

Course Code 7980110 High School Career Preparation Scope and Sequence Chart

The purpose of this scope and sequence is to support teachers implementing High School Career Preparation (Course Number 7980110), which includes activities and resources. This is the first of a three-course series designed to prepare students for employment. 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 and instructional assistance. The third course involves training through paid employment in 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.

A student may earn multiple credits in this course. The particular course requirements that students 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 (to be taught throughout the year)	Self-Determination and Self-Advocacy		
	1. Demonstrate self-awareness of personal ability and disability and their impact on career planning and career choices. 2. Describe appropriate self-determination and self-advocacy strategies in a variety of community and workplace situations.	Take multiple age-appropriate transition assessments Identify and explain your own disability Identify areas in need of accommodations Identify postschool outcome based on multiple age appropriate Transition Assessment Identify personal goals	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. High School Grade Level, Pages 1-139. National Secondary Transition Technical Assistance Center's (NSTTAC) Age Appropriate Transition Toolkit (3rd edition) http://nsttac.org/content/age-appropriate-transition-assessment-

**Course Code 7980110 High School Career Preparation
Scope and Sequence Chart**

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		<p>Participate to the fullest extent possible in individual educational plan (IEP) meetings</p>	<p>toolkit-3rd-edition Discusses how to conduct an age-appropriate transition assessment as well as formal and informal transition assessments</p> <p>Project 10: Transition Education Network, Self-Advocacy and Self-Determination http://www.project10.info/DetailPage.php?MainPageID=185&PageCategory=Effective Practices in Transition&PageSubCategory=Student Development Defines and provides resources for self-advocacy and self-determination, including strategies, assessments, curricula and more</p> <p>Navigating Your IEP http://www.familycafe.net/images/stories/pdffiles/navigating%20your%20iep%202-25-10.pdf Guide developed by the Florida Youth Council to help youth guide their education planning process, know what an IEP is and be ready to make the decisions that will affect their future.</p> <p>Project 10: Transition Education Network, Disclosing a Disability/Requesting Accommodations http://www.project10.info/DetailPage.php?MainPageID=124&PageCategory=Employment&PageSubCategory=Main Contains resources for disability disclosure and requesting accommodations from an employer</p> <p>NSTTAC: Student-Focused Planning (Lesson Plans) http://nsttac.org/content/student-focused-planning-0 Provide objectives, setting and materials, lesson content, teaching procedures, evaluation methods and article citation for lessons plans for student-focused planning.</p> <p>NSTTAC: Student Development (Lesson Plans)</p>

**Course Code 7980110 High School Career Preparation
Scope and Sequence Chart**

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			<p>http://nsttac.org/content/student-development-0 Provide objectives, setting and materials, lesson content, teaching procedures, evaluation methods and article citation for lesson plans for student development</p> <p><i>The 411 on Disability Disclosure: A Workbook for Youth with Disabilities</i> http://www.ncwd-youth.info/411-on-disability-disclosure Contains information and resources to help youth with disabilities makes informed choices about disclosing their disabilities</p> <p><i>Transition Planning for Students with Disabilities: A Guide for Families</i> http://www.project10.info/files/TransitionGuide07292013L.pdf A guide to planning for the successful transition of a student with disabilities from school to adult life for families of Florida's students</p> <p>Transfer of Rights – Age of Majority Bureau of Exceptional Education and Student Services (BEES) Memorandum K12: 2005-35, (April 1, 2005) http://www.project10.info/files/AgeofMajorityMemo05-35_1_.pdf Provides guidance to districts on the transfer of rights to students reaching the age of majority, including a summary of statutory requirements, recommendations for district implementation and a sample notice for parents and students.</p>

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<p>Weeks 1-6</p>	<p>Career Planning</p> <p>3. Describe the purpose and components of a personal career plan. Identify own interests and aptitudes related to postsecondary education/training and employment.</p> <p>4. Create a career plan focusing on postsecondary education/training and employment goals based on results of transition assessments.</p>	<p>Take multiple age-appropriate transition assessments</p> <p>Research career clusters</p> <p>Match personal strengths and values with a specific career cluster</p> <p>Develop career plan to include the academic plan to reach career goal</p> <p>Identify steps in a job search</p> <p>Identify resources (family and community) to assist with employment</p>	<p>NSTTAC: Age-Appropriate Transition Toolkit (3rd edition) http://nsttac.org/content/age-appropriate-transition-assessment-toolkit-3rd-edition Discusses how to conduct an age-appropriate transition assessment as well as formal and informal transition assessments</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 level as well as parents and educators</p> <p>Career Cluster Webpage http://www.fl DOE.org/workforce/programs/ Lists career clusters and links to detailed information on each one</p>
<p>Weeks 1-6</p>	<p>Career Exploration</p> <p>5. Describe careers in a range of occupational clusters.</p> <p>6. Describe career opportunities within each cluster, employment outlook and postsecondary</p>	<p>Use most recent age-appropriate transition assessments to select job interests</p> <p>Use the internet to research jobs</p> <p>Select 3 top jobs of interest</p>	<p>NSTTAC: Age-Appropriate Transition Toolkit (3rd edition) http://nsttac.org/content/age-appropriate-transition-assessment-toolkit-3rd-edition Discusses how to conduct an age-appropriate transition assessment as well as formal and informal transition assessments</p> <p>Career Cruiser: A Career and Education Planning Guide http://www.fl DOE.org/workforce/pdf/cruiser.pdf Provides career and education planning information for second-</p>

