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DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child

**2019**  
***Mississippi***  
***Alternate***  
***Academic***  
***Standards for***  
***Career***  
***Readiness I-II***

***Effective Date: 2019-2020 School Year***



# 2019 Mississippi Alternate Academic Achievement Standards for Career Readiness

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# MISSISSIPPI ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS for CAREER READINESS

## Introduction

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement and establishing communication skills within a technological environment. The *Mississippi Alternate Academic Achievement Standards (MS AAAS) for Career Readiness* provides a consistent, clear understanding of what students are expected to know and be able to do by the end of the course. The purpose of the *MS AAAS for Career Readiness* is to build a bridge from the content in general education to academic expectations for students with the most significant cognitive disabilities. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that students need for success in postsecondary settings.

In special education, prompting is often used to mean a system of structured cues to elicit desired behaviors that otherwise would not occur. In order to clearly communicate that teacher assistance is permitted during instruction of the MS AAAS and is not limited to structured prompting procedures. Guidance and support during instruction should be interpreted as teacher encouragement, general assistance, and informative feedback to support the student.

## Purpose

The purpose of the *MS AAAS for Career Readiness* is to provide a common framework for teachers of students with significant cognitive disabilities (SCD) to use in curriculum development and instructional delivery. In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward postsecondary settings, the *MS AAAS for Career Readiness* includes career-development, course-specific standards. The standards' contents are grouped into three domains: personal/social development, career development, and technology.

## Implementation

The *Mississippi Alternate Academic Achievement Standards for Career Readiness* will be piloted during the 2019-2020 school year.



# **2019 Mississippi Alternate Academic Achievement Standards for Career Readiness I & II**

## Research and Background Information

The Mississippi Department of Education (MDE) is committed to creating a world-class educational system that prepares all students to be successful in college and in the workforce. Success for all students includes those with significant cognitive disabilities (SCD). This Career Readiness course is designed to provide students with significant cognitive disabilities the skills, education, and experiences that prepare them for opportunities beyond high school. The *MS AAAS for Career Readiness* reflects common career development themes found in *the States' Career Cluster Initiative*, *American School Counselors Association Standards*, *National Career Development Guidelines*, and *The Partnership for 21st Century Learning* framework. Select standards from the International Society for Technology in Education (ISTE) are included to provide meaningful digital experiences that will translate to the workplace.

All of the standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills students need for success in postsecondary settings. The accompanying teacher resource guide will use scaffolding to optimize student learning and meet each student at his or her ability level.

### Core Elements in the Use and Design of the *MS AAAS for Career Readiness I & II*

The *MS AAAS for Career Readiness* was developed for students with significant cognitive disabilities. This document does not dictate a manner or specific methods of teaching. The standards in this document are not sequenced for instruction and do not prescribe classroom activities, materials, or instructional strategies. Rather, these standards are end-of-course expectations for each grade or course. The standards are intended to drive relevant and rigorous instruction that emphasizes student knowledge of both disciplinary core ideas (concepts) and the application of career readiness skills to support student readiness for postsecondary settings.

The *MS AAAS for Career Readiness* are comprised of three domains: personal/social, career development, and technology. Skills in each of these areas will be developed as students progress through Career Readiness courses I-IV. The performance objectives in each domain are written with consideration for students with significant cognitive disabilities. A brief description of each domain is presented below:

1. Personal/social:

Cultivating personal and social development is a process that results in students understanding themselves and their capabilities as well as understanding themselves in relation to other people. Many of the critical 21st-century skills sought after by employers fall in the category of personal and social development: communication, collaboration, problem solving, initiative, and personal responsibility. Explicit instruction with emphasis on the future work environment can be delivered in a variety of ways, including through mentoring, job shadowing, career exploration, job simulations, site visits, and career training. Some students may not be working toward gainful employment. Therefore, it is equally important for students to develop socially acceptable leisure skills. Teaching appropriate leisure skills



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includes modeling of appropriate interaction with materials within the environment.

Students will understand themselves in relationship to other people. Through a variety of tools, students will identify interests, abilities, and strengths that relate to an occupation of interest. Students will also learn how to make decisions and set goals toward achieving their career and life plans.

2. Career development:  
Students will build skills and a knowledge base that facilitates a successful transition from school to postsecondary education and/or work. In this course, students will explore career clusters, research career options, interact with employers and other professionals, demonstrate interview skills, and further develop their communication skills.
3. Technology:  
Technology is constantly changing how we work, transact business, and communicate. In this strand, students will learn the skills valued by employers and useful for everyday living. The computer skills they acquire will prepare them to communicate electronically in a professional setting. Internet safety and ethical online conduct are concepts that will be practiced and reinforced throughout the unit.

Using the internet as a source for self-assessments, employment information, and other postsecondary options will provide relevant opportunities for students to experience the abundance of resources available online. The use of technology, including assistive devices, will increase learning outcomes because students will have a variety of ways to express what they are learning in the classroom and workplace.

