. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 10.00 DEFINE, DEMONSTRATE, AND ASSESS PROFICIENCY IN APPLYING TECHNICAL SKILLS--The student will be able to:
- 10.01 Use technology and other tools to solve problems, collect data, and make decisions. LA.B.2.4.4
 - 10.02 Demonstrate skill in understanding and using technological information. LA.C.3.4.3, LA.C.3.4.5
 - 10.03 Demonstrate awareness of impact of both current and emerging technology on life roles, life styles, and careers. LA.C.3.4.3, LA.C.3.4.5
 - 10.04 Discuss problems resulting from the increasing use of technology. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.1.4.1, LA.C.3.4
- 11.00 DEFINE, DEMONSTRATE, AND EVALUATE UNDERSTANDING OF ECONOMIC AND ENTREPRENEURIAL PRINCIPLES--The student will be able to:
- 11.01 Compare and contrast various economic systems. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, SS.D.2.4.1
 - 11.02 Explain the circular flow of economic activity. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 11.03 Describe how economic trade-offs affect decisions in the workplace. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4
 - 11.04 Define, compare, and contrast "cost of living raises" and "merit raises." LA.A.1.4.3, LA.B.1.4.1, LA.B.1.4.2, LA.B.1.4.3, LA.B.2.4, LA.C.3.4

- 11.05 Analyze concepts of supply and demand, diminishing returns, and opportunity cost. LA.A.1.4.3, LA.B.1.4, LA.B.2.4, LA.C.3.4, SS.D.2.4.2
- 12.00 DEFINE, DEMONSTRATE, AND ASSESS IMPORTANCE OF DETERMINING CAREER OPTIONS--The student will be able to:
- 12.01 Discuss sex equity in terms of career choice. LA.A.1.4.1, LA.A.1.4.3, LA.A.2.4.4, LA.B.1.4, LA.B.2.4, LA.C.2.4.1, LA.C.3.4
- 12.02 Assess differences in wages, annual income, and job opportunities based on geographic location, gender, ethnicity, and age. LA.A.1.4.3, LA.A.2.4.4, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 12.03 Explain the process for obtaining school transcripts. LA.A.1.4.3, LA.A.2.4.1, LA.A.2.4.4, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 12.04 Demonstrate ability to make career decisions based on self-awareness and an awareness of various career clusters and occupations. LA.C.1.4.1, LA.C.2.4.1
- 12.05 Assess and use information to develop a lifelong career plan and identify problems that may interfere with the plan. LA.A.1.4.3, LA.A.2.4.4, LA.A.2.4.6, LA.A.2.4.7, LA.B.1.4, LA.B.2.4, LA.C.3.4
- 12.06 Assess plan for gaining mentors and obtaining knowledge of opportunities for continuing education, cross-training, retraining, and additional certification and degrees. LA.A.1.4.3, LA.A.2.4.4, LA.A.2.4.6, LA.A.2.4.7, LA.B.1.4, LA.B.2.4, LA.C.3.4

**Florida Department of Education
Student Performance Standards**

Course Number: July 20098301650
Course Title: Work Experience OJT
Course Credit: Multiple

COURSE DESCRIPTION:

This course is designed to provide students with realistic on-the-job training experience to acquire and apply knowledge, skills, and attitudes in an occupational field. The respective cooperative teacher and employer provide on-the-job supervision. This on-the-job portion of the program may be repeated for credit. Specific job skills must be identified on a job skills form. Selected job skills will be evaluated a minimum of once during each grading period.

- 01.00 PERFORM DESIGNATED JOB SKILLS--The student will be able to:
 - 01.01 Demonstrate job performance skills as outlined on the job skills form. LA.B.2.4.1
 - 01.02 Apply safety procedures while on the job. HE.C.1.4.5
 - 01.03 Display an acceptable level of productivity and quality control.
 - 01.04 Demonstrate appropriate dress and grooming habits.
 - 01.05 Demonstrate reacting to feedback in a positive manner.
 - 01.06 Communicate effectively with customers, co-workers, and management.
LA.C.3.4.3, SS.C.2.4.3, HE.B.3.4.2
 - 01.07 Demonstrate decision-making and problem-solving skills.
 - 01.08 Demonstrate punctuality and reliability by working as scheduled.
 - 01.09 Demonstrate pride in work by completing work correctly and quickly.
 - 01.10 Demonstrate personal management skills (self-directed and self-controlled)
including intrinsic motivation.
 - 01.11 Display an understanding and appreciation for the dignity and worth of honest
labor.
 - 01.12 Demonstrate flexibility, creativity, innovation, and adaptability.
 - 01.13 Demonstrate ability to interpret and comply with employer rules and regulations.
HE.A.1.4.7
 - 01.14 Demonstrate an understanding of the organizational structure of the workplace.
 - 01.15 Demonstrate flexibility and the ability to perform a wide range of functions.
- 02.00 DEMONSTRATE COMPLIANCE WITH WORK ETHICS--The student will be able to:
 - 02.01 Demonstrate integrity and honesty. LA.C.3.4.3, SS.C.2.4.6
 - 02.02 Demonstrate interest, enthusiasm, and loyalty to the training agency.
 - 02.03 Demonstrate ability to follow directions.
 - 02.04 Demonstrate ability to work cooperatively with team members and supervisors
from different cultural backgrounds. HE.B.3.4.2
 - 02.05 Demonstrate an ability to follow written and oral directions.
 - 02.06 Display a positive attitude toward the job.
 - 02.07 Practice cost effectiveness with company resources.
- 03.00 PERFORM DESIGNATED RECORDKEEPING SKILLS--The student will be able to:
 - 03.01 List the job skills to be performed in the specified occupation. LA.A.1.4.3,
LA.B.1.4, LA.B.2.4, MA.A.4.4.1
 - 03.02 Maintain appropriate employment records (training agreement, time card, and job
skills form). LA.A.1.4.3, LA.B.1.4, LA.B.2.4, MA.A.1.4.4, MA.A.1.4.3

Florida Department of Education

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

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980120
Course Title: Career Experiences
Credit: Multiple

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related behaviors. The course will provide guided practice and experiences in school and community work situations aimed at further progress toward achieving the student's desired post-school outcomes related to a career.

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

- self-appraisal
- decision making
- self-determination and self-advocacy
- career options
- community resources related to career decisions
- workplace competencies
- rights and responsibilities of employees

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.

Course Number: 7980120 - Career Experiences

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

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

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

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

- 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.

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

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

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

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

This is the second of a three-course sequence designed to prepare students for careers and post-school adult living. The first course, Career Preparation, Course Number 7980110, focuses on the acquisition of the necessary knowledge and skills. The second course, Career Experiences, Course Number 7980120, provides opportunities for application of the knowledge and skills in school or community work experience situations with coaching and instructional assistance. The last course, Career Placement, Course Number 7980130, provides the opportunity for students to be placed in a community-based work setting. Students with the ability to perform paid employment must be paid in accordance with Federal Wage and Hour Standards.

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

After successfully completing this course, the student will:

1. Use a planning process to establish and revise personal and career goals.

- | | |
|-------------|---|
| IF.B.1.In.1 | make plans about personal and career choices after identifying and evaluating personal goals, options, and risks. |
| IF.B.1.Su.1 | make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support. |

Course Number: 7980120 - Career Experiences

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

Personal Planning

- 1.1. Determine if personal goals related to task completion are reasonable (e.g., take on only what you can handle; do not plan too many tasks per day, week, or month). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.2. Identify the need for responsible planning of personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.3. Set school and extracurricular goals (e.g., passing specific courses, obtaining a diploma, joining a civic group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.4. Set personal goals related to community and leisure activities (e.g., join a recreational sports team, read self-help books or novels, attend religious services, volunteer at a community organization, attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.5. Make a plan to implement personal goals (e.g., identify steps, record the steps, have someone review steps if assistance is needed). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.6. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need an hour or so depending on extent of repairs, an open space, a wrench, a screwdriver, oil; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of past tests). (IF.B.1.In.1, IF.B.1.Su.1)

Career Planning

- 1.7. Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that relate to strengths and experiences). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.8. Identify various methods of achieving career goals when employed (e.g., choosing jobs with high probability of promotion, working hard, living up to expectations). (IF.B.1.In.1, IF.B.1.Su.1)

Course Number: 7980120 - Career Experiences

- 1.9. Use a goal-directed strategy to prepare a plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ☐ reconcile self-assessment with environmental assessment of the workplace
_____ ☐ identify long-range alternatives
_____ ☐ specify short-range goals
_____ ☐ set priorities and prepare an action plan
_____ ☐ develop a contingency plan
_____ ☐ other: _____
- 1.10. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, prepare a resume and application, procure a Social Security card, learn how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.11. *Identify resources for finding employment. (Social and Personal C 30: VI)*
- 1.12. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or workplace settings. (IF.B.1.Pa.1)
Specify: _____ ☐ school _____ ☐ community _____ ☐ workplace
- 1.13. Indicate a non-preferred activity in a volunteer or work setting—with assistance. (CL.C.1.Pa.1)
Specify activity: _____
- 1.14. Explore specific jobs associated with each career cluster (e.g., health care and medicine—nurse, lab assistant, nurse's aide; construction—carpenter, plumber, drywall installer; marketing—cashier, salesperson; administrative or clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.15. Describe advantages and disadvantages of an occupation in a specified career cluster (e.g., advantages—availability of jobs, advancement opportunities, location; disadvantages—pay scale, hazards on job). (CL.C.1.In.1, CL.C.1.Su.1)
- 1.16. Identify personal preferences of occupations with specified career clusters. (IF.B.1.In.1, IF.B.1.Su.1)
- 1.17. Identify personal preferences related to work hours and schedules associated with employment (e.g., full-time, part-time, day shift, night shift, revolving schedule, on call). (IF.B.1.In.1, IF.B.1.Su.1)
- 2. Evaluate own knowledge and skills needed to meet specific job requirements.**
- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

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Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance ☐ full ☐ partial ___ assistive technology ☐ full ☐ partial

- 2.1. Use self-appraisal to indicate career strengths and needs (e.g., certificates received, ambition, test scores, previous experiences, physical strengths, motivation). (IF.B.1.In.1, IF.B.1.Su.1)

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- 2.2. Conduct self-assessment to determine current status related to career planning. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ☐ self-concept and values clarification
_____ ☐ personality characteristics and personal style
_____ ☐ motivational patterns and personal preferences
_____ ☐ occupational interests
_____ ☐ personal and educational background
_____ ☐ work history and experience
_____ ☐ key accomplishments and successes
_____ ☐ satisfying and dissatisfying experiences
_____ ☐ other: _____
- 2.3. Conduct self-assessment to determine career goals and desires. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: _____ ☐ analysis of current job—behavioral demands
_____ ☐ significance of various job elements—likes and dislikes
_____ ☐ values, skills, and abilities—professional or technical, managerial, personal
_____ ☐ personal insight into capabilities
_____ ☐ ideal job description
_____ ☐ preferred working environment
_____ ☐ ideal life-style
_____ ☐ career goals
_____ ☐ other: _____
- 2.4. Identify personal characteristics which affect realistic job choices (e.g., special talents, problem solving, communicating, self-management, cooperation, manual dexterity, hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.5. *Identify behaviors which reflect a positive attitude toward self.*
(Social and Personal G 58: VI)
- 2.6. Identify personal limitations negatively affecting career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.7. *Identify characteristics of a good employee.* (Social and Personal C 23: IV)
- 2.8. *Identify personal strengths and weaknesses.* (Social and Personal G 59: VI)
- 2.9. Evaluate the results of self-appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)
- 2.10. Identify individual strengths and weaknesses which may affect realistic post-secondary educational opportunities (e.g., grades, study skills, coursework, motivation). (IF.B.1.In.1, IF.B.1.Su.1)

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- 2.11. Identify personal leisure activities that relate to potential careers (e.g., 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)
- 2.12. Complete sample job applications and simulated job interviews, using appropriate grooming and attire for preferred occupations. (CL.C1.In.1, CL.C1.Su.1)
- 2.13. *Use appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*

3. Demonstrate knowledge of job responsibilities and social competencies for successful employment in a variety of school or community settings.

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

Completing Work Assignments

- 3.1. Develop a plan to complete a work assignment. (CL.C.2.In.1, CL.C.2.Su.1)
- Specify: ___ ☐ identify the goal or end product, including quality standards—how well, how accurate, how fast
- ___ ☐ identify resources needed—equipment, supplies, personnel, time
- ___ ☐ determine substeps needed to accomplish the task
- ___ ☐ determine schedule for completing task
- ___ ☐ other: _____
- 3.2. *State steps to complete a task. (Language C 31: VI)*

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

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- 3.4. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ☐ work according to schedule _____ ☐ set an alarm clock as a reminder
_____ ☐ track subtasks on calendar _____ ☐ check off subtasks when
completed
_____ ☐ other: _____
- 3.5. Identify alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ☐ try different techniques _____ ☐ seek advice from others
_____ ☐ seek assistance from others _____ ☐ read the instructions or references
_____ ☐ other: _____
- 3.6. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ☐ use a checklist or rubric _____ ☐ compare with model or example
_____ ☐ use spell check or similar tool _____ ☐ look for errors
_____ ☐ ask peer or co-worker to review _____ ☐ ask supervisor to review
_____ ☐ other: _____
- 3.7. Follow a systematic procedure to complete specific tasks on the job. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ ☐ identify task
_____ ☐ name steps of task
_____ ☐ perform task following a model or demonstration
_____ ☐ perform task with decreasing feedback
_____ ☐ perform task independently
_____ ☐ monitor own task performance using workplace or industry standards
_____ ☐ evaluate own task performance using workplace or industry standards
_____ ☐ other: _____
- 3.8. Complete routine work tasks accurately and effectively in a variety of settings (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)
- 3.9. *Identify mistakes on task assignments with and without assistance.*
(Social and Personal C 28: V)
- 3.10. Complete assignments as specified in lab and shop manuals, instruction sheets, or computer displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)
- 3.11. *Sort like objects.* (Social and Personal C 19: II)
- 3.12. 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: _____

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Using Tools, Equipment, and Supplies

- 3.13. Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ ☐ supplies—pens, folders, towels, cleaning agents, parts, packing products
_____ ☐ equipment—copy machine, computer, vacuum cleaner, lawn mower
_____ ☐ tools—air pressure gauge, hammer, balance, wrench, car jack
_____ ☐ other: _____
- 3.14. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 3.15. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ ☐ use a checklist with pictures or descriptions of supplies, tools, and equipment
_____ ☐ set up workstation with separate areas for needed supplies and equipment
_____ ☐ other: _____
- 3.16. Select and use the appropriate materials and supplies for completion of work assignments (e.g., writing a report—notebook, pen, references; painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—paper, word processor, printer). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.17. Organize materials and supplies to complete work assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.18. Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don't overload electrical outlets, carry scissors with tips pointing down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.19. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 3.20. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 3.21. Use new tools, equipment, and supplies by following instructions from an experienced user or a manual. (CL.C.2.In.2, CL.C.2.Su.2)
- 3.22. Clean and maintain tools and equipment (e.g., copy machine—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)

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- 3.23. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: I)*
- 3.24. *Pick up trash and dispose properly. (Social and Personal F 47: III)*
- 3.25. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in locker; personal work supplies in personal work area; cleaning supplies in cupboard). (CL.C.2.In.2, CL.C.2.Su.2)
- 3.26. Accept assistance with and participate in recognizing and relating to familiar objects used in work assignments (e.g., turns toward own workstation, reaches for own jacket when leaving). (CL.C.2.Pa.1)
- 3.27. Accept assistance with and participate in using objects for desired purposes during work assignments (e.g., putting parts in a bag). (CL.C.2.Pa.1)

