

Course Code 7980130 High School Career Placement Scope and Sequence

The purpose of this scope and sequence is to support teachers implementing High School Career Placement (Course Number 7980130), which includes activities and resources. This is the last course of a three-course sequence designed to prepare students for careers and postschool adult living. The first course, Career Preparation (Course Number 7980110), focuses on the acquisition of the necessary knowledge and skills for making career choices. 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 supervision or instructional assistance. The third course in the sequence is Career Placement (Course Number 7980130) or Supported Competitive Employment (Course Number 7980150), depending on the student's needs for support. It is suggested, but not required, that students take all three courses in the series.

The Career Placement course is designed primarily for students who are generally capable of working and living independently and may need minimal assistance. Students are expected to perform job duties independently once they have mastered the knowledge and skills associated with their work competencies. The job or jobs for which the student is being trained should be reflected in the student's individual educational plan (IEP).

NOTE: The student is paid at or above minimum wage in accordance with the federal Fair Labor Standards Act (<http://www.dol.gov/whd/flsa/>).

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.

This course is designed to reflect a range of abilities within the population of students with disabilities. Course requirements may be modified based on individual needs.

Timeline	Course Requirements	Competencies/Skills/ Activities	Resources
Weeks 1–36 (overlapping throughout the school year)	Self-Determination and Self-Advocacy 1. Apply skills of self-advocacy and self-determination in the community and workplace.	Observe student applying self-determination and self-advocacy on the job	Standing Up For Me Curriculum http://project10.info/SUFMLogin.php?accesscheck=%2FSUFM.php The Standing Up For Me curriculum was developed in Florida and designed to advance the self-determination and self-advocacy skills of youth in exceptional student education (ESE). The revised 2012 curriculum covers the primary, intermediate, middle and high school grades and includes classroom materials, activities and evaluations. Educators must have attended a train-the-trainer session to access the training and materials.

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			<p>Project 10: Transition Education Network – Career Development Resources http://project10.info/CareerDevelopment.php Contains resources for assessing interests, values, skills and work preferences; exploring careers; and planning for a future career</p> <p>Project 10: Transition Education Network – Employment Resources http://project10.info/Employment.php Contains resources on Job Searching/Job Development, Applying for a Job, Disability Disclosure/Requesting Accommodations, Accepting a Job Offer, Benefits Planning for Employment, Keeping a Job, Employing Youth with Significant Disabilities, Supporting Youth on the Job and Resources Related to the Employment of People with Disabilities.</p>
<p>Weeks 1–36 (overlapping throughout the school year)</p>	<p>Career Planning</p> <p>2. Apply planning process in evaluating and revising a personal career plan, including postsecondary education/training and employment goals.</p>	<p>Use Florida Choices to update postsecondary plan</p> <p>Observe student preparing for the IEP</p> <p>Observe student participating in the IEP process</p> <p>Observe student developing a list of needed steps to complete goal</p>	<p>Florida Choices http://www.flchoices.org Contains resources on planning for high school, postsecondary education and careers for students at the middle school, high school and postsecondary as well as parents and educators.</p> <p>Standing Up For Me Curriculum http://project10.info/SUFMLogin.php?accesscheck=%2FSUFM.php The Standing Up For Me curriculum was developed in Florida and designed to advance the self-determination and self-advocacy skills of youth in ESE. The revised 2012 curriculum covers the primary, intermediate, middle and high school grades and includes classroom materials, activities and evaluations. Educators must have attended a train-the-trainer session to access the training and materials.</p>

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<p>Weeks 1–36 (overlapping throughout the school year)</p>	Community Resources		
	<p>3. Use various community resources, such as agencies and transportation, to meet needs related to employment and postsecondary education/training.</p>	<p>Assist student with the application process to agencies that will provide support after high school</p> <p>Assist student with setting up an appointment with agencies that will provide support after high school</p>	<p>Division of Vocational Rehabilitation (VR) http://www.rehabworks.org/ VR is “a federal-state program that helps people who have physical or mental disabilities get or keep a job. VR is committed to helping people with disabilities find meaningful careers.”</p> <p>Agency for Persons with Disabilities (APD) http://apd.myflorida.com/ APD “supports persons with developmental disabilities in living, learning, and working in their communities.”</p> <p>Florida Division of Blind Services http://dbs.myflorida.com/ The mission of the Florida Division of Blind Services is “to ensure blind and visually impaired Floridians have the tools, sup-</p>