### Structure of the Standards Document

The Standards Document is divided into the following four categories:

1. Content strand:  
In Career Readiness, the content strands are organized into three distinct areas: personal/social, career development, and technology.
2. Disciplinary core ideas:  
The disciplinary core ideas subdivide the main content strands based on recurring ideas found in each strand. These core ideas are the key organizing principles for the development of emphasis on one of the three content strands in each grade level. All content strands will be found in each grade level.
3. Conceptual understanding:  
These are statements of the core ideas for which student should demonstrate an understanding. Some grade level and/or course topics include more than one

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conceptual understanding with each guiding the intent of the standards.

4. *Mississippi Alternate Academic Achievement* content standard:  
The *MS AAAS for Career Readiness* is a general statement of what students with significant cognitive disabilities should know and be able to do because of instruction.

## Support Documents and Resources

The MDE Office of Special Education has developed support documents for the *MS AAAS for Career Readiness* course. Local districts, schools, and teachers may use these documents to construct standards-based career readiness instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs. The support documents may include suggested resources, instructional strategies, sample lessons, and blueprints. Professional development efforts will be aligned to the *MS AAAS for Career Readiness* and delivered along with teacher resources to help expand expertise in delivering student-centered lessons. The most successful national models and programs will be referenced for a capacity-building effort that fosters a more effective culture of career readiness education in Mississippi.

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## Career Readiness I

### DOMAIN: PERSONAL/SOCIAL DEVELOPMENT

#### Self-Management

**Conceptual understanding:** Developing an accurate knowledge of their own skills, interests, strengths, and weaknesses provides students with the information necessary to make better decisions about their postsecondary goals.

**ACR.PS.1** *Apply self-knowledge in order to develop career goals*

**ACR.PS.1.a** Identify strengths, weaknesses, and occupational interests (e.g., career surveys, online surveys, online assessments, etc.)

**ACR.PS.1.b** Select careers that relate to strengths and occupational interests

**Conceptual understanding:** Adhering to a schedule is a critical part of daily living for students and employees. It is important for students to learn and depend upon daily schedules rather than a set routine because routines vary and change depending upon activities and events. Therefore, students should develop a routine of following a daily schedule. Students will learn how to plan their day and manage their time using schedules and visual prompts (e.g., clocks and symbols).

**ACR.PS.2** *Apply time-management skills*

**ACR.PS.2.a** Follow a daily schedule (e.g., wake time, dress, groom, arrive on time, etc.)

**Conceptual understanding:** Task completion is vital for success in employment and in life. Students will acquire knowledge of how to prioritize, organize, and execute functions.

**ACR.PS.3** *Apply task-management skills*

**ACR.PS.3.a** List and sequence steps to complete a task

**ACR.PS.3.b** Perform a work system or list of preferred and non-preferred tasks

## DOMAIN: CAREER DEVELOPMENT

### Career Awareness

**Conceptual understanding:** There are a number of people whose work impacts our lives every day. The 16 career clusters provide a context that supports students in placing jobs in categories. Knowledge of the available career pathways will provide background information for students to determine what pathways they want to explore further.

**ACR.CD.1** *Acquire and apply self-knowledge to develop career goals*

**ACR.CD.1.a** Identify the 16 career clusters

**ACR.CD.1.b** Identify jobs and duties associated with a selected career pathway

### Career Selection

**Conceptual understanding:** Students will have the opportunity to use decision-making and goal-setting strategies to plan their postsecondary goals.

**ACR.CD.2** *Apply decision-making and goal-setting strategies to career planning, course selection, and transition*

**ACR.CD.2.a** Select a career pathway based on interest inventories, strengths, and skills

**ACR.CD.2.b** Identify requirements to achieve personal postsecondary goals

## DOMAIN: TECHNOLOGY

### Technology Operations and Concepts

**Conceptual understanding:** While students may have some knowledge of technology, this section formally instructs students on the basic functions of the computer. This foundational information will provide them with a context for additional technology instruction.

**ACR.T.1** *Demonstrate the functional use of basic computer applications and skills*

**ACR.T.1.a** Demonstrate the use of basic skills to perform common computer operations (e.g., power on and off, log in, open a document in an appropriate application, navigate with the mouse, type using a keyboard, close, save, print, etc.)

**ACR.T.1.b** Create documents to communicate information

### Digital Citizenship

**Conceptual understanding:** Living and learning in an interconnected world requires students to understand their role in managing their digital identities and reputations as well as the permanence of their online actions. Students learn the importance of engaging in positive, safe, and ethical behavior whether using technology for personal, educational, or employment purposes.

**ACR.T.2** *Demonstrate proficiency in the responsible use of technology*

**ACT.T.2.a** Identify best practices to maintain digital privacy and security

### Research and Informational Literacy

**Conceptual understanding:** The ability to access information from various resources is a skill that will benefit students throughout their lifetimes. Technology, including assistive technology, will be used to research career-related information and interests assessments.