Employability Skills

- 3.28. Demonstrate responsibility to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.29. Stay on task for the duration of a work assignment (e.g., complete one task before starting another, ask for assistance if necessary, do not give up, use resources if necessary, determine alternative methods, work continuously and efficiently, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.30. *Stay on task until its completion. (Social and Personal C 20: III)*
- 3.31. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 3.32. Demonstrate self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring daily and monthly tasks necessary to fulfill short- and long-term goals, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)
- 3.33. *Seek help and accept assistance. (Social and Personal C 21: III)*
- 3.34. Use strategies to maintain the expected level of productivity for the job.
(CL.C.2.In.5, CL.C.2.Su.5)
- Specify: ☐ use a timer or alarm clock to monitor time or deadlines
☐ keep a model of final product for reference
☐ follow a checklist of tasks
☐ other: _____

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- 3.35. Demonstrate a positive attitude towards tasks at school, in the community, or in a work setting (e.g., do not complain when given a difficult task, do not talk negatively about the authority figure or peers, talk positively about the task when not at school or community work-site). (CL.C.2.In.5, CL.C.2.Su.5)

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- 3.36. Recognize and show respect for the authority figure when working at school or in the community (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (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. Recognize inappropriate physical contact from others in work and community settings. (IF.B.2.In.1, IF.B.2.Su.1)
- 3.39. Demonstrate appropriate responses to unwanted physical contact in work and community settings (e.g., walk away, ask person to stop, seek assistance). (IF.B.2.In.2, IF.B.2.Su.2)
- 4. Use effective work habits, ethical behavior, and appropriate grooming for the workplace in a variety of school or community settings.**
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- 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:

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

Indicate assistance necessary for mastery at participatory level:

☐ physical assistance ☐ full ☐ partial ☐ assistive technology ☐ full ☐ partial

Reliability

- 4.1. Identify the characteristics and importance of being dependable when working (e.g., work is done efficiently, work is done consistently, work always meets expectations). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.2. Demonstrate dependability in work settings (e.g., reports to work on time, checks tasks thoroughly before submitting, finishes work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.3. Identify the characteristics and importance of being flexible in work settings (e.g., adapts to changes in schedule, expectations, processes; compromises with others; is open to others' opinions). (CL.C.2.In.3, CL.C.2.Su.3)

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- 4.4. Demonstrate flexibility in work settings (e.g., completes task even if requirements have changed, considers the opinions of others, adapts to changes in procedures). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.5. Identify the characteristics and importance of being responsible and having self-control when working (e.g., controls emotions, has willpower and self-restraint, accepts criticism, accepts blame, admits mistakes when wrong). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.6. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 4.7. Demonstrate responsibility and self-control in work settings (e.g., does not cry or get angry when criticized; does not yell at or argue with co-workers; does not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.8. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 4.9. Identify the characteristics and importance of being self-directed in the workplace (e.g., keeps self-motivated and enthusiastic, makes decisions independently, sets goals, does not procrastinate, paces work assignments). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.10. Demonstrate self-directed behavior in work settings (e.g., beginning tasks when they are assigned, not complaining, thinking positively, not asking questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.11. Identify the characteristics and importance of paying attention to details when working (e.g., stays focused, meets expectations, practices quality assurance, impresses supervisors). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.12. Demonstrate attentive behavior in work settings (e.g., staying on task—not talking to others, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)

Attendance

- 4.13. Use strategies to maintain an acceptable attendance record in work settings. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ ☐ report to work regularly and be on time
 _____ ☐ stay until quitting time
 _____ ☐ return from breaks promptly
 _____ ☐ inform supervisor if unable to work—illness, tardiness, scheduling conflict
 _____ ☐ other: _____
- 4.14. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*

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- 4.15. Identify actions to be taken if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.16. Demonstrate use of time clock or other required logs in work settings. (CL.C.2.In.3, CL.C.2.Su.3)

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Work Ethic

- 4.17. Identify situations on the job that are affected by individual and workplace values (e.g., using supplies for personal needs, taking extended breaks, using sick leave as vacation). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.18. *Show respect for property of others. (Social and Personal G 52: III)*
- 4.19. Identify examples and non-examples of appropriate employee/employer interactions. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: _____ ☐ examples—being punctual, following rules, showing respect for superiors
_____ ☐ non-examples—disrupting work, making negative statements about co-workers
- 4.20. Interact appropriately with customers or clients (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.3, CL.C.2.Su.3)
- 4.21. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 4.22. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 4.23. *Cooperate with peers. (Social and Personal G 51: III)*
- 4.24. Demonstrate appropriate grooming and attire for work and community settings. (CL.C.2.In.3, CL.C.2.Su.3)

5. Demonstrate skills of self-advocacy and self-determination in the community and the workplace.

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

Indicate guidance and support necessary for mastery at supported level:

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

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Indicate assistance necessary for mastery at participatory level:

_____ physical assistance ☐ full ☐ partial _____ assistive technology ☐ full ☐ partial

Individual Educational Plan (IEP)

- 5.1. Identify personal interests, preferences, strengths, and needs for use in developing own IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.2. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.3. Assist in setting annual goals and objectives considering desired post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.4. Assist in allocating, prioritizing, and scheduling time and resources to implement the IEP (e.g., assign responsibilities, determine timelines, set criteria for completion). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.5. Apply self-advocacy and self-determination skills in developing own IEP. (IF.B.1.In.1, IF.B.1.Su.1)
- 5.6. Prepare for own IEP meeting (e.g., identify participants, prepare invitations, review own progress). (IF.B.1.In.1, IF.B.1.Su.1)
- 5.7. Participate actively in own IEP meeting. (IF.B.1.In.1, IF.B.1.Su.1, IF.B.1.Pa.1)
- 5.8. Direct or conduct own IEP meeting. (IF.B.1.In.1)

Identifying Personal Plans

- 5.9. Identify personal goals, develop plans, and carry out goals (e.g., start project at decided time, follow plans accordingly, follow plan until project is completed). (IF.B.1.In.2, IF.B.1.Su.2)
- 5.10. Identify major steps and timelines to achieve personal goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 5.11. Choose to undertake new tasks and adapt to changes in routine when carrying out plans related to personal goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 5.12. Identify situations impacting goal achievement and identify alternatives.

Monitoring Progress and Adjusting Personal Plans

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- 5.13. Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 5.14. 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)
- 5.15. Adapt plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)
- 5.16. Accept assistance with and participate in expressing personal preferences and desires related to carrying out and making adjustments in productive activities. (IF.B.1.Pa.1)

Self-advocacy

- 5.17. Demonstrate self-advocacy in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—restaurants, traveling
_____ ☐ workplace—on the job, breaks
_____ ☐ other: _____
- 5.18. Monitor self-advocacy behaviors in various situations. (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—restaurants, traveling
_____ ☐ workplace—on the job, breaks
_____ ☐ other: _____

6. Use decision-making and problem-solving processes in school or community work situations.

- CL.B.4.In.1 identify problems and examine alternative solutions.
- CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
- CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
- CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
- CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt

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___ assistive technology ___ supervision ___ other:

Indicate assistance necessary for mastery at participatory level:

___ physical assistance ☐ full ☐ partial ___ assistive technology ☐ full ☐ partial

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Identifying Problems

- 6.1. Identify that a problem exists in school or community work situations, a discrepancy between what is and what should or could be (e.g., work tasks continually being completed late, not staying on task, frequent mistakes on assigned tasks, frequent arguments with co-workers). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.2. Identify possible reasons for existing problems in school or community work situations (e.g., not understanding what is expected, not staying on task, frequent absences from work, insufficient time to complete tasks). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.3. Identify problems that lead to the breakdown of major goals in school or community work situations (e.g., turning in incomplete work, disagreements with co-workers, frequent tardiness, treating customers with disrespect). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.4. Analyze possible outcomes associated with specific problems in school or community work situations (e.g., will not gain respect of others, may be looked over for promotion, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.5. Request assistance in identifying problem in a school or community work situation. (CL.B.4.Pa.1)
- 6.6. Accept assistance with and participate in identifying problem in a school or community work situation (e.g., indicating when supplies run out). (CL.B.4.Pa.1)

Applying Problem-solving Strategies

- 6.7. Apply a general model for solving problems in school or community 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)
- 6.8. Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. (CL.B.4.In.1, CL.B.4.Su.1)
- 6.9. 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—identify multiple or unusual solutions
☐ modeling—basing actions on those of a good example
☐ other: _____

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- 6.10. 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)
- 6.11. 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)
- 6.12. Identify steps to solve a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; planning a surprise party—decide on location, plan entertainment, send invitations, order or make refreshments). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.13. 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)
- 6.14. 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)
- 6.15. 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)
- 6.16. Apply creative-thinking strategies to solve problems in which a variety of solutions are possible (e.g., school—develop a skit or play, complete a creative writing assignment, choose a topic for a paper; work—design a brochure or pamphlet, re-arrange workstation to increase production). (CL.B.4.In.1, CL.B.4.Su.1)
- 6.17. Apply modeling techniques to solve problems where a good example exists (e.g., school—identify behaviors that lead to desired performance; work—identify techniques used by most productive employee, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)

Evaluating Alternative Solutions

- 6.18. Identify alternative courses of action for solving a particular problem in school or community work situations (e.g., school—missed the bus—get a ride, walk, ride bike; work—project not complete at deadline—work extra hours, ask for assistance, take work home). (CL.B.4.In.1, CL.B.4.Su.1)

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- 6.19. Analyze consequences of each alternative course of action for solving a particular problem in school or community work situations (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

Implementing Solutions

- 6.20. Complete tasks needed to solve problems in school or community work situations. (CL.B.4.In.2, CL.B.4.Su.2)

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- 6.21. Use appropriate techniques or tools to solve problems in school or community work situations (e.g., assignment notebook, counseling sessions). (CL.B.4.In.2, CL.B.4.Su.2)
- 6.20. Seek assistance when needed to solve problems in school or community work situations (e.g., emotional problems—seek help from school counselor, teacher, psychologist). (CL.B.4.In.2, CL.B.4.Su.2)
- 6.21. Seek assistance when needed to solve problems in personal life that impact work experience (e.g., consult with family member, talk with a teacher or counselor, ask a relative). (CL.B.4.In.2, CL.B.4.Su.2)
- 6.22. Participate in positioning objects for use (e.g., turn switch toward hand). (CL.B.4.Pa.1)
Specify: _____ ☐ school _____ ☐ community _____ ☐ workplace
- 6.23. Accept assistance with and participate in efforts to solve problems in routine activities. (CL.B.4.Pa.1)
Specify: _____ ☐ school _____ ☐ community _____ ☐ workplace
- 6.24. Conduct self in a way that is not disruptive or does not interfere with efforts to solve problems in routine activities. (IF.B.2.Pa.2)
Specify: _____ ☐ school _____ ☐ community _____ ☐ workplace

Evaluating Effectiveness of Solution

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

7. Use appropriate personal care skills to meet demands of a variety of school or community work situations.

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:

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Indicate assistance necessary for mastery at participatory level:

_____ physical assistance ☐ full ☐ partial _____ assistive technology ☐ full ☐ partial

Dressing

- 7.1. Demonstrate specific knowledge and skills when completing personal care activities involved in dressing for school or community work situations (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, dressing appropriately to fit occasion, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.2. *Take off clothing which does not require fasteners. (Social and Personal A 1: II)*
- 7.3. *Take off clothing with fasteners. (Social and Personal A 3: III)*
- 7.4. *Put on clothing which does not require fasteners. (Social and Personal A 4: III)*
- 7.5. *Identify appropriate dress for occasion and weather. (Social and Personal A 5: IV)*
- 7.6. *Distinguish between appropriate dress for school, work, and leisure activities. (Social and Personal A 7: V)*
- 7.7. Use strategies to complete dressing activities effectively and efficiently and on a regular basis for school or community work situations (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes; ask someone to show you correct method—how to tie a tie; use alternative approaches—clip-on tie, Velcro shoe straps; hang matching clothes together; ask a roommate or peer attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.8. Request assistance and participate in activities and tasks associated with daily dressing routines in school or community work situations. (IF.A.1.Pa.2)
Specify: _____
- 7.9. Accept assistance with and participate in activities and tasks associated with daily dressing routines in school or community work situations. (IF.A.1.Pa.2)
Specify routines: _____ ☐ arrival _____ ☐ during day _____ ☐ departure
_____ ☐ workplace or volunteer activities _____ ☐ special events

Grooming

- 7.10. Use specific knowledge and skills when completing grooming activities in school or community work situations (e.g., hair—part hair evenly, fix hair according to style, know the difference between shampoo and conditioner; nails—do not cut too short, file evenly, know how to clean and file; cosmetics—correctly apply makeup, use the right amount, know where each

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- type of cosmetic is applied, know how to remove; shaving—know about different types of razors and skin conditions). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.11. Use strategies related to grooming when completing grooming activities effectively and efficiently and on a regular basis in school or community work situations (e.g., look at pictures in magazines to choose hair style—hair cut every six weeks, permanent every six months; mark scheduled appointments on calendar; ask friend, relative, or doctor about appropriate choice of cosmetics; keep grooming supplies stored together). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.12. Request assistance in activities and tasks associated with daily grooming routines in school or community work situations. (IF.A.1.Pa.2)
Specify: _____
- 7.13. Accept assistance with and participate in activities and tasks associated with daily grooming routines in school or community work situations. (IF.A.1.Pa.2)
Specify routines: _____ ☐ arrival _____ ☐ during day _____ ☐ departure
_____ ☐ workplace or volunteer activities _____ ☐ special events

Hygiene

- 7.14. Use specific knowledge and skills when completing hygiene activities in school or community work situations (e.g., correctly brushing and flossing teeth; using the toilet—cleaning up afterwards, knowing how to flush toilet, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.15. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*
- 7.16. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*
- 7.17. Use strategies to complete hygiene activities effectively and efficiently and on a regular basis in school or community work situations (e.g., mark spot on water control for comfortable bath or shower temperature; store supplies related to hygiene activities together; establish a routine for hygiene; look for alternative means of meeting hygiene needs—special gum for tooth cleaning, personal wipes). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.18. Request assistance in activities and tasks associated with daily hygiene routines in school or community work situations. (IF.A.1.Pa.2)
Specify: _____
- 7.19. Accept assistance with and participate in activities and tasks associated with daily hygiene routines in school or community work situations. (IF.A.1.Pa.2)
Specify routines: _____ ☐ arrival _____ ☐ during day _____ ☐ departure
_____ ☐ workplace or volunteer activities _____ ☐ special events

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Motor Control

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

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- 7.21. Use strategies related to motor control to complete personal care activities effectively and efficiently and on a regular basis in school or community work situations (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)
- 7.22. Request assistance in activities and tasks associated with motor control routines in school or community work situations. (IF.A.1.Pa.2)
Specify: _____
- 7.23. Accept assistance with and participate in activities and tasks associated with motor control routines in school or community work situations. (IF.A.1.Pa.2)
Specify routines: _____ ☐ arrival _____ ☐ during day _____ ☐ departure
_____ ☐ workplace or volunteer activities _____ ☐ special events

8. Demonstrate ability to meet health and safety requirements used in school or community work situations.

- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
- IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
- IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—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

Safety Skills and Procedures

- 8.1. Identify and demonstrate basic personal safety skills when traveling to and from school or community work situations (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don't put hands outside windows, don't fight, determine closest exit; by cab—determine route in advance, inform driver of destination, have enough money; by foot—watch for cars, look both ways, don't talk to strangers). (CL.C.2.In.4, CL.C.2.Su.4)

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- 8.2. Perform clean-up after spilling or breaking something and dispose of trash properly in school or community work situations (e.g., prevent self and others from being harmed, keep area clean, prevent contamination, maintain proper sanitation). (IF.B.2.In.3, IF.B.2.Su.3)