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			<p>port and opportunity to achieve success.” It has a transition program “to assist young people with vision impairments in both eyes in meeting their future employment goals through transitioning from school to work or from school to a higher educational program.”</p> <p>Florida Commission for the Transportation Disadvantaged http://www.dot.state.fl.us/ctd/ The Commission’s mission is “to insure [sic] the availability of efficient, cost-effective, and quality transportation services for transportation disadvantaged persons.”</p> <p>Children’s Medical Services http://www.floridahealth.gov/AlternateSites/CMS-Kids/ Children’s Medical Services is a collection of programs for eligible children with special needs. Each program and service is family centered and designed to help children with a variety of conditions and needs.</p> <p>*Any other community-based agencies in your area that may serve student with disabilities and support them on the job</p>
<p>Weeks 1–36 (overlapping throughout the school year)</p>	<p align="center">Rights, Benefits and Responsibilities of Employment</p>		
	<p>4. Explain the legal rights and responsibilities of employees in the workplace based on labor laws and disability laws, such as the Fair Labor Standards Act, the Americans with Disabilities Act and the Rehabilitation Act.</p>	<p>Identify legal rights and responsibilities of employees</p> <p>Identify which laws specifically apply to the person at their current job</p> <p>Identify legal rights and responsibilities of employers in the workplace</p>	<p>Florida Department of Business and Professional Regulation/Child Labor Laws http://www.myfloridalicense.com/dbpr/reg/childlabor/documents/childlaborposter0709.pdf Summarizes the Child Labor Laws for minors ages 14-15 and 16-17. (Minors under the age of 14 may not work.)</p> <p>Americans with Disabilities Act (ADA.gov) http://www.ada.gov/ U.S. Department of Justice website containing information and technical assistance on the Americans with Disabilities Act.</p>

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	<p>5. Explain the legal responsibilities of employers in the workplace, including providing accommodations and grievance procedures, in compliance with labor laws and disability laws, such as Fair Labor Standards Act, Americans with Disabilities Act and the Rehabilitation Act.</p> <p>6. Follow procedures to access employment benefits, such as leave time, workers' compensation and retirement options.</p>	<p>Identify the labor laws, American with Disabilities Act and Fair Labor laws employers need to follow</p> <p>Identify procedures for accessing employment benefits, worker's compensation and retirement option</p> <p>Identify steps and procedures to accessing sick leave and annual leave at the current job</p>	<p><i>A Guide to Disability Rights Laws</i> http://www.ada.gov/cguide.pdf U.S. Department of Justice guide to disability rights under 10 laws, including the Americans with Disabilities Act, Individuals with Disabilities Education Act and the Rehabilitation Act.</p> <p>Occupational Safety and Health Administration (OSHA) http://www.osha.gov/ OSHA's mission is "to assure safe and healthful working conditions for working men and women by setting and enforcing standards and by providing training, outreach, education and assistance."</p> <p>Employee Orientation Guide (if available)</p>
<p>Weeks 1–36 (overlapping throughout the school year)</p>	<p>Workplace Competencies</p>		
	<p>7. Perform job-specific duties required to maintain employment.</p> <p>8. Demonstrate effective work habits, ethical behavior and appropriate attire and personal care skills required to maintain employment.</p> <p>9. Follow personal</p>	<p>Identify safety procedures that accompany job-specific duties</p> <p>Identify steps and procedures to accessing sick leave and annual leave at the current job</p> <p>Identify procedures for accessing employment benefits, workmen's compensa-</p>	<p><i>Employee Orientation Guide</i> (if available)</p> <p>Community-Based Vocational Education Form http://www.fldoe.org/ese/pdf/y2006-2.pdf See forms attached to Technical Assistance Paper 12698 <i>Non-Paid Community-Based Vocational Educational (CBVE) Programs</i></p> <p>TASK Analysis Form http://pacs.unt.edu/wise/sites/default/files/Task%20Analysis.pdf Example of a task analysis form from the University of North Texas College of Public Affairs and Community Service</p>

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	<p>practices and safety rules and regulations to maintain a safe and healthy work environment.</p> <p>10. Use decision-making and problem-solving skills required to maintain employment.</p> <p>11. Use oral and written communication skills needed in the workplace.</p> <p>12. Use technological tools needed in the workplace.</p>	<p>tion and retirement option</p> <p>Identify specific rules/ regulations associated with job as it relates to breaks, appropriate attire, use of time clock, etc.</p>	
<p>Weeks 1–36 (overlapping throughout the school year)</p>	<p>Financial Management</p> <p>13. Demonstrate personal money-management skills related to employment, such as applying for direct deposit of paychecks and obtaining and securing paychecks.</p>	<p>Identify deduction items listed on paycheck</p> <p>Calculate monthly/yearly income</p>	<p><i>A Guide to Supplemental Security Income (SSI) for Groups and Organizations</i> http://www.ssa.gov/pubs/11015.html Provides information on the federal program that provides monthly support to people with low incomes and few supports who are 65 or older, blind or disabled</p> <p>Ticket to Work – Youth in Transition http://www.chooseworkttw.net/index.html Provides information and support for people receiving Social Security disability benefits who want to go to work</p>

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			Soft Skills to Pay the Bills http://www.dol.gov/odep/topics/youth/softskills/ Curriculum developed by the Office of Disability Employment Policy to teach workplace readiness skills to youth with disabilities