**ACR.T.3** *Demonstrate the ability to use different types of career-information resources to support career planning*

**ACR.T.3.a** Use digital and other types of resources to complete self-interest, strengths, career, or personality inventories

**ACR.T.3.b** Locate details about postsecondary education and/or employment options that relate to my education or employment goals

**ACR.T.3.c** Identify the assistive technology (low to high) needed to support employment and/or education goals

## Career Readiness II

### DOMAIN: PERSONAL/SOCIAL DEVELOPMENT

#### Self-Management

**Conceptual understanding:** Developing an accurate knowledge of skills, interests, strengths, and weaknesses provides students with the information necessary to make better decisions about their postsecondary goals.

**ACR.PS.4** *Apply self-knowledge in order to develop career goals*

**ACR.PS.4.a** Set personal goals and monitor progress in the IEP Transition Packet<sup>1</sup>

**ACR.PS.4.b** List personal variables that may affect realistic occupational choices

**ACR.PS.4.c** Initiate self-advocacy skills

#### Communication

**Conceptual understanding:** Effective communication skills contribute to the success of any employee. Developing strong relationships within an organization depends on effective communication whether verbal, nonverbal, or written. Demonstrating the following objectives will facilitate productive working relationships with the students and their colleagues.

**ACR.PS.5** *Demonstrate appropriate communication and social skills*

**ACR.PS.5.a** Articulate thoughts and ideas effectively in oral, written, or non-verbal skills using the student's mode of communication

**ACR.PS.5.b** Demonstrate knowledge of sequential steps in conversational skills (i.e., how to initiate, actively listen to, and end conversations)

**ACR.PS.5.c** Identify when others' thoughts, opinions, and beliefs differ from the student's own

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<sup>1</sup> IEP Transition Packet includes student documentation and transition plan. This information is required on the IEP transition page (e.g., career planning, aptitude and skills, job interests, self-assessment, parent survey, career choices inventory, etc.).



## DOMAIN: CAREER DEVELOPMENT

### Career Preparation

**Conceptual understanding:** Students will engage in activities that demonstrate the value of work and its contribution to our daily lives.

**ACR.CD.3** *Understand the relationship between work, society, and the economy*

**ACR.CD.3.a** Explain how work contributes to individuals' lives

**ACR.CD.3.b** Describe relationships between people's needs and how these needs create employment options (e.g., between food and grocery stores and farms, between sick people and doctors and nurses, between lawn maintenance and lawn care companies, etc.)

**ACR.CD.3.c** List services and agencies to assist in achieving postsecondary goals

**ACR.CD.3.d** Explain education and training required to achieve career goals

**ACR.CD.3.e** Research local and state employment opportunities that match student interests

### Career Selection and Planning

**Conceptual understanding:** Students will have the opportunity to practice decision-making and goal-setting strategies to plan their postsecondary goals. The student's IEP Transition Packet will track the student's progress toward reaching his or her goals.

**ACR.CD.4** *Apply decision-making strategies, set goals, and take the necessary actions to achieve employment goals*

**ACR.CD.4.a** Re-evaluate personal interests, abilities, and skills through updated transition assessment from IEP Transition Packets<sup>1</sup>

**ACR.CD.4.b** Identify gaps in current and required skills to perform the desired job

**ACR.CD.4.c** Develop annual goals and short-term objectives to incorporate into the IEP Transition Packet<sup>1</sup>

**ACR.CD.4.d** Track high school graduation requirements and progress into the IEP Transition Packet<sup>1</sup>

## DOMAIN: TECHNOLOGY

### Technology Operations and Concepts

**Conceptual understanding:** While students may have some knowledge of technology, this section instructs students in the more advanced functions of the computer. This information will provide them with a context for additional technology instruction.

#### *ACR.T.4 Demonstrate the functional use of advanced computer applications and skills*

**ACR.T.4.a** Demonstrate the use of advanced commands to perform computer operations (e.g., insert graphics, insert text, copy/paste, cut/paste, etc.)

**ACR.T.4.b** Demonstrate the ability to use technology for learning and entertainment, to complete a task, and to source information

### Digital Citizenship

**Conceptual understanding:** Living and learning in an interconnected world requires students to understand their role in managing their digital identity and reputation as well as the permanence of their online actions. Students learn the importance of engaging in positive, safe, and ethical behavior whether using technology for personal, educational, or employment purposes.

#### *ACR.T.5 Demonstrate proficiency when using websites and digital resources*

**ACT.T.5.a** Demonstrate proper etiquette in online communications

**ACR.T.5.b** Differentiate between legal/ethical and illegal/unethical behaviors when using technology, including social interactions online, or when using networked devices

### Research and Informational Literacy

**Conceptual understanding:** The ability to access information from various resources is a skill that will benefit students throughout their lifetime. Technology, including assistive technology, will be used to research career-related information and to complete interest assessments.

#### *ACR.T.6 Demonstrate the ability to access pertinent information through technology*

**ACR.T.6.a** Locate digital resources to obtain information about a specific curricular topic

**ACR.T.6.b.** Locate digital resources to obtain how-to-information (e.g., repair, job search engines, etc.)