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- 8.3. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.4. Follow 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)
- 8.5. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 8.6. Follow fire prevention and safety precautions and practices for extinguishing fires in school or community work situations (e.g., do not overload electrical outlets, use water on small fires, use extinguisher). (CL.C.2.In.4, CL.C.2.Su.4)

Safety Laws and Regulations

- 8.7. Identify the meaning of labor and safety laws and regulations (e.g., Occupational Safety and Health Administration [OSHA]—requires worker to be over 18 to operate dangerous machinery such as meat cutters, requires worker to get work permit if 15 or under, requires employer to allow a 15-minute break for every four hours worked; Drug Free Workplaces—does not allow alcohol or drug use while on duty, may require tests prior to employment, provides treatment for employees with drug or alcohol problems; Fire Codes—requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.8. Identify ways to get information about laws and regulations that protect the safety of workers (e.g., employee manuals, Occupational Safety and Health Administration, Fire Department). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.9. Identify materials and tools that should be found in the workplace to use in emergency situations in school or community work situations (e.g., fire extinguisher, flashlight, candles, matches, first aid kit, battery-operated radio). (CL.C.2.In.4, CL.C.2.Su.4)

Seeking Assistance

- 8.10. Identify persons to ask for assistance in emergency situations in school or community work situations (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)
- 8.11. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 8.12. Request assistance in following safety procedures when unexpected events or potentially harmful situations occur in school or community work situations. (IF.B.2 Pa.2)

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- 8.13. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 8.14. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur in school or community work situations. (IF.B.2 Pa.2)

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First Aid

- 8.15. Identify when first aid is needed for health care in school or community work situations (e.g., after an accident; after skin has been cut, burned, or wounded; when somebody is choking; when somebody is unconscious and not breathing). (IF.A.1.In.2, IF.A.1.Su.2)
- 8.16. *Demonstrate or indicate knowledge of basic first aid principles.*
(Social and Personal E 45: VI)
- 8.17. Use effective and efficient strategies related to first aid to complete health care activities in school or community work situations (e.g., keep first aid supplies and book stored together, take a first aid course, ask someone to show you how to properly administer first aid, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)
- 8.18. Request assistance in activities and tasks associated with first aid treatment in school or community work situations. (IF.A.1.Pa.2)
- 8.19. Accept assistance with and participate in activities and tasks associated with first aid treatment in school or community work situations. (IF.A.1.Pa.2)

9. Demonstrate knowledge of rights, benefits, and responsibilities of employment, including the role of labor laws.

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

CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance ☐ full ☐ partial ___ assistive technology ☐ full ☐ partial

Rights and Benefits

- 9.1. Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.2. Identify the purpose and benefits of worker's compensation (e.g., provides worker's compensation if injured on the job, pays medical bills, provides compensation for work time missed due to injury). (CL.C.1.In.2, CL.C.1.Su.2)

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- 9.3. Identify the purpose of unemployment insurance (e.g., means of income if job ends, temporary income until new job is found). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.4. Identify the purpose of health and disability insurance (e.g., provides compensation if disabled on the job, provides income if unable to work). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.5. Identify the purposes and protections of the Americans with Disabilities Act (e.g., protects civil rights, ensures workplace accommodations, ensures accessibility to businesses, increases public awareness of rights of disabled, encourages self-advocacy, ensures legal services). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.6. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney, advocacy groups). (CL.C.1.In.2, CL.C.1.Su.2)

Responsibilities

- 9.7. Identify the characteristics and purposes of workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee protection, behavioral guidelines, health and safety requirements). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.8. Identify ways of getting information and clarification about workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee handbooks, supervisors, co-workers, bulletin boards, company websites). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.9. Identify the purposes and benefits of employment contracts (e.g., provide legal protection, are legally binding, are written agreements of terms and conditions). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.10. Identify components of employment contracts (e.g., specify starting and ending dates, list responsibilities, show salary amount). (CL.C.1.In.2, CL.C.1.Su.2)
- 9.11. Identify proper procedures for terminating a job, if necessary (e.g., provide written and verbal notice; inform all superiors—boss, manager, supervisor; give two weeks' notice; participate in an exit interview). (CL.C.1.In.2, CL.C.1.Su.2)

10. Demonstrate ability to move about the community, including the use of public and private transportation, as appropriate.

- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
- IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance ☐ full ☐ partial ___ assistive technology ☐ full ☐ partial

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General Knowledge about Travel

- 10.1. Select appropriate transportation (e.g., is financially feasible, has an adequate schedule, meets special needs). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.2. Demonstrate basic personal safety skills when traveling to and from school or community work situations (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don't put hands outside windows, don't fight, determine closest exit; by cab—determine route in advance, inform driver of destination, have enough money; by foot—watch for cars, look both ways, don't talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.3. *Identify safety precautions related to traffic and pedestrian travel. (Social and Personal D 36: V)*
- 10.4. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*
- 10.5. Request assistance related to travel in school or community work situations. (IF.A.1.Pa.2)
- 10.6. Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles in school or community work situations (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)
- 10.7. Accept assistance with and participate in the sequence of tasks or activities to perform ancillary mobility tasks in school or community work situations (e.g., closing door, opening window in car). (IF.A.2.Pa.2)

Mobility in Buildings

- 10.8. Identify and find specific locations in the school or community work environment when completing functional tasks (e.g., administrative offices, eating areas, restrooms, recreation areas, waste disposal areas, storage areas). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.9. Identify and find specific locations in buildings when completing functional tasks for work (e.g., elevators, stairs, emergency exits, restrooms). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.10. Avoid entering doorways and corridors in buildings and other places designated as "No Entry" or open to "Authorized Personnel Only" when traveling in buildings. (IF.A.2.In.2, IF.A.2.Su.2)
- 10.11. Operate a self-service elevator when moving about a building (e.g., press call button, step inside, press desired floor, exit). (IF.A.2.In.2, IF.A.2.Su.2)

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- 10.12. Use an escalator safely (e.g., step on, hold on to rail, step off). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.13. Accept assistance with and participate in the sequence of tasks or activities to travel within or between buildings in the school or community work situation. (IF.A.2.Pa.2)
- 10.14. Accept assistance with and participate in the sequence of tasks or activities to locate exits and entrances in familiar rooms and buildings in school or community work situations. (IF.A.2.Pa.2)
- 10.15. Accept assistance with and participate in the sequence of tasks or activities to locate specified areas in familiar rooms and buildings. (IF.A.2.Pa.2)

Traveling in the Community

- 10.16. Find a desired location in the community by street signs (e.g., determine desired location, identify surrounding streets, follow signs from surrounding area to desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.17. Find a desired location in the community by building or house numbers (e.g., determine number of desired location, identify if odd or even number, determine which side odd and even numbers are on, determine if numbers are ascending or descending, identify direction, identify desired location). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.18. Move about in the immediate neighborhood from one location to another (e.g., walk, ride bicycle, drive car, roller blade or roller skate). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.19. Use available modes of transportation to reach desired locations in the community (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.20. 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)
- 10.21. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)
- 10.22. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)

Using Public Transportation

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- 10.23. Signal a bus to stop from number and destination name appearing on the bus.
(IF.A.2.In.2, IF.A.2.Su.2)
- 10.24. Use maps to travel on a bus and other mass transit vehicles and systems as appropriate to the community (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination).
(IF.A.2.In.2, IF.A.2.Su.2)
- 10.25. Accept assistance with and participate in the sequence of tasks or activities to travel on public transportation (e.g., bus, airplane). (IF.A.2.Pa.2)

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Driving an Automobile

- 10.26. Demonstrate understanding of procedures to follow to obtain a restricted driver's license.

Specify: _____ ☐ presenting verification of age and parent consent
_____ ☐ passing the written test
_____ ☐ passing the vision test
_____ ☐ paying the fee
_____ ☐ other: _____

- 10.27. Identify parts of an automobile that should be checked routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, level of air in tires, washer fluid, battery).

- 10.28. Identify advantages and disadvantages of self-service versus full-service stations (e.g., exposure or protection from adverse weather conditions, cost-efficiency, personal ability to pump gas).

- 10.29. Demonstrate understanding the need for auto insurance and the consequences for noncompliance (e.g., covers cost of repairs to own vehicle, covers cost of repairs if responsible for damage to another vehicle, complies with Florida laws, covers costs of hospitalization if injured).

- 10.30. Describe the steps to take when involved in an accident (e.g., call police; stay with the car; produce operator's license, car registration, and insurance card; obtain copy of police report; call insurance company; obtain estimates for repairs).

- 10.31. Obey parking signs (e.g., handicapped spaces, time limits, no parking, loading zones).

11. Demonstrate effective communication skills as they relate to the school or community work situations, particularly the ability to use criticism constructively.

CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.

CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance ☐ full ☐ partial ___ assistive technology ☐ full ☐ partial

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- 11.1. Use appropriate nonverbal language and gestures when communicating in school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ facial expressions _____ ☐ sounds
 _____ ☐ gestures _____ ☐ body language
 _____ ☐ hand signals _____ ☐ other: _____
- 11.2. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)
- 11.3. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)
- 11.4. Use critical listening skills to gain understanding in school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ listening for content
 _____ ☐ paying attention to cues—first, second ...; in summary; most important
 _____ ☐ linking to prior knowledge and experience
 _____ ☐ considering emotional meaning
 _____ ☐ other: _____
- 11.5. Use strategies to improve listening in school or community work situations (e.g., empathize with and read people, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.6. Use appropriate language to express desires effectively in school or community work situations (e.g., "May I have more paper?" "I want to finish this job." "I don't care for this uniform." "I would rather not fix the display window. "). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ requests _____ ☐ refusals _____ ☐ other: _____
- 11.7. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 11.8. *Express personal beliefs or opinions. (Language C 28: V)*
- 11.9. *Identify personal feelings. (Social and Personal G 54: IV)*
- 11.10. Participate in conveying desires, feelings, and physical needs effectively to familiar persons in school or community work situations (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)
- 11.11. *Express wants and needs. (Language C 20: II)*

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- 11.12. Participate in requesting desired person, object, or action in school or community work situations (e.g., ask for favorite job or book). (CO.A.1.Pa.1)
- 11.13. Use appropriate language to express ideas and feelings clearly in school or community work situations (e.g., "I believe this is a valuable thing to do." "This is what really happened." "I like you a lot." "I'm upset with what you did."). (CO.A.1.In.1, CO.A.1.Su.1)

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- 11.14. *Use language to indicate displeasure or dislike. (Language C 16: I)*
- 11.15. Use appropriate language to express need for assistance in school or community work situations (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.16. Use acceptable gestures, body language, and hand signals to initiate a conversation in school or community work situations (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.17. Use acceptable words or phrases to gain attention and begin communication with others in school or community work situations. (CO.A.1.In.1, CO.A.1.Su.1)
- 11.18. Use appropriate topics and responses when engaging in conversations in school or community work situations (e.g., family—about your day, finances, your future, personal problems, school problems; friends—about what is happening in your life, the future, personal problems, schoolwork; familiar persons—about shared interests, common experiences; unfamiliar person—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ with family _____ ☐ with friends
_____ ☐ with other familiar persons _____ ☐ with unfamiliar persons
- 11.19. *Use language to participate appropriately in conversation. (Language C 29: V)*
- 11.20. *Use language to initiate conversation. (Language C 30: VI)*
- 11.21. *Use language to relate recent personal experiences. (Language C 26: IV)*
- 11.22. Use appropriate language to end conversations in school or community work situations (e.g., "It was nice talking with you." "Thank you for stopping by." "It was so good to see you again." "Let's keep in touch." "Talk to you soon." "Good-bye!"). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.23. Respond effectively to feedback given in school or community work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.24. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 11.25. Use feedback to make changes in school or community work situations (e.g., correct a math problem, pronounce a word correctly, use a different technique in a sport, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

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- 11.26. Give effective feedback to others in school or community work situations (e.g., "You are doing great." "Try to do five more." "You need to try to throw the ball straight by looking where you are throwing." "You did well on your test." "Keep up the good work." "Study for an extra hour each night. "). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.27. Respond appropriately to actions and expressions of emotions of others in school or community work situations (e.g., using "I" statements, making apologies, acknowledging discrepancy between actions and statements, asking if you can help, ignoring the person). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.28. Respond appropriately to environmental and social cues to change behavior in school or community work situations (e.g., becoming quiet, moving in a line, not talking). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.29. Respond to other's generosity by stating appreciation in school or community work situations (e.g., thanking the person, telling the person how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.30. Respond to verbal and nonverbal messages in ways that demonstrate understanding in school or community work situations (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.31. Respond appropriately to basic questions, directions, and informational statements in school or community work situations (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.32. Select and modify systems of communication to accommodate a variety of settings in school or community work situations (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)
- 11.33. Identify the characteristics of behaviors that are appropriate responses to criticism in school or community work situations (e.g., acknowledge own mistakes, accept mistakes, seek advice or assistance, improve or change own behavior or performance, probe for clarification). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.34. Discriminate between examples and non-examples of behaviors that are appropriate responses to criticism in school or community work situations (examples—remove self-esteem from the picture, analyze the criticism and determine what is constructive and what is accurate, make needed changes without complaint; non-examples—taking personally, practicing self-blame, altering opinion of self based on negative comments from others). (IF.B.2.In.1, IF.B.2.Su.1)

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- 11.35. Identify factors in situations that promote behaviors that are appropriate responses to criticism in school or community work situations (e.g., positive relationship with individual giving the criticism, opportunities to use feedback and make changes). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.36. Identify factors in situations that inhibit behaviors that are appropriate responses to criticism in school or community work situations (e.g., negative relationship with individual giving the criticism, lack of opportunities to use feedback and make changes). (IF.B.2.In.1, IF.B.2.Su.1)
- 11.37. Follow cues that prompt appropriate responses to criticism in school or community work situations (e.g., remove self-esteem from the picture, analyze the criticism and determine what is constructive and what is accurate, make needed changes without complaint, acknowledge criticism, agree with a critic, probe in various situations). (IF.B.2.In.2, IF.B.2.Su.2)
- 11.38. Demonstrate appropriate responses to criticism in school or community work situations. (IF.B.2.In.2, IF.B.2.Su.2)
- 11.39. Monitor own responses to criticism in school or community work situations. (IF.B.2.In.2, IF.B.2.Su.2)

Florida Department of Education

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

Subject Area:	Vocational Education for Students with Disabilities
Course Number:	7980130
Course Title:	Career Placement
Previous Course Title:	On-the-Job-Training
Credit:	Multiple

Will meet graduation requirement for Practical Arts

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to use the career knowledge and skills necessary to identify career options, access community resources, and apply work-related behaviors. The course will provide placement in a job in the community aimed at further progress toward achieving the student's desired post-school outcomes related to a career.

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

- self-appraisal
- decision making
- self-determination and self-advocacy
- career selection
- community resources related to career decisions
- workplace competencies
- advocating rights and responsibilities of employees

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.

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

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

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

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

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

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

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

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

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

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

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

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

This is the third of a three-course sequence designed to prepare students for careers and post-school adult living. The first course, Career Preparation, Course Number 7980110, focuses on the acquisition of the necessary knowledge and skills. The second course, Career Experiences, Course Number 7980120, provides opportunities for application of the knowledge and skills in school or community work experience situations with coaching and instructional assistance. The last course, Career Placement, Course Number 7980130, provides the opportunity for students to be placed in a community-based work setting. Students with the ability to perform paid employment must be paid in accordance with Federal Wage and Hour Standards.

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

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After successfully completing this course, the student will:

- 1. Apply planning processes in establishing and revising 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.

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Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance ☐ full ☐ partial ___ assistive technology ☐ full ☐ partial

Personal Goals

- 1.1. Set personal goals, weighing individual strengths and weaknesses. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: ___ ☐ short-term goals
 ___ ☐ long-term goals
 ___ ☐ other: _____
- 1.2. Choose to pursue the project when carrying out plans related to personal goals (e.g., start project at decided time, follow plans accordingly, follow plan until project completed). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.3. Use evaluations to improve own performance when carrying out plans related to personal goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.4. Periodically monitor own progress in a specific activity when carrying out plans related to personal goals (e.g., determine current status, determine if on schedule or on track, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.5. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., review original situation, consider current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)

Career Goals

- 1.6. Use a goal-directed strategy to prepare plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)
Specify: ___ ☐ reconcile self-assessment with environmental assessment
 ___ ☐ identify long-range alternatives
 ___ ☐ specify short-range goals
 ___ ☐ set priorities and prepare an action plan
 ___ ☐ develop a contingency plan.
 ___ ☐ other: _____

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- 1.7. Allocate, prioritize, and schedule the time, training, and resources needed to accomplish career goals (e.g., setting a date for accomplishing long-term goal, sequencing the list of tasks needed to accomplish goal). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.8. Choose to complete the necessary training activities when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 1.9. Choose to make necessary contacts and inquiries in a job search when carrying out plans related to career goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 1.10. Identify goals related to immediate employment for self (e.g., part-time employment after school, apprenticeship program). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.11. Choose to undertake new tasks and adapt to changes when carrying out plans related to career goals (e.g., if you don't score high enough on exam to obtain a job—retake exam, study harder, alter goal). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.12. Periodically monitor your progress in a specific activity when carrying out plans related to career goals (e.g., determine current status, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.13. Evaluate actions taken to determine what has been gained, lost, or achieved in carrying out career plan (e.g., review original situation, consider current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.14. Adapt career plan and goals in response to changing situations and requirements (e.g., identify other jobs that are similar, investigate different types of jobs). (IF.B.1.In.2, IF.B.1.Su.2)

2. Evaluate own knowledge and skills needed to meet specific job requirements.

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

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2.1. Evaluate personal characteristics that affect job requirements (e.g., desires to please, is a problem solver, is a communicator, is a self-manager, obeys directions, is cheerful, is cooperative, accepts criticism, has good manual dexterity, has good hand-eye coordination). (IF.B.1.In.1, IF.B.1.Su.1)

2.2. Identify personal limitations negatively affecting career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)

2.3. Conduct an environmental assessment of the workplace to determine degree of match for employment. (IF.B.1.In.1, IF.B.1.Su.1)

Specify: ☐ accessibility
☐ job requirements and selection standards
☐ available career paths or options
☐ amount and type of employee training/orientation
☐ workplace culture, availability of support
☐ other: _____

2.4. Use evaluations to improve own performance carrying out plans related to career goals (e.g., use positive outcomes as benchmarks, determine one or more causes for poor evaluations and use as examples of what not to do). (IF.B.1.In.1, IF.B.1.Su.1)

3. Apply for a job using appropriate communications and follow-up procedures (e.g., contacting the employer, composing letters of application and resumes, completing job applications, participating in interviews).

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.

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

3.1. Follow a systematic procedure to prepare a personal resume that includes experience, education, and job training (e.g., make a rough draft, revise, edit, print on resume paper, make extra copies). (CL.C.1.In.3, CL.C.1.Su.3)

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- 3.2. Follow a systematic procedure to prepare a professional portfolio that includes work samples (e.g., choose best work samples, put these samples into a folder, prepare a brief description of samples). (CL.C.1.In.3, CL.C.1.Su.3)
- 3.3. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)
- Specify: ☐ work history ☐ related experiences
☐ training ☐ career goals
☐ personal strengths and interests ☐ other: _____

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- 3.4. Demonstrate the steps in preparing for a job interview (e.g., research company, predict interview questions, prepare sample answers, talk to other employees, contact interviewer, make appointment, prepare resume for interview, make copy of resume, prepare portfolio for interview). (CL.C.1.In.3, CL.C.1.Su.3)
- 3.5. Complete job application forms correctly (e.g., include all necessary information; provide work history, work experience, and personal information; check accuracy of information; edit). (CL.C.1.In.3, CL.C.1.Su.3)
- 3.6. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*
- 3.7. Use sources of assistance when obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., private agencies, public agencies, equal opportunity personnel, counselors). (CL.C.1.In.3, CL.C.1.Su.3)
- 3.8. *Identify resources for finding employment. (Social and Personal C 30: VI)*
- 3.9. Access special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., separate setting, extra time). (CL.C.1.In.3, CL.C.1.Su.3)
- 3.10. Prepare a thank you letter or written inquiry for the employer after interview (e.g., express appreciation, offer to provide additional information if necessary, convey desire to be considered for position). (CL.C.1.In.3, CL.C.1.Su.3)
- 3.11. Telephone the employer after the interview (e.g., use appropriate language skills, ask about the position, express appreciation) (CL.C.1.In.3, CL.C.1.Su.3)
- 3.12. Accept assistance with and participate in expressing personal preferences and desires related to volunteer or workplace activities. (CL.C.1.Pa.1)
Specify: _____ ☐ home _____ ☐ school _____ ☐ community/workplace
- 3.13. Indicate a non-preferred activity in a volunteer or work setting with assistance. (CL.C.1.Pa.1)

4. Fulfill job responsibilities and use social competencies for successful employment.

- | | |
|-------------|--|
| CL.C.2.In.1 | plan and implement personal work assignments. |
| CL.C.2.In.2 | use appropriate technology and equipment to complete tasks in the workplace. |
| CL.C.2.In.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.2 | use appropriate technology and equipment to complete tasks in the workplace—with guidance and support. |
| CL.C.2.Su.5 | apply employability skills in the workplace—with guidance and support. |

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CL.C.2.Pa.1 participate in work or community activities—with assistance.

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Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance ☐ full ☐ partial ___ assistive technology ☐ full ☐ partial

Completing Work Assignments

- 4.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, put most important tasks first, determine amount of time for each task, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.2. Use strategies to pace effort so that assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ ☐ work according to schedule ___ ☐ set an alarm clock as a reminder
 ___ ☐ track subtasks on calendar ___ ☐ check off subtasks when completed
 ___ ☐ other: _____
- 4.3. Use alternative approaches when faced with difficulty in completing a task. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ ☐ try different techniques ___ ☐ seek advice from others
 ___ ☐ seek assistance from others ___ ☐ read the instructions or references
 ___ ☐ other: _____
- 4.4. Use strategies to monitor own work so that the assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ ☐ use a checklist or rubric ___ ☐ compare with model or example
 ___ ☐ use spellchecker or similar tool ___ ☐ look for errors
 ___ ☐ ask peer or co-worker to review ___ ☐ ask supervisor to review
 ___ ☐ other: _____
- 4.5. Follow a systematic procedure to complete job-specific tasks (e.g., janitorial—clean windows; clerical—type a letter) (CL.C.2.In.1, CL.C.2.Su.1)
Specify: ___ ☐ identify task
 ___ ☐ name steps of task
 ___ ☐ perform task following a model or demonstration
 ___ ☐ perform task with decreasing feedback
 ___ ☐ perform task independently
 ___ ☐ monitor own task performance using workplace or industry standards
 ___ ☐ evaluate own task performance using workplace or industry standards
 ___ ☐ other: _____

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- 4.6. Complete routine tasks accurately and effectively in the workplace (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)
- 4.7. Complete assignments as specified in workbooks, lab and shop manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)
- 4.8. 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: _____

Using Tools, Equipment, and Supplies

- 4.9. Locate and identify the correct supplies, equipment, and tools required to complete specific job-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ ☐ supplies—pens, folders, towels, cleaning agents, parts, packing products
_____ ☐ equipment—copy machine, computer, vacuum cleaner, lawn mower
_____ ☐ tools—air pressure gauge, hammer, balance, wrenches, car jack
_____ ☐ other: _____
- 4.10. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 4.11. Use strategies on the job to assist with the identification of needed supplies, equipment, and tools. (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ ☐ use a checklist with pictures or descriptions of supplies, tools, and equipment
_____ ☐ set up workstation with all needed supplies and equipment before starting
_____ ☐ other: _____
- 4.12. Select and use the appropriate materials and supplies for completion of job-related tasks (e.g., painting a room—paint, drop cloths, paint rollers, paint brushes, paint pan, cutting-in tools; cleaning a room—vacuum, dust rag, glass cleaner, towel, wood cleaner; typing a letter—computer paper, printer). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.13. Organize materials and supplies to complete work assignments (e.g., tool box, file folders, accordion files, plastic storage containers, cabinets and drawers, closets, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.14. Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water, use for designated purposes only, wear proper protection when required, don't overload electrical outlets, carry scissors with tips pointing down, do not mix bleach and ammonia). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.15. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*

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- 4.16. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 4.17. *Return items after use to a proper place. (Social and Personal F 46: III)*
- 4.18. *Pick up trash and dispose properly. (Social and Personal F 47: III)*

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- 4.19. Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)
- 4.20. Clean and maintain tools and equipment (e.g., copy machine—clean glass, change toner; vacuum cleaner—change belt and bag; lawn mower—change oil, add gas, maintain engine). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.21. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: IV)*
- 4.22. Store tools, supplies, and equipment in appropriate areas (e.g., office supplies in desk; personal work supplies in personal work area; cleaning supplies in cupboard). (CL.C.2.In.2, CL.C.2.Su.2)
- 4.23. Accept assistance with and participate in recognizing and relating to familiar objects used in work assignments (e.g., turns toward own bed, reaches for own jacket when leaving). (CL.C.2.Pa.1)
- 4.24. Accept assistance with and participate in recognizing and using adaptive or assistive devices used in work assignments (e.g., switch to turn on computer, raised workstation). (CL.C.2.Pa.1)
- 4.25. Accept assistance with and participate in requesting objects to produce desired effects during work assignments (e.g., bag for supplies). (CL.C.2.Pa.1)

Employability Skills

- 4.26. Demonstrate responsibility to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of positive relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.27. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*
- 4.28. Stay on task for the duration of work assignments and length of shift (e.g., complete one task before starting another, ask for assistance if necessary, persevere, use resources if necessary, determine alternative methods, work continuously and efficiently, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.29. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*
- 4.30. *Stay on task until its completion. (Social and Personal C 20: III)*
- 4.31. *Seek help and accept assistance. (Social and Personal C 21: III)*

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- 4.32. *Identify mistakes on task assignments with and without assistance. (Social and Personal C 28: V)*
- 4.33. **Apply self-management skills in the workplace** (e.g., staying on task, setting goals, monitoring daily and monthly tasks necessary to fulfill short- and long-term goals, planning to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.34. **Use strategies to maintain the expected level of productivity for the job.** (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ ☐ use a timer or alarm clock to monitor time or deadlines
_____ ☐ keep a model of final product for reference
_____ ☐ use breaks appropriately
_____ ☐ other: _____
- 4.35. **Identify the differences between a positive attitude and a negative attitude when on the job** (e.g., positive attitude—be optimistic, work hard, do not talk negatively about projects or people, do not complain; negative attitude—be pessimistic, be lazy, make negative comments, complain about work load). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.36. **Recognize and show respect for supervisors and co-workers in the workplace** (e.g., follow given directions, obey rules, accept criticism, do not challenge commands, follow the chain of command). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.37. **Interact appropriately with clients and customers** (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.38. **Interact appropriately with supervisors and co-workers** (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)
- 4.39. **Recognize inappropriate physical contact in the workplace.** (CL.C.2.In.5, CL.C.2.Su.5)
- 4.40. **Demonstrate appropriate physical contact in the workplace.** (CL.C.2.In.5, CL.C.2.Su.5)

5. **Apply effective work habits, ethical behavior, and appropriate grooming in a workplace setting.**

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

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

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___ assistive technology ___ supervision ___ other:

Indicate assistance necessary for mastery at participatory level:

___ physical assistance ☐ full ☐ partial ___ assistive technology ☐ full ☐ partial

- 5.1. Demonstrate reliability in the workplace (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)

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- 5.2. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in company policies or structure). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.1. Demonstrate responsibility and self-control in the workplace (e.g., do not cry or get angry when criticized; do not yell or argue at co-workers; do not take credit for others' work). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.2. Demonstrate self-directed behavior in the workplace (e.g., begin tasks when they are assigned, do not complain, think positively, do not ask questions repeatedly unless necessary). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.5. Demonstrate attentive behavior in the workplace (e.g., staying on task—not talking to others, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.6. Use strategies to maintain an acceptable attendance record in the workplace. (CL.C.2.In.3, CL.C.2.Su.3)
Specify: ☐ report to work regularly and be on time
☐ stay until quitting time
☐ return from breaks promptly
☐ inform supervisor if unable to work—illness, lateness, have scheduling conflict
☐ other: _____
- 5.7. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.8. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*
- 5.9. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 5.10. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 5.11. *Cooperate with peers. (Social and Personal G 51: III)*
- 5.12. *Show respect for property of others. (Social and Personal G 52: III)*
- 5.13. Demonstrate use of time clock or log required in the workplace. (CL.C.2.In.3, CL.C.2.Su.3)
- 5.14. Demonstrate appropriate grooming and other hygiene practices in the workplace. (CL.C.2.In.3, CL.C.2.Su.3)

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6. Apply skills of self-advocacy and self-determination in the community and the workplace.

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

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance ☐ full ☐ partial ___ assistive technology ☐ full ☐ partial

Individual Educational Plan

- 6.1. Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the Individual Educational Plan (IEP). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.2. Assist in setting realistic annual goals and objectives considering desired in-school or post-school outcomes and present level of performance. (IF.B.1.In.1, IF.B.1.Su.1)
- 6.3. Apply self-advocacy and self-determination skills in the IEP meetings (e.g., prepare for the meeting by reviewing own progress and goals; participate in discussion; make preferences known to participants; express disagreement, if appropriate). (IF.B.1.In.1, IF.B.1.Su.1)
- 6.4. Choose to carry out activities and engage in instructional and employment opportunities necessary to attain annual goals and short-term objectives and benchmarks on the IEP. (IF.B.1.In.2, IF.B.1.Su.2)
- 6.5. Self-monitor and evaluate own progress in reaching annual goals and short-term objectives and benchmarks on the IEP. (IF.B.1.In.2, IF.B.1.Su.2)
- 6.6. Accept assistance with and participate in expressing personal needs and wants related to volunteer or workplace activities. (IF.B.1.Pa.1)

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Specify: _____ ☐ school _____ ☐ community/workplace

- 6.7. Relate personal interests, preferences, strengths, and needs with assistance.
(IF.B.1.Pa.1)

Self-advocacy

- 6.8. Demonstrate self-advocacy in various situations (e.g., asking for a change in work task or schedule, promoting self when interviewing for a job). (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—restaurants, traveling
_____ ☐ workplace—on the job, breaks
_____ ☐ other: _____

- 6.9. Monitor self-advocacy behaviors in various situations (e.g., checking if I am meeting my own goals or doing only what others want me to). (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ ☐ school—in class, between classes, extracurricular activities
_____ ☐ community—events, organizations, services
_____ ☐ community—restaurants, traveling
_____ ☐ workplace—on the job, breaks
_____ ☐ other: _____

7. Use appropriate decision-making and problem-solving processes in a workplace setting.

- CL.B.4.In.1 identify problems and examine alternative solutions.
CL.B.4.In.2 implement solutions to problems and evaluate effectiveness.
CL.B.4.Su.1 identify problems found in functional tasks—with guidance and support.
CL.B.4.Su.2 implement solutions to problems found in functional tasks—with guidance and support.
CL.B.4.Pa.1 participate in problem-solving efforts in daily routines—with assistance.

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

Identifying Problems

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- 7.1. Identify that a problem exists at work, a discrepancy between what is and what should or could be (e.g., work tasks continually being completed late, not staying on task, frequent mistakes on assigned tasks, frequent arguments with co-workers). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.2. Identify possible reasons for existing problems at work (e.g., did not understand what is expected, did not stay on task, was frequently absent from work, was not given enough time). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.3. Identify problems that lead to the breakdown of major goals at work (e.g., turning in incomplete work, disagreements with co-workers, frequent tardiness, treating customers with disrespect). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.4. Analyze possible outcomes associated with specific problems at work (e.g., will not gain respect of others, may be overlooked for promotions, may be demoted, may be fired). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.5. Accept assistance with and participate in identifying problem in a volunteer or work activity (e.g., indicates that work supplies are gone). (CL.B.4.Pa.1)

Applying Problem-solving Strategies

- 7.6. Select and use effective problem-solving strategies based on requirements of the work situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)
Specify: _____
 - ☐ brainstorming—identifying all solutions that come to mind
 - ☐ identifying steps—when a complicated task is involved
 - ☐ estimating—when numbers are involved
 - ☐ matching consequences to actions—for cause and effect
 - ☐ troubleshooting—finding problems within a work process
 - ☐ creative-thinking—when multiple solutions are acceptable
 - ☐ modeling—basing actions on those of a good example
 - ☐ other: _____
- 7.7. Apply a general model for solving problems at work (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.8. Apply brainstorming techniques when starting to solve a problem at work (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)
- 7.9. Identify steps to solve a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop). (CL.B.4.In.1, CL.B.4.Su.1)

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- 7.10. Construct rough estimates of answers to problems involving numbers before solving them at work (e.g., estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.11. Match consequences to decisions and actions when solving problems involving cause and effect at work (e.g., choosing to violate dress code—be sent home, be reprimanded, be demoted, have job terminated). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.12. Use troubleshooting for problems at work in which the cause is not easily seen (e.g., identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.13. Apply creative-thinking strategies to solve problems at work in which a variety of solutions are possible (e.g., design a brochure or pamphlet, rearrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)
- 7.14. Apply modeling techniques to solve problems at work 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)
- 7.15. 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

- 7.16. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)
- 7.17. Use appropriate techniques or tools to solve problems at work (e.g., apply active listening skills, make a checklist of work to be accomplished). (CL.B.4.In.2, CL.B.4.Su.2)
- 7.18. Seek assistance when needed to solve problems at work (e.g., consult supervisor, co-workers, or special assistance centers). (CL.B.4.In.2, CL.B.4.Su.2)
- 7.19. Participate in positioning objects for use in the community or workplace (e.g., put paper on table, turn switch toward hand). (CL.B.4.Pa.1)
Specify tasks: _____
- 7.20. Accept assistance with and participate in efforts to solve problems in routine activities in the workplace. (CL.B.4.Pa.1)
Specify routines: _____
- 7.21. Conduct self in a way that is not disruptive or does not interfere with efforts to

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solve problems in routine activities in the workplace. (IF.B.2.Pa.2)

Evaluating Effectiveness of Solution

- 7.22. Determine effectiveness of problem-solving strategies in the workplace (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)
- 7.23. Determine impact of activities and decisions related to solving the problem in the workplace (e.g., determine if solution solved problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

8. Use appropriate personal care skills to meet demands of a workplace setting.

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

Dressing and Grooming

- 8.1. Use specific knowledge and skills when completing personal care activities involved in dressing for work (e.g., tying shoes, buttoning a shirt correctly, matching an outfit, dressing appropriately to fit the job, putting on clothes with the correct side out). (IF.A.1.In.2, IF.A.1.Su.2)
- 8.2. Use effective and efficient strategies related to dressing for the workplace (e.g., use sayings to indicate which colors do not match; use a rhyme to remember how to tie your shoes; ask someone to show you correct method—how to tie a tie; use alternative approaches—clip-on tie, Velcro shoe straps; hang matching clothes together; ask a roommate or same-age friend attending the same event what to wear). (IF.A.1.In.2, IF.A.1.Su.2)
- 8.3. Request assistance and participate in activities and tasks associated with daily dressing routines related to the workplace or volunteer activities. (IF.A.1.Pa.2)
Specify routines: _____

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- 8.4. Accept assistance with and participate in activities and tasks associated with daily dressing routines related to the workplace or volunteer activities. (IF.A.1.Pa.2)
Specify routines: _____
- 8.5. Use specific knowledge and skills when completing grooming activities for the workplace (e.g., hair—part hair evenly, fix hair according to style, know the difference between shampoo and conditioner; nails—do not cut too short, file evenly, know how to clean and file; cosmetics—correctly apply makeup, use the right amount, know where each type of cosmetic is applied, know how to remove; shaving—know about different types of shavers and skin conditions). (IF.A.1.In.2, IF.A.1.Su.2)
- 8.6. Request assistance and participate in activities and tasks associated with daily grooming routines related to volunteer or work activities. (IF.A.1.Pa.2)
Specify routines: _____

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Personal Hygiene

- 8.7. Accept assistance with and participate in activities and tasks associated with daily grooming routines related to volunteer or work activities. (IF.A.1.Pa.2)
Specify routines: _____
- 8.8. Use specific knowledge and skills when completing hygiene activities in the workplace (e.g., using the toilet, cleaning up afterwards, knowing why hygiene is important). (IF.A.1.In.2, IF.A.1.Su.2)
- 8.9. *Wash and dry face and hands and brush teeth. (Social and Personal A 2: III)*
- 8.10. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*
- 8.11. Use effective and efficient strategies related to hygiene to complete activities in the workplace (e.g., follow a regular procedure for caring for personal needs, check watch to note amount of time used for personal hygiene on job). (IF.A.1.In.2, IF.A.1.Su.2)
- 8.12. Request assistance and participate in activities and tasks associated with daily hygiene routines related to volunteer or work activities. (IF.A.1.Pa.2)
Specify routines: _____

Motor Control

- 8.13. Use specific knowledge and skills when completing personal care activities needed for motor control in the workplace (e.g., maintaining good posture; using correct lifting, standing, moving, bending, and carrying techniques; knowing how much strength is needed to lift an object; knowing correct posture or positioning for various activities; knowing which objects are too heavy to lift). (IF.A.1.In.2, IF.A.1.Su.2)
- 8.14. Use effective and efficient strategies related to motor control to complete personal care activities (e.g., ask occupational or physical therapist about lifting and moving; use adaptive or assistive devices, when needed—dolly to move heavy objects, gripper to open jars, extension grabber to reach high objects). (IF.A.1.In.2, IF.A.1.Su.2)
- 8.15. Request assistance and participate in activities and tasks associated with motor control routines related to volunteer or work activities. (IF.A.1.Pa.2)
Specify routines: _____
- 8.16. Accept assistance with and participate in activities and tasks associated with motor control routines related to volunteer or work activities. (IF.A.1.Pa.2)
Specify routines: _____

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9. Meet health and safety requirements in a workplace setting.

- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
IF.B.2.In.3 respond effectively to unexpected events and potentially harmful situations.
IF.B.2.Su.3 respond effectively to unexpected events and potentially harmful situations—with guidance and support.
IF.B.2.Pa.2 participate in responding appropriately to unexpected events and potentially harmful situations—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

- 9.1. Perform job tasks without any injury to self or others (e.g., wear protective clothing, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)
- 9.2. Identify the meaning of labor and safety laws and regulations (e.g., Occupational Safety and Health Administration [OSHA]-worker must be over 18 to operate dangerous machinery such as meat cutters, worker must acquire work permit if 15 or under, employer must allow a 15-minute break for every four hours worked; Drug Free Workplaces-does not allow alcohol or drug use while on duty, may require tests prior to employment, provides treatment for employees with drug or alcohol problems; fire codes-requires fire alarms and extinguishers, limits number of people allowed in a building, require sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)
- 9.3. Follow safety rules and procedures required for work (e.g., wear protective clothing, eyewear, smock, gloves; wear a hardhat; use an oven mitt; do not use electrical appliances near water). (CL.C.2.In.4, CL.C.2.Su.4)
- 9.4. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 9.5. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (IF.B.2.In.3, IF.B.Su.3)
- 9.6. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 9.7. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

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- 9.8. Request assistance and participate in following safety procedures when unexpected events or potentially harmful situations occur in volunteer or workplace activities. (IF.B.2 Pa.2)
- 9.9. Accept assistance with and participate in following safety procedures when unexpected events or potentially harmful situations occur in volunteer or workplace activities. (IF.B.2 Pa.2)
- 9.10. Perform common health and safety activities involving first aid. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ☐ stopping bleeding and applying bandages
_____ ☐ taking care of burns, poisons, and wounds
_____ ☐ getting help when needed
_____ ☐ other: _____
- 9.11. *Demonstrate or indicate knowledge of basic first aid principles.*
(Social and Personal E 45: VI)
- 9.12. Use effective and efficient strategies related to health and safety activities in the workplace (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)
- 9.13. Request assistance and participate in activities and tasks associated with health and safety activities in volunteer or workplace activities. (IF.A.1.Pa.2)
- 9.14. Accept assistance with and participate in activities and tasks associated with health and safety activities in volunteer or workplace activities. (IF.A.1.Pa.2)
- 10. Exercise rights and responsibilities of employment, including compliance with labor laws.**
- CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
- CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.
- Indicate guidance and support necessary for mastery at supported level:
- | | | |
|--------------------------|-------------------|-------------------|
| ___ physical prompt | ___ verbal prompt | ___ visual prompt |
| ___ assistive technology | ___ supervision | ___ other: |
- _____
- Indicate assistance necessary for mastery at participatory level:
- | | | | |
|-------------------------|--|--------------------------|--|
| ___ physical assistance | <input type="checkbox"/> full <input type="checkbox"/> partial | ___ assistive technology | <input type="checkbox"/> full <input type="checkbox"/> partial |
|-------------------------|--|--------------------------|--|
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- 10.1. Ensure own coverage under worker's compensation for current job. (CL.C.1.In.2, CL.C.1.Su.2)
- 10.2. Ensure own coverage under unemployment insurance for current job. (CL.C.1.In.2, CL.C.1.Su.2)
- 10.3. Obtain own health insurance through workplace, if eligible. (CL.C.1.In.2, CL.C.1.Su.2)
- 10.4. Request workplace accommodations for current job, if appropriate. (CL.C.1.In.2, CL.C.1.Su.2)
- 10.5. Get needed information about your rights as an employee for current job (e.g., from supervisor, ombudsman, union representative, attorney). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.6. Obtain copies of workplace policies, codes of conduct, and other types of rules and regulations for current job (e.g., employee protection, behavioral guidelines, safety procedures and regulations). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.7. Get information and clarification about workplace policies, codes of conduct and other types of rules and regulations for current job (e.g., employee handbooks, supervisor, bulletin boards, company web sites). (CL.C.1.In.2, CL.C.1.Su.2)
- 10.8. Obtain an employment contract for current job, if appropriate. (CL.C.1.In.2, CL.C.1.Su.2)
- 10.9. Identify proper procedures for terminating current job, if necessary (e.g., provide written and verbal notice, inform supervisor, allow two weeks). (CL.C.1.In.2, CL.C.1.Su.2)

11. Use public and private transportation to move about the community, as appropriate.

- IF.A.2.In.2 demonstrate safe travel within and beyond the community.
- IF.A.2.Su.2 demonstrate safe travel within and beyond the community—with guidance and support.
- IF.A.2.Pa.2 participate in reaching desired locations safely within familiar environments—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance ☐ full ☐ partial ___ assistive technology ☐ full ☐ partial

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General Knowledge about Travel

- 11.1. Demonstrate basic personal safety skills when traveling to and from work (e.g., by car—wear seat belt, follow speed limits, drive defensively; by bus—remain in seat, don't put hands outside windows, don't fight, determine closest exit; by cab—determine route in advance, inform driver of destination, have enough money; by foot—watch for cars, look both ways, don't talk to strangers). (IF.A.2.In.2, IF.A.2.Su.2)
- 11.2. *Identify safety precautions related to traffic and pedestrian travel.*
(*Social and Personal D 36: V*)
- 11.3. Request assistance and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)
- 11.4. Accept assistance with and participate in the sequence of tasks or activities to manipulate or negotiate travel obstacles (e.g., stairs, doors, furniture). (IF.A.2.Pa.2)
- 11.5. Accept assistance with and participate in the sequence of tasks or activities to locate exits and entrances in familiar rooms and buildings. (IF.A.2.Pa.2)
- 11.6. Accept assistance with and participate in the sequence of tasks or activities to locate specified areas in familiar rooms and buildings. (IF.A.2.Pa.2)
- 11.7. Accept assistance with and participate in the sequence of tasks or activities to perform ancillary mobility tasks (e.g., closing door, opening window in car). (IF.A.2.Pa.2)
- 11.8. Accept assistance with and participate in the sequence of tasks or activities to travel within or between buildings in the local community. (IF.A.2.Pa.2)

Traveling in the Community

- 11.9. Use available modes of transportation to reach desired locations in the community related to work (e.g., walking, bicycle, bus, taxi, car). (IF.A.2.In.2, IF.A.2.Su.2)
- 11.10. 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)
- 11.11. Practice safety procedures when riding in a car (e.g., use the seatbelt, lock doors when riding, follow the instructions of the driver). (IF.A.2.In.2, IF.A.2.Su.2)
- 11.12. Request assistance and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)

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- 11.13. Accept assistance with and participate in the sequence of tasks or activities to travel safely within the local community (e.g., in a car, on a bus). (IF.A.2.Pa.2)

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Using Public Transportation

- 11.14. Signal a bus to stop from number and destination name appearing on the bus.
(IF.A.2.In.2, IF.A.2.Su.2)
- 11.15. Use maps to travel on a bus and other mass transit vehicles and systems as appropriate to the community (e.g., identify destination, obtain route system for mode of transportation, locate destination on map, determine if route system includes destination).
(IF.A.2.In.2, IF.A.2.Su.2)
- 11.16. Request assistance and participate in the sequence of tasks or activities to travel on public transportation (e.g., bus, airplane). (IF.A.2.Pa.2)
- 11.17. Accept assistance with and participate in the sequence of tasks or activities to travel on public transportation (e.g., bus, airplane). (IF.A.2.Pa.2)

Driving an Automobile

- 11.18. Check car routinely for safety and efficiency (e.g., air conditioner, oil level, wiper blades, oil filter, level of air in tires, washer fluid, battery).
- 11.19. Describe the steps to take when involved in an accident (e.g., call police, produce operator's license and car registration, stay with the car, obtain copy of police report, call insurance company, obtain estimates for repairs).
- 11.20. Obey parking signs (e.g., handicapped spaces, time limits, no parking, loading zones).

12. Apply effective communication skills as they relate to community work situations, particularly the ability to use criticism constructively.

- CO.A.1.In.1 initiate communication and respond effectively in a variety of situations.
- CO.A.1.Su.1 initiate communication and respond effectively in a variety of situations—with guidance and support.
- CO.A.1.Pa.1 participate in effective communication with others—with assistance.

Indicate guidance and support necessary for mastery at supported level:

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

Indicate assistance necessary for mastery at participatory level:

___ physical assistance ☐ full ☐ partial ___ assistive technology ☐ full ☐ partial

Course Number: 7980130 - Career Placement

General Communication Skills

- 12.1. Use appropriate nonverbal language and gestures when communicating in work situations in the community. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ facial expressions _____ ☐ sounds
 _____ ☐ gestures _____ ☐ body language
 _____ ☐ hand signals _____ ☐ other: _____
- 12.2. Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations in the community. (CO.A.1.In.1, CO.A.1.Su.1)
- 12.3. Use appropriate vocabulary, grammar, and sentence structure to communicate messages in work situations in the community. (CO.A.1.In.1, CO.A.1.Su.1)
- 12.4. Use critical listening skills to gain understanding in the workplace. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ listening for content
 _____ ☐ paying attention to cues—first, second..., in summary, most important
 _____ ☐ linking to prior knowledge and experiences
 _____ ☐ considering emotional meaning
 _____ ☐ other: _____
- 12.5. Use strategies to improve listening in the workplace (e.g., empathize with and ÒreadÓ people, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

Expressive Communication

- 12.6. Use appropriate language to express desires effectively in the workplace (e.g., ÒMay I have more nails?Ó ÒI want to finish this job.Ó). (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ☐ requests _____ ☐ refusals _____ ☐ other: _____
- 12.7. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*
- 12.8. *Express personal beliefs or opinions. (Language C 28: V)*
- 12.9. *Identify personal feelings. (Social and Personal G 54: IV)*
- 12.10. Participate in conveying desires, feelings, and physical needs effectively to familiar persons in volunteer activity or in the workplace (e.g., ask for a drink of water when thirsty). (CO.A.1.Pa.1)
Specify: _____ ☐ touch referent object _____ ☐ point to actual object
 _____ ☐ vocalize or gesture _____ ☐ verbalize or sign
 _____ ☐ assistive or augmentative device _____ ☐ other: _____

Course Number: 7980130 - Career Placement

12.11. *Express wants and needs. (Language C 20: II)*

Course Number: 7980130 - Career Placement

- 12.12. Participate in requesting desired person, object, or action in the workplace (e.g., ask for favorite blouse or book). (CO.A.1.Pa.1)

Specify: _____ ☐ touch referent object _____ ☐ point to actual object
_____ ☐ vocalize or gesture _____ ☐ verbalize or sign
_____ ☐ assistive or augmentative device _____ ☐ other: _____

- 12.13. *Use language to indicate displeasure or dislike. (Language C 16: I)*

- 12.14. Use appropriate language to express need for assistance in the workplace (e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

Conversation Skills

- 12.15. Use acceptable gestures, body language, and hand signals to initiate a conversation in the workplace (e.g., gestures—head nod, wave, wink; body language—arms crossed, shoulder shrug; hand signals—okay, thumbs up, stop, come here). (CO.A.1.In.1, CO.A.1.Su.1)

- 12.16. Use acceptable words or phrases to gain attention and begin communication or conversation with others in the workplace (CO.A.1.In.1, CO.A.1.Su.1)

- 12.17. Use appropriate topics and responses when engaging in conversations in the workplace (e.g., familiar persons—about shared interests, common experiences; unfamiliar persons—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)

- 12.18. *Use language to participate appropriately in conversation. (Language C 29: V)*

- 12.19. *Use language to initiate conversation. (Language C 30: VI)*

- 12.20. *Use language to relate recent personal experiences. (Language C 26: IV)*

- 12.21. Use appropriate language to end conversations in the workplace (e.g., "It was nice talking with you." "Thank you for stopping by." "It was so good to see you again." "Let's keep in touch." "Talk to you soon." "Good-bye!"). (CO.A.1.In.1, CO.A.1.Su.1)

Feedback Skills

- 12.22. Respond effectively to feedback given in the workplace (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

- 12.23. Use feedback to make changes in the workplace (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

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- 12.24. Give effective feedback to others in the workplace (e.g., "You need to measure the board more precisely." "You did excellent work on your task." "Keep up the good work."). (CO.A.1.In.1, CO.A.1.Su.1)

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- 12.25. Respond appropriately to actions and expressions of emotions of others in the workplace (e.g., using ÒÍÓ statements, making apologies, acknowledging discrepancies between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)
- 12.26. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*

Responses to Communication

- 12.27. Respond appropriately to environmental and social cues to change behavior in the workplace (e.g., getting quiet, picking up tools). (CO.A.1.In.1, CO.A.1.Su.1)
- 12.28. Respond to other's generosity by stating appreciation in the workplace (e.g., thanking the person, telling person how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)
- 12.29. Respond to verbal and nonverbal messages in ways that demonstrate understanding in the workplace (e.g., answering a question, contributing to the conversation, asking a relevant question pertaining to the topic, restating what the person said and its implication, nodding head). (CO.A.1.In.1, CO.A.1.Su.1)
- 12.30. Respond appropriately to basic questions, directions, and informational statements in the workplace (e.g., asking for more information related to the topic being discussed, answering a question correctly and briefly, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)
- 12.31. Select and modify systems of communication to accommodate a variety of settings in the workplace (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)

Responses to Criticism

- 12.32. Identify the characteristics of behaviors that are appropriate responses to criticism in the workplace (e.g., acknowledge own mistakes, accept mistakes, seek advice or assistance, improve or change own behavior or performance, ask for clarification). (IF.B.2.In.1, IF.B.2.Su.1)
- 12.33. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 12.34. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*
- 12.35. Discriminate between examples and non-examples of behaviors that are appropriate responses to criticism in the workplace (examples—remove self-esteem

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from the picture, analyze the criticism and determine what is constructive and what is accurate, make needed changes without complaint; non-examples—take personally, blame self, alter opinion of self based on negative comments from others). (IF.B.2.In.1, IF.B.2.Su.1)

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- 12.36. Identify factors that promote behaviors that are appropriate responses to criticism in the workplace (e.g., positive relationship with individual giving the criticism, opportunities to use feedback and make changes, work environment that allows for mistakes). (IF.B.2.In.1, IF.B.2.Su.1)
- 12.18. Identify factors that inhibit behaviors that are appropriate responses to criticism in the workplace (e.g., negative relationship with individual giving the criticism, lack of opportunities to use feedback and make changes, perfectionistic work environment). (IF.B.2.In.1, IF.B.2.Su.1)
- 12.19. Follow cues that prompt appropriate responses to criticism in work situations in the workplace (e.g., remove self-esteem from the picture, analyze the criticism and determine what is constructive and what is accurate, make needed changes without complaint, acknowledge criticism, give token agreement to a critic). (IF.B.2.In.2, IF.B.2.Su.2)
- 12.20. Demonstrate appropriate responses to criticism in the workplace community. (IF.B.2.In.2, IF.B.2.Su.2)
- 12.21. Monitor own responses to criticism in work situations in the workplace. (IF.B.2.In.2, IF.B.2.Su.2)

Appendix B
(Student Agreement)



DISTRICT SCHOOL BOARD OF PASCO COUNTY COOPERATIVE EDUCATION STUDENT AGREEMENT

MIS Form #628
Rev. 8/09

School _____ Student _____

Coordinator _____

Federal Tax ID/Employer Identification # _____

Upon acceptance into this On-the-Job (OJT) Training Program, and after discussing the responsibilities I have in participating in this program with my On-the-Job Coordinator, I agree to the following:

1. I will abide by all rules and regulations as established in the Florida Child Labor Law and the Federal Fair Labor Standards Act provisions and the District School Board of Pasco County Code of Student Conduct.
2. I will obtain a Social Security card and proof of age.
3. On days I am absent from school or assigned to in-school suspension, I should not go to work without the specific approval of the Coordinator.
4. I will be present and on time to both school and work.
5. I agree to notify my employer and my Coordinator by _____ in case of necessary absence.
6. Prior approval of the Coordinator will be needed for a job change. I understand I will lose my co-op credits if I fail to notify the Coordinator.
7. I am not assigned or assured a job. The employer and I will discuss employment opportunities at the time of the job interview. I am responsible for providing my own transportation to and from my job.
8. I will have a combined school/work week that does not impair my health and/or studies. I am required to work the minimum number of hours applicable to my co-op program. Recommended hours are no less than 15 hours or no more than 30 hours per week. Permission is required outside these limits.
9. I will keep the Coordinator informed of any problems, changes in schedule or situations that may affect me on the job or in school.
10. I will be dropped from the co-op program and may lose course credit(s) if I am discharged for acts such as theft of money or merchandise or any serious infraction of employment regulations.
11. I may be required to work weekends and during school vacations.
12. I understand that my employer will routinely evaluate my work performance and will discuss my progress with the Coordinator. The Coordinator will base my grade for work experience on the ratings, interviews, and personal observations.
13. I will represent this Cooperative Training Program (at school, work, and in the community) in such a manner as to reflect a positive image of myself, the co-op program, as well as the District School Board of Pasco County.
14. I understand that a fee supported Career and Technical Student Organization is an integral part of the curriculum and is available at each high school.
15. I understand that I am required to keep accurate employment records and will submit these records to the Coordinator on a regularly scheduled basis.
16. I understand that I will only earn credit for employment in a business that has a valid Federal Tax ID#.
17. I will submit my first pay stub for the new school year and/or the first pay stub for any subsequent job change. Identifying Social Security information should be removed prior to submitting the pay stub to the Coordinator. In the absence of a pay stub, I will submit a check from the business and a copy of the business' occupational license. If available, an IRS 1099 is acceptable documentation.
18. I understand that my training site must be appropriate for my career goals and approved by my Coordinator.
19. _____

I HAVE READ AND UNDERSTAND ALL OF THE ABOVE STATEMENTS AND DO HEREBY AGREE TO FULFILL THEM TO THE BEST OF MY ABILITY. EACH OF THE PARTIES TO THIS AGREEMENT HEREBY AGREES TO INDEMNIFY AND HOLD THE OTHER PARTY HERETO HARMLESS FROM AND AGAINST ALL DAMAGES OF ANY NATURE WHATSOEVER WHICH ARE CAUSED OR MATERIALLY CONTRIBUTED TO BY ANY OFFICER, EMPLOYEE, AGENT OR OTHER REPRESENTATIVE OF THE INDEMNIFIED PARTY.

Student Signature _____ Date _____

I HAVE READ THIS AGREEMENT AND DO HEREBY GIVE MY PERMISSION FOR PARTICIPATION IN THE CO-OP PROGRAM. I WILL ASSUME RESPONSIBILITY FOR INSURANCE COVERAGE FOR THE PARTICIPANT, AND SIGN THE PARENT RELEASE FORMS FOR FIELD TRIPS AND OTHER CLUB ACTIVITIES.

Parent or Guardian _____ Date _____

Appendix C
(Training Agreement)



**DISTRICT SCHOOL BOARD OF PASCO COUNTY
COOPERATIVE EDUCATION TRAINING AGREEMENT**

MIS Form #603
Rev. 8/09

EMPLOYMENT DATE: _____

_____ Is employed
First Name Middle Last Name Number and Street City

in the capacity of _____
Job Title Type of Business

Name of Business Street Address City Telephone

Work hours for/up to _____ days per week, up to _____ hours per day, between _____ AM/PM and _____ AM/PM

Federal Tax ID/Employer Identification # _____

EMPLOYER'S RESPONSIBILITIES IN COOPERATIVE EDUCATION: The employer agrees to place the trainee in the workstation specified above for the purpose of providing occupational experience of instructional value. The work activity will be under the supervision of a qualified supervisor. The work will be performed under safe and hazard-free conditions. The trainee will receive the same consideration given employees with regard to safety, health, social security, general work conditions, and other policies and procedures of the firm. The employer will adhere to the School Board Student Agreement and all State and Federal Regulations regarding employment, child labor laws, minimum wages, and will not discriminate in employment policies, educational programs or activities for reasons of race, sex, color, religion, national origin, marital status, age, or disability.

TEACHER/COORDINATOR'S RESPONSIBILITIES IN COOPERATIVE EDUCATION: The teacher/coordinator agrees to visit each trainee at the training station as established by program requirements and will continue a close working relationship with the person to whom the trainee is responsible while on the job. The teacher/coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned. The Local Education Office will keep each trainee's Training Agreement on file for three (3) years.

PARENT/GUARDIAN'S RESPONSIBILITIES IN COOPERATIVE EDUCATION: Parent and/or guardian agree that the student participate in Cooperative Education as provided by the public schools.

TRAINEE'S RESPONSIBILITIES IN COOPERATIVE EDUCATION: The trainee agrees to follow rules and guidelines established by the school, employer, and coordinator with regard to hours of work, school attendance, and reporting procedures.

This document establishes an agreement between the school and employer on the conditions of training to be given a student while on the job. It should not be interpreted as a legal instrument or as any form of binding contract. It should not be interpreted as an entitlement to future employment.

Each of the parties to this agreement hereby agrees to indemnify and hold the other party hereto harmless from and against all damages of any nature whatsoever which are caused or materially contributed to by any officer, employee, agent or other representative of the indemnified party.

WE, THE UNDERSIGNED, have read this Training Agreement and understand the conditions and provisions contained therein.

Trainee _____ Date _____ Teacher/Coordinator _____ Date _____

Parent/Guardian _____ Date _____ Employer _____ Date _____

The teacher/coordinator gives employer and student a copy of form and retains one for file. Employers are required by the Florida Department of Labor to keep a copy on file at the place of employment.

Appendix D
(Sample Evaluation Forms)

Student Name_____

of OJT Periods

Place of Employment_____ Supervisor
Name_____

Grading Period: Qtr 1; Qtr 2; Qtr 3; Qtr 4
Evaluation_____

Date of

On the Job Training: Employer's Evaluation of Student Trainee

On a scale of 1 to 10, please award points for each category:

of Points:

Appearance: Clean/well groomed; meets dress code; wears proper attire	
Communication: Uses correct oral and written skills; good listener; takes messages accurately and neatly	
Attitude: Shows enthusiasm; works well with others; positive attitude toward customers	
Attendance/Punctuality: Rarely absent; calls when unable to report to work; arrives/departs in timely manner	
Cooperation: Accepts responsibility; respectful to supervisors; Cares for working area; gets along well with co-workers	
Quality of Work: Neat; accurate, timely; meets or exceeds expectations	
Quantity of Work: Consistent in work productivity	
Job Knowledge/Safety: Ability to use equipment, materials, etc.; has necessary skills for position Follows safety, security and/or sanitary procedures	
Reliability/Work Ethics: Dependable, conscientious Displays honesty, loyalty; maintains integrity	
Aptitude for Job: Interest in learning; shows initiative; Trainee is suited to work environment	
Total Points Awarded:	
Grading scale: A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: 0-59	

Comments:_____

Supervisor Signature

Coordinator Signature

OJT Student

Notes/Reminders:

Student:: _____

of OJT Periods _____

Place of Employment: _____

Minimum Hours per Week _____

On the Job Training: Employer's Evaluation of Student Trainee

Grading Period: Qtr 1; Qtr 2; Qtr 3; Qtr 4

Date of Evaluation: _____

Please enter points awarded for each category:

POINTS

Appearance Clean/well groomed; meets dress code	Possible 10 Awarded
Communication Uses correct writing skills; speaks clearly; takes messages accurately and neatly	Possible 10 Awarded
Attitude Works well with others; shows enthusiasm; courteous, respectful to supervisors	Possible 10 Awarded
Attendance/Punctuality Rarely absent; calls when unable to report to work; arrives/departs in timely manner	Possible 10 Awarded
Cooperation (Interpersonal skills) Accepts responsibility; respectful to supervisors; Cares for working area; gets along well with co-workers	Possible 10 Awarded
Quality of Work Neat; accurate, timely; meets or exceeds expectations	Possible 10 Awarded
Quantity of Work Consistent in work productivity	Possible 10 Awarded
Job Knowledge/Safety Ability to use equipment, materials, etc.; has necessary skills; Follows safety, security and/or sanitary procedures	Possible 10 Awarded
Reliability/Work Ethics Accepts responsibility; honest, loyal, and maintains integrity	Possible 10 Awarded
Aptitude for Job Ability to learn job skills; interest in learning; shows initiative suited to work environment	Possible 10 Awarded
Employer Comments	

Employer Signature_____
Coordinator_____
OJT Student

Appendix E
(District Approved Time Card)

Pasco County High School OJT Attendance/Time Card

Student Name: _____ Business Name: _____ Address: _____ Phone: _____

Date	Time in	Time out	Total hours	Date	Time in	Time out	Total hours	Date	Time in	Time out	Total hours
Week 1				Week 2				Week 3			
Sun.				Sun.				Sun.			
Mon.				Mon.				Mon.			
Tues.				Tues.				Tues.			
Wed.				Wed.				Wed.			
Thurs.				Thurs.				Thurs.			
Fri.				Fri.				Fri.			
Sat.				Sat.				Sat.			

Total Hours for week: _____ Total hours for week: _____ Total hours for week: _____

Date	Time in	Time out	Total hours	Date	Time in	Time out	Total hours
Week 4				Week 5 (if applicable)			
Sun.				Sun.			
Mon.				Mon.			
Tues.				Tues.			
Wed.				Wed.			
Thurs.				Thurs.			
Fri.				Fri.			
Sat.				Sat.			

Total Hours for week: _____ Total hours for week: _____

Employee performance: ☐ Above average ☐ Average ☐ Below average ☐ Unsatisfactory

Please provide comment(s) on employee performance: _____



Employer Signature _____ Date _____ Student Signature _____ Date _____
OJT Coordinator Signature _____ Date _____ Month: _____ Total # of OJT Periods _____

Appendix F
(Sample Training Plan)

Cooperative Education--Student Training Plan Worksheet

Career and Technical Education Department--Training Plan

Name of Student:	
Date of Employment:	
Training Station:	
Address:	
Contact Person:	
Job Title and Description:	
Employer Commitment:	
Employer Signature:	Date:
Student Signature:	Date:
Teacher/Coordinator Signature:	Date:
Parent/Guardian Signature:	Date:

Appendix G
(Sample Visitation Log)

RECORD OF STUDENT VISITATIONS/CONTACTS

Student Name: _____

Place of Employment:_____

OJT Coordinator/JPTS: _____

[illegible]

Appendix H
(Sample Job Search Form)

Job Search Report

Name _____ Week Ending _____

All unemployed students must complete and submit this report weekly until employed to be eligible to continue in the Job Placement Program. Students must apply to at least five (5) potential employers each week. All information must be included and must be verifiable. Your OJT grade while unemployed will be determined from this form. A commitment from an employer must be gained within three (3) weeks.

Date _____ Time In/Out _____ - _____ Phone # () _____

Name of Company _____ Location _____

Person Contacted _____ Title _____

Result _____

Date _____ Time In/Out _____ - _____ Phone # () _____

Name of Company _____ Location _____

Person Contacted _____ Title _____

Result _____

Date _____ Time In/Out _____ - _____ Phone # () _____

Name of Company _____ Location _____

Person Contacted _____ Title _____

Result _____

Date _____ Time In/Out _____ - _____ Phone # () _____

Name of Company _____ Location _____

Person Contacted _____ Title _____

Result _____

Date _____ Time In/Out _____ - _____ Phone # () _____

Name of Company _____ Location _____

Person Contacted _____ Title _____

Result _____

Total Hours Job Searching: _____

OJT Coordinator Signature _____

Date _____

Appendix I
(Child Labor Laws)

2006
STATE OF FLORIDA
CHILD LABOR LAW
HANDBOOK



**Department of Business and Professional Regulation
Bureau of Child Labor
1940 N. Monroe Street
Tallahassee, Florida 32399-1044
Telephone 850.488.3131
Toll-Free 800.226.2536
Fax 850.487.4928**

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FOREWARD

This handbook is not the Child Labor Law. It is intended to be a convenient guide for use by employers, supervisors, human resource managers, school officials, and employees. It is not intended as legal advice. Employers or employees who need legal advice should consult an attorney.

**Department of Business and Professional Regulation
Bureau of Child Labor
1940 N. Monroe Street
Tallahassee, Florida 32399-1044
Telephone 850.488.3131
Toll-Free 800.226.2536
Fax 850.487.4928**

INTRODUCTION

On January 1, 1992, the new and revised Florida Child Labor Law became effective. The Child Labor Law and the Federal Fair Labor Standards Act (FLSA) provide the rules and regulations that govern the employment of minors in Florida. This booklet is intended to summarize the content of these laws, as well as provide supplemental materials such as a copy of the Child Labor Law and a list of key terms. The Child Labor Rule promulgated in 1993 provides additional rules and regulations that govern the employment of minors, specifically, minors employed by the entertainment industry. A copy of the Child Labor Law, Child Labor Rule, or copies of the handbook may be obtained from The Bureau of Child Labor. This information is also available through our website at MyFlorida.com/dbpr/reg/childlabor.

This handbook can be a helpful reference guide, and its table of contents can be used to locate relevant information when searching for answers to specific questions. If the handbook does not answer the questions, contact the **Child Labor Office at 850.488.3131 or 800.226.2536**.

History of the Child Labor Law

Child Labor first became a significant issue in nineteenth-century England. The industrial revolution created a huge demand for cheap labor, which was filled by working children for long hours in unhealthy conditions. The public outcry in England, and later in the United States, eventually brought about a slate of laws intended to protect children from exploitation.

Although children no longer face the terrible working conditions of eighteenth century England, some problems remain the same. Florida legislators recognized these issues and created the Florida Child Labor Law as a remedy for the problems. All of the rules and regulations in this handbook are designed to serve the best interests of minors, businesses, and citizens of Florida.

The Purpose of the Child Labor Law

The purpose of the Child Labor Law is to protect the health and welfare of minors in the workplace and to safeguard their education.

The Child Labor Law and the Administrative Rule

Chapter 450, Part I of the Florida Statutes, is referred to as the Child Labor Law. The law, which is included in the Appendix, covers the basic regulations governing the working relationships between minors and their employers. Rule 61L-2, which carries the weight of law, is a supplemental document that also provides regulations applicable to working minors. A copy of the Child Labor Rule can be obtained by writing the Child Labor office. Because the Child Labor Law and the administrative rule are the technical documents that many find difficult to read, this booklet attempts to relate their content in simplified language. These documents are also available through MyFlorida.com/dbpr/reg/childlabor.

The Fair Labor Standards Act

The Fair Labor Standards Act (FLSA) is a federal law that governs labor and employment practices in the United States. Portions of the FLSA are relevant to child labor issues in Florida. In some cases, the FLSA and the Florida Child Labor Law provide regulations concerning hours of work, and restricted occupations. This booklet lists the applicable provision.

Since not all businesses are covered by the FLSA, some of the information in this booklet is not relevant in those instances. Businesses not covered by the FLSA must nevertheless comply with the Florida Child Labor Law. For additional information on the FLSA, you may contact the USDOL web site. Please review the listing of websites at the end of this booklet.

CHAPTER 1

DEFINITION OF A MINOR

Who is a Minor?

The State of Florida defines a minor as a person under the age of 18. For the purposes of this handbook, the terms "child", "minor", and "youth" are interchangeable.

Who Is Exempt from the Minor Status?

Persons under 18 may be exempt from the hour limitations of the Child Labor Law if:

1. They are or have been legally married.
2. A court of competent jurisdiction removes their nonage disability or approves the employment.
3. They are serving or have served in the Armed Forces of the United States.
4. They have graduated from high school or have earned a high school equivalency diploma.

Youth under 18 who are exempt from minor status are required to show proof of exemption to their employers, (see Chapter 5).

Note: Minors may be exempt from hour limitations based on their minor status listed above; however, hazardous restrictions still apply until the minor reaches 18.

CHAPTER 2

MINIMUM AGE FOR EMPLOYMENT OF MINORS

Who Can Work?

A minor must be at least 14 years of age or older to work. A minor who is aged 14 or older, may work in an occupation that is not declared hazardous.

Who is Exempt from the Minimum Age Requirements?

In certain cases, minors under the age of 14 may be legally employed. The law recognizes four exceptions to the rule governing minimum age:

1. Minors of any age may work as pages in the Florida Legislature.
2. Minors of any age may work in the entertainment industry. Many special rules and regulations apply to minors who work as actors, dancers, models, musicians, and athletes.
3. Minors of any age may be employed by their parents or guardians.
4. Minors 11 years of age or older may be engaged in the sale and distribution of newspapers.
5. Minors of any age may be employed in domestic or farm work in connection with their own homes or the farm or ranch on which they live, or directly for their own parents or guardian, or in the herding, tending, and management of livestock, during the hours they are not required by law to be in school.

For more information concerning these exceptions, refer to Section 450.021 of the Florida Statutes in the Appendix.

CHAPTER 3

HOURS OF EMPLOYMENT

How Many Hours Per Day May Minors Work?

Minors under Age 16: When School is in Session

Florida law states that on a school day, minors under 16 may work no more than three hours when school is scheduled the following day and up to eight hours on other days when school does not follow. The **FLSA** states that minors may work no more than three hours on a school day. The practical application of both state and federal law allows minors under 16, to work three hours on all days except Saturday, and Sunday when they may work up to eight hours per day.

Minors under Age 16: When School is not in Session

The daily maximum is eight hours on non-school days when a school day does not follow, holidays and during summer vacation.

Minors Aged 16 and 17: When School is in Session

Minors aged 16 and 17 may work no more than eight hours a day, when school is scheduled the following day, and have no hour restrictions on either Friday or Saturday, as school does not follow the next day.

Minors Aged 16 and 17: When School is not in Session

There are no hour restrictions for this age group on days when school does not follow, and during summer vacation.

How Many Hours Per Week May Minors Work?

Minors under age 16

Minors under age 16 may work up to 15 hours a week when school is in session. During non-school weeks (Winter and Spring breaks), and summer vacation, they may work up to 8 hours a day, 40 hours per week.

Minors Aged 16 and 17

Minors aged 16 and 17 may work up to 30 hours a week when school is in session. During non-school weeks (winter and spring breaks), and summer vacation, there are no restrictions on the amount of hours they may work.

During Which Hours of the Day May Minors Work?

Minors under age 16

School attendance is compulsory. Minors under age 16 may not work before 7 a.m. or after 7 p.m. when school is scheduled the following day, and may not work during the hours school is in session. On days when school does not follow, non-school days, and summer vacations, Florida law allows minors to work before 7 a.m. until 9 p.m.

Special Note:

The federal FLSA is more restrictive than state law, limiting 14 and 15 year olds to work not before 7 a.m. or after 7 p.m. (9 p.m. from June 1, through Labor Day). Employers who are covered under the FLSA must adhere to the federal application of the law.

Minors Aged 16 and 17

Minors aged 16 and 17 may not work before 6:30 a.m. or after 11 p.m. when school is scheduled the following day, nor during the hours that school is in session. These hour limitations do not apply on non-school days when a school day does not follow, during non-school weeks, and during summer vacation.

When school does not follow the next day, such as Friday, Saturday, and other days that precede a holiday, minors 16 and 17 may work until their shift is completed. Example: A minor begins work on Saturday at 6:00 p.m. and the shift ends at 1:00 a.m. Sunday morning. This is not considered a violation of the regulation that minors may not work before 6:30 a.m. when school is scheduled the following day, because the minor is completing his Saturday shift, and not starting a work shift on Sunday.

How Many Days Per Week May a Minor Work?

Minors may work no more than six consecutive days in any one week.

Are Minors Required to Receive Meal Breaks?

Minors may work no more than more four consecutive hours without a 30 minute, uninterrupted break. For example, if a minor is scheduled to work from 9 a.m. until 4 p.m., a break must be given no later than 1 p.m. A break for the first four hours of work cannot be '**saved**' for a later time by the minor or the employer. The meal break must be uninterrupted. If a minor is called to work during his or her break, the break shall begin again and shall continue uninterrupted for 30 minutes. The employer may, but is not required to pay wages for a minor's break time.

Who Is Exempt from Restrictions on Hours?

The following minors are exempt from some hour restrictions.

1. Minors who have been issued a waiver of hours. Minors enrolled in the K-12 (public school program) may apply for this waiver by asking their public school superintendent or designee. Other minors may apply by calling or writing the The Bureau of Child Labor and requesting Form FCL 1002, see Chapter 6.
2. Minors who are enrolled in a career education or work experience program approved by a state or federal agency. Approved programs include but are not limited to: Work Experience and Career Cooperative Training, Marketing Education, Workforce Investment

Act, Vocational Rehabilitation, and Apprenticeship Programs. Minors participating in these programs may work during school hours.

3. Minors who perform domestic work in private homes. Such work may be performed for employers other than the minor's parent or guardian.
4. Minors who are employed by their parents.
5. Pages who work in the Florida Legislature.

CHAPTER 4

HAZARDOUS OCCUPATIONS

Which Occupations Are Prohibited from Minors?

The Child Labor Law and the FLSA identify jobs that are dangerous to the health and safety of minors. Minors are not permitted to work in these occupations. No minor under 18 years of age, whether such person's disabilities of nonage have been removed, shall be employed or permitted to work in the hazardous occupations listed below. For information concerning the ability of minors to work where alcoholic beverages are sold, please contact:

Department of Business and Professional Regulation
Division of Alcoholic Beverages and Tobacco
1940 N. Monroe Street
Tallahassee, Florida 32399-1020
850.487.1395

The rules governing hazardous equipment are divided into two groups: one for minors aged 14 and 15 and another for all minors. For an extensive survey of these occupations, see Child Labor Bulletin No. 101 and 102, which are published by the U.S. Department of Labor, and Section 450.061 of the Florida Statutes (see Appendix). You may access the Federal Child Labor Hazards listing through the Internet at the web sites listed at the end of this booklet.

The most common hazardous occupations are listed below:

Occupations Prohibited from All Minors

- Working in occupations involving explosives or radioactive materials
- Manufacturing brick, tile and like products
- Logging or sawmilling
- Working in occupations involving toxic substances or corrosives, including pesticides or herbicides, unless proper field entry time allowances have been followed.
- Firefighting
- Operating or assisting to operate tractors over 20 PTO horsepower, forklifts, earthmoving equipment, and harvesting, planting, or plowing machinery or any moving machinery
- Slaughtering, meat packing, processing, or rendering of meat
- Mining occupations
- Working with electrical apparatus and wiring
- Working on any scaffolding, roofs, or ladders above six feet
- Operating power-driven bakery, metal-forming, woodworking, paper product or hoisting machines

- Wrecking, demolition, or excavation
- Operating power-driven meat and vegetable slicing machines
- Operating motor vehicles as drivers and serving as outside helpers; delivery drivers
- Operating circular saws, band saws, & guillotine shears
- Working with compressed gases: minors are not allowed to dispense, transport, service, modify, or alter tanks, cylinders or other equipment used for storing any inert or compound gas, including air, which has been compressed to a pressure that exceeds 40 pounds per square inch (p.s.i.), except that minors who are sixteen (16) years of age or older may fill balloons, and bicycle or car tires (but not truck or heavy equipment), if given proper instruction and the tank or cylinder containing the compressed gas is fixed and secure.

Additional Occupations Prohibited for Minors Aged 14 and 15

- Conducting door-to-door sales, except for some non-profit organizations such as the Boy Scouts or Girl Scouts, and under close supervision by an adult
- Operating or assisting to operate power-driven machinery, including all power mowers and cutters
- Maintaining or repairing an establishment, machinery or equipment
- Working in freezers or meat coolers
- Operating power driven meat or vegetable slicing machines
- Operating motor vehicles, except for scooters, and in some cases, farm tractors
- Manufacturing, mining or processing occupations, including occupations requiring duties to be performed in workrooms or workplaces where goods are manufactured, mined or processed
- Handling certain dangerous animals
- Cooking (some exceptions apply) and baking including bakery machinery
- Working in all occupations in transportation, warehousing and storage, communications, and construction (except clerical); boiler or engine rooms
- Loading and unloading trucks, railroad cars, or conveyors
- Working in public messenger services
- Spray painting
- Occupations which involve operating, setting up, adjusting, cleaning , oiling, or repairing power-driven food slicing machines and grinders, food choppers and cutters, and bakery-type mixers

CHAPTER 5 REQUIREMENTS FOR EMPLOYEE DOCUMENTATION

Must Minors Provide Documentation to Their Employers?

Employers are required to maintain proof of age. The following are considered acceptable proof.

1. A photocopy of the minor's birth certificate.
2. An age certificate issued by the minor's district school board.
3. A photocopy of the minor's driver's license.
4. A photocopy of the minor's passport or visa if it includes the date of birth.
5. A photocopy of the minor's identification card issued by the Florida Department of Highway Safety and Motor Vehicles.

Employers are required to keep a copy of waiver authorizations on those minors they employ who have been issued a waiver. The minor should retain the original. For more information about waivers and how to apply for them, see Chapter 6.

A youth under 18 may be exempt from classification as a minor if he/she provides proof of exemption in one of the following ways:

1. A certificate of marriage, marital separation, annulment or divorce.
2. A copy of a court order that frees them from provisions of the Florida Child Labor Law, or
3. A copy of current military orders, a copy of discharge, or separation papers from military duty.
4. A copy of a high school diploma, GED, or an official letter from the minor's school, certifying graduation.

What Are the Duties of the Employer?

Employers are required to keep waiver authorizations, proof of age documentation, and proof of exemption from minor status for all employees who are under 18. These records must be maintained for the duration of the minor's employment. Unless exempt from the FLSA, the records must be kept until the minor turns 19.

Employers, who hire minors, must display a poster in a conspicuous place on the property or place of employment notifying them of the Child Labor Law. Posters may be obtained through our website located at MyFlorida.com/dbpr/reg/childlabor or by calling the Bureau of Child Labor.

Bureau of Child Labor
1940 N. Monroe Street
Tallahassee, Florida 32399-1044
Telephone 850.488.3131
Toll-free 800.226.2536

CHAPTER 6

WAIVERS OF THE CHILD LABOR LAW

What Are Waivers?

The Florida Child Labor Law is designed to serve and protect minors and to encourage them to remain in school. At times, however, some minors feel that the law conflicts with their best interest or that their life circumstances are such that they need to work. Minors have the right to request exemption from parts of the Child Labor Law. The documents that allow them this privilege are called “waivers.” Waivers are valid for one year after the date of issue and may be renewed upon written request.

What Waivers Are Available?

Minors who are not working in the entertainment industry may apply for waivers through two methods:

When minors are enrolled in the public high school system (K-12), either the minor’s school superintendent or his/her designee has the responsibility of issuing waivers. To apply for a waiver, students should see a school representative. If the request is approved by the school official, the school will issue a waiver for the student.

Minors who are no longer enrolled in the public high school system (K-12 programs), are required to submit form **FCL 1002**, “ *Application for Waiver of the Florida Child Labor Law*”, and supply supporting documentation to the Child Labor office. Minors in this category include minors enrolled in: home school, Adult-Ed, GED classes, private school, expelled students, and dropouts.

Forms may be obtained either through the Bureau of Child Labor or online at MyFlorida.com/dbpr/reg/childlabor .

When Are Waivers Granted?

Waivers are granted on a case-by-case basis, when it clearly appears to be in the best interest of the minor. This means that each application is evaluated on its own merits. In order to qualify for a waiver, applicants must demonstrate that sections of the Child Labor Law need to be waived. The following are considered proper justification for authorizing a waiver.

1. Financial Hardship

An applicant may show that compliance with the Child Labor Law will result in financial hardship for the minor or the minor’s immediate family. Proof of financial difficulty may include several documents: a notarized letter from a parent or legal guardian; a notarized letter from an adult who knows and can attest to the minor’s financial hardship; written confirmation from a school recently attended; documentation from a social service agency; or verification of participation in AFDC, Food Stamps, or Welfare-to-Work program. Either the

Bureau of Child Labor or school superintendent may require documentation from several sources, depending on the case.

2. Medical Hardship

An applicant may provide written confirmation from a physician stating medical hardship for the minor or immediate family which specifies medical reasons why the minor needs to be excused from school. The documentation must also affirm that the minor should be allowed to work.

3. School Status

An applicant may show that compliance with the Child Labor Law will result in unreasonable restrictions in specific situations. A minor should provide written confirmation from his or her public school superintendent or designee and copies of school records clearly defining the minor's school status. The following reasons may be used to justify a partial waiver based on school status:

- a. The minor will receive instruction by a tutor at the place of employment.
- b. The minor has been authorized by the public school superintendent to complete his/her education through alternative methods such as home school.
- c. The minor has been expelled from the public school system.
- d. The minor is enrolled in school in a foreign country and is visiting Florida during his or her home country's non-school period. Note: A minor who is not a U.S. citizen and not authorized to work by the Immigration and Naturalization Service (INS), is not entitled to a waiver.
- e. The minor undertakes a special educational experience that will provide a meaningful educational, vocational, or public service experience that would be beneficial to the minor.

4. Court Order

A court of law has ordered that the minor will work specified hours or in an occupation specified as mandated in the court order.

The minor will be notified of the decision as soon as the application is processed. Any questions about the application should be directed to the Child Labor office.

Which Parts of the Law Can Be Waived?

Most waivers allow minors to be exempt from restrictions on hours. For example, a 16 year old might request to work 40 hours a week rather than 30 because of a family hardship. A high school student who had to drop out to support his/her ailing father might ask to be allowed to work during school hours. In cases where it is in the best interest of the minor, a waiver may be issued.

CHAPTER 7

CHILD LABOR VIOLATIONS

What Can Be Done About a Suspected Child Labor Violation.

Minors or other members of the public who feel that a violation of the Child Labor Law has occurred should immediately contact the Child Labor office. The information maybe given anonymously, so employees need not fear for their jobs. When calling in a suspected violation, it is best to provide as much information as possible, including the name and address of the business, phone number, name of the employees involved, and the date(s) of the violation. Such information is essential to a thorough and successful investigation.

What Happens to the Employer when a Violation is Alleged?

Sometimes violations occur simply because the employer is not familiar with the law. Since the Bureau of Child Labor's goal is to ensure that employers understand and abide by the law, most first offenders are issued a Notice of Warning. The warning includes the provisions or rules alleged to be violated, the facts alleged to constitute the violation and requirements for remedial action. If the employer corrects the problems, no fine will be levied.

If it becomes necessary to investigate a business because of allegations of misconduct, the law requires all employment records and information be made available for inspection. Violations that are discovered after the employer has received a Notice of Warning, may result in a civil fine of up to \$2,500 per violation. Each day that the violation continues constitutes a separate offense. For a complete list of violations and their corresponding fines, contact the Child Labor office.

Whoever violates the Child Labor Law is also guilty of a second-degree misdemeanor. If the employer causes a youth mental or physical pain or willfully endangers the life of the minor, the employer may be guilty of a second-degree felony.

APPENDIX

DEFINITIONS

ADMINISTRATIVE RULE - A supplement to the Child Labor Law that expands and explains the laws and regulations governing the employment of minors.

CAREER EDUCATION - Those career education programs defined in Subsection 228.041(22), F.S., presently in effect, and all Department of Education approved job training programs and similar job preparatory programs administered by the Agency for Workforce Innovation, other departments of the state, and federal programs, including the following programs now existing or similar programs hereafter developed, such as Work Experience and Career Exploration, Diversified Cooperative Training, Marketing Education, Adult Migrant Education, Workforce Investment Act, Vocational Rehabilitation, Apprenticeship, and Job Corps.

CHILD - See minor.

CHILD LABOR LAW - Those laws found in Section 450, Part I of the Florida Statutes.

CHILD LABOR OFFICE - A Bureau within the Department of Business and Professional Regulation.

CORROSIVE SUBSTANCE - Any substance, liquid or solid, that causes destruction of human skin tissue or any substance, liquid or solid, that has a severe corrosive rate on steel or aluminum.

DESIGNEE - An official who represents another.

DOMESTIC WORK - Household chores such as sweeping, mopping, emptying the trash, etc., that are performed in a private residence or nursing home.

EMPLOY - Put to use or service, engage the services of, or permit anyone to work.

EMPLOYER - Any person, company, or corporation that retains the services of a minor.

EMPLOYMENT - The act of working or engaging in an occupation

ENTERTAINMENT INDUSTRY - Any group, entity, organization, or individual, in which the services of any minor are rendered in any capacity in conjunction with any motion picture, television, video, audio, theatrical, or still photography, including, but not limited to, theatrical film, commercial, documentary, television, radio, and/or cable, by any medium including theater, television, audio cassette, or video cassette; legitimate theatres or photography; recording; modeling; theatrical productions or publicity; rodeos; circuses, musical performances; or any other performances where minors perform.

EXPLOSIVES - Any chemical compound, mixture, or device whose common purpose is to function by explosion, i.e., with substantially instantaneous release of gas or heat, unless such compound, mixture, or device is specifically classified.

FAIR LABOR STANDARDS ACT - A federal law that contains provisions regulating the employment of minors.

FARM WORK - All agricultural work performed on farms.

GUARDIAN - A person lawfully invested with the responsibility of taking care of the minor

HAZARDOUS OCCUPATIONS - Any occupation in which a minor may be seriously injured, maimed, or killed. See those occupations listed in Section 450.061, Florida Statutes, and in the administrative rule.

LOGGING OPERATIONS - All work in connection with felling timber: converting timber into logs, poles, piles, ties, bolts, pulpwood, chemical wood, excelsior wood, cordwood, fence posts, or similar products; collection, skidding, yarding, loading, transportation and unloading of such products in connection with logging; construction, repair, and maintenance of roads, railroads, flumes, or camps used in connection with logging; movement, installation, rigging, and maintenance of machinery or equipment used in logging; and other work performed in connection with logging. This does not include any work performed in timber culture or timber-stand improvement.

MANUFACTURING - The performance of any duties in connection with processing raw materials or goods into a finished product, as well as any duties performed in or about facilities where such processing occurs.

MINING - Work performed underground or on the surface of underground mines and quarries; in or about open-cut mines, open quarries, clay pits, and sand and gravel operations; at or about dredging operations for clay, sand, or gravel; at or about bore-hole mining operations; in or about all metal mills, washer plants, or grinding mills that reduce the bulk of the extracted minerals; at or about any crushing, grinding, screening, sizing, washing, or cleaning operations performed upon the extracted minerals except where such operations are part of a manufacturing process.

MINOR - Any person seventeen years of age or younger, unless emancipated or exempted from the Child Labor Law.

MOTOR VEHICLE - Any automobile, truck, truck-tractor, trailer, semi tractor-trailer, motorcycle, or similar vehicle propelled or drawn by mechanical power and designed for use as a means of transportation, but shall not include any vehicle operated exclusively on rails.

MOVING MACHINERY - Any equipment that is motorized and moves about an area.

POWER-DRIVEN MACHINERY - Portable or fixed machines or tools driven by power such as electricity or gasoline. An occupation in connection with power-driven machinery means operating or assisting to operate a machine by performing such functions as starting or stopping the machine, placing materials into or removing them from the machine, or setting up, adjusting, repairing, maintaining, or cleaning the machinery.

POWER-DRIVEN WOODWORKING MACHINES - All fixed or portable machines or tools driven by power and used or designed for cutting, shaping, forming, surfacing, nailing, stapling, wire stitching, fastening, or otherwise assembling, pressing, or printing wood or veneer.

SAWMILL OPERATIONS - All work performed in or about any sawmill, lath mill, shingle mill, planning mill, or cooperage-stock mill in connection with the storage of logs or bolts; the conversion of logs or bolts into sawn lumber, laths, shingles, or other products of such mills; and other work performed in connection with such mills. This shall not include work performed in remanufacturing, departments of any sawmill, or in any remanufacturing plant that is not a part of a sawmill.

SCAFFOLDING - Any temporary platform or raised framework used in building construction or repair.

SCHOOL DAY - A day or days designated by the local school or educational program for school attendance for a particular minor.

SCHOOL HOURS - The hours designated by the local school or educational program for school attendance.

TOXIC SUBSTANCE - Those substances set forth in Subsection 442.102(21), F.S., presently in effect.

WAIVER - A document that exempts the holder from certain requirements of the Florida Child Labor Law.

CHILD LABOR INTERNET SITES RELATED INFORMATION RESOURCES

All items listed below can be located at MyFlorida.com/dbpr/reg/childlabor .

Florida Child Labor Handbook

Florida Child Labor Poster

Florida Child Labor Law

Florida Statutes 450.001, Part 1

Florida Administrative Rule

Child Labor Rule Chapter 61L-2

Forms:

“Application for Waiver of the Florida Child Labor Law” FCL 1002

“Application for Permit to Hire”(Entertainment Industry Only) FCL 1001

“Final Report” (Entertainment Industry Only) FCL 1003

USDOL, Division of Wage and Hour, offers assistance to employers and employees with information on understanding the Fair Labor Standards Act (FLSA).

<http://www.dol.gov/elaws/flsa.htm>

Child Labor Regulations: Title 29, Part 570

http://www.dol.gov/dol/allcfr/ESA/Title_29/Part_570/toc.htm

Child Labor Hazards for 16-18 yr. olds; CFR 29, Chapter V, Part 570, Subpart E

http://www.dol.gov/dol/allcfr/ESA/Title_29/Part_570/Subpart_E.htm

Child Labor Employment of 14-15 yr. olds; CFR 29, Chapter V, Part 570, Subpart C

http://www.dol.gov/dol/allcfr/ESA/Title_29/Part_570/Subpart_C.htm

PROHIBITIONS FOR DRIVING AUTOMOBILES AND TRUCKS

No employee under 17 years of age may drive on public roadways as part of his or her job if that employment is subject to the FLSA.

Federal law prohibits driving as an occupation for minors under age 17. Seventeen-year-olds may engage in "incidental and occasional" driving which is interpreted as a maximum of one third of the work time in any work day and no more than 20 percent of the work time in any work week. Delivery jobs and service calls that require driving to customers' homes are prohibited. Driving is the leading cause of occupational injury and death for workers of all ages. According to the National Institute for Occupational Safety and Health (NIOSH), motor vehicle crashes are one of the leading causes of occupational deaths among 16-and 17-year-old workers. Motorized equipment (such as forklifts, loaders, and road-pavers) is another leading cause of work-related injury death for 16- and 17-year-olds according to NIOSH. Minors under the age of 18 are prohibited from operating these machines.

Seventeen-year-olds may drive on public roadways as part of their employment, but **ONLY** if all of the following requirements are met:

- The driving is limited to daylight hours;
- The 17-year-old holds a State license valid for the type of driving involved in the job performed;
- The 17-year-old has successfully completed a State approved driver education course and has no record of any moving violation at the time of hire;
- The automobile or truck is equipped with a seat belt for the driver and any passengers and the employer has instructed the youth that the seat belts must be used when driving the vehicle;
- The automobile or truck does not exceed 6,000 pounds gross vehicle weight

For more detailed information regarding this hazardous occupation, contact this office or your local Wage and Hour Office, United States Department of Labor.

Appendix J
(Record Checklist)

OJT Checklist for Record Requirements

1. _____ Program Application
2. _____ Student Personnel Information to include: place of employment, employer supervisor name and contact numbers, address of employment, SS #, parent/guardian contact numbers and employment duties.
3. _____ MIS 603 Cooperative Education Training Agreement
4. _____ MIS 628 Cooperative Education Student Agreement
5. _____ Monthly Time Cards
6. _____ Quarterly Student Evaluations
7. _____ Training Plan
8. _____ Site Visit Contact Log
9. _____ Job Search Log

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