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	<p>education and training requirements.</p>	<p>Identify career clusters of each selected job</p> <p>Identify specific skills needed for each selected job</p> <p>Identify level of education for each selected job</p> <p>Identify pay range for each selected job</p> <p>Compare and contrast each selected job</p> <p>Identify benefits of each selected job</p> <p>Identify modes of transportation to each selected job</p>	<p>ary students in Florida</p> <p>Teacher’s Guide for the Career Cruiser http://www.fldoe.org/workforce/pdf/cruiser_guide.pdf Provides 16 lesson plans</p> <p>Career Clusters Webpage http://www.fldoe.org/workforce/programs Lists career clusters and links to detailed information on each one</p> <p>Parent Primer on Career Exploration http://www.fldoe.org/workforce/pdf/parent_primer06.pdf Explains the importance of parent involvement, provides an overview of the career exploration process and suggests ways that parents can contribute to their teen’s early career development.</p> <p>SIMPLY Careers! Helping Students with Disabilities Effectively Plan their Futures through Comprehensive Career Development: A Guide for Persons Involved in Transition Planning http://info.fldoe.org/docushare/dsweb/Get/Document-1415/SIMPLYatt.pdf Contains information on career assessment, career focus areas, career research and pathways, career planning and decision-making, support services, training, work-based learning, career portfolios and more.</p> <p>Career Cluster Interest Survey http://www.okcareertech.org/cac/pages/career_cluster/CareerClusterSurvey.pdf An informal career exploration survey</p>

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<p>Weeks 7-11 (Overlaps with below competency)</p>	<p>Employability Skills</p> <p>7. Demonstrate competencies to conduct a job search, including locating job openings using the newspaper and internet and networking with others.</p> <p>8. Demonstrate competencies to apply for a job, including completing generic job application (electronic or paper), creating a basic résumé and preparing responses to common questions in job interviews and pre-employment inventories.</p> <p>9. Describe effective work habits and ethical behavior in the workplace.</p> <p>10. Describe appropriate attire and personal care skills that meet demands of a variety of workplace situations.</p>	<p>Complete sample job applications (paper and electronic)</p> <p>Participate in mock interviews</p> <p>Identify appropriate dress for occupations within career cluster (office, retail, construction, etc.)</p> <p>Establish a school-based enterprise</p> <p>Role play appropriate workplace behavior identifying ethical behavior</p> <p>Role play appropriate and inappropriate work attire and personal care skills for the workplace, identifying both</p>	<p>More Successful Transition Planning: Top 20 Questions and Ways to Answer Them http://www.bridges.com/transguide/index.htm Provides answers and transition activities for frequently asked questions as well as worksheets for career planning</p> <p>America's Career One Stop http://www.careeronestop.org/Audience/Students/Students.aspx Provides links for students, parents and career advisors for exploring career and education options</p> <p>America's Career One Stop – Resumes and Interviews http://www.careeronestop.org/ResumesInterviews/ResumesInterviews.aspx Information on creating resumes, writing letters and preparing for interviews</p> <p>NSTTAC: Sample Lesson Plans http://www.nsttac.org/content/student-development-0 Lesson plan starters for student-development skills ranging from self-determination to functional math and grocery shopping skills.</p> <p>U.S. Department of Labor Employment and Training Administration Job and Career Information http://www.doleta.gov/jobseekers/assess_yourself.cfm Provides links to career assessment and exploration tools</p> <p>O*NET Skills Profiler http://www.onetcenter.org/tools.html Matches user skills to jobs that use those skills</p>

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			<p>O*NET Skills Search http://online.onetcenter.org/skills/ Uses skills selected by the user to develop profiles of potential jobs</p> <p>Career Onestop Skills Profiler http://www.careerinfonet.org/skills/default.aspx?nodeid=20 Enables users to create a list of skills and match them to job types that use those skills</p> <p>Career Onestop Employability Checkup http://www.careerinfonet.org/employabilitycheckup/emp_ask.asp?nodeid=15 Provides a snapshot of your ability to find employment with a specific occupation at a specific wage and location</p> <p>NSTTAC: Age-Appropriate Transition Toolkit (3rd edition) http://nstattac.org/content/age-appropriate-transition-assessment-toolkit-3rd-edition Discusses how to conduct an age-appropriate transition assessment as well as formal and informal transition assessments</p> <p>School-Based Enterprise Development: Planning, Implementing, and Evaluating http://www.project10.info/files/SBE312947L.pdf Provides step-by-step directions for starting and evaluating a school-based enterprise</p> <p>Career Planning Begins with Assessment: A Guide for Professionals Serving Youth with Educational and Career Development Challenges http://www.ncwd-youth.info/career-planning-begins-with-assessment Provides information on selecting career-related assessments,</p>

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			<p>determining when to refer youth for additional assessment, developing practical and effective policies, collaboration among programs, and interagency assessment systems, as well as additional issues such as accommodations, legal issues, and ethical considerations.</p> <p>Soft Skills to Pay the Bills Curriculum 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</p>
Weeks 7-16	Community Resources and Agencies Related to Careers		
	<p>11. Identify community resources and agencies that assist with employment, such as Division on Vocational Rehabilitation, Agency for Persons with Disabilities and service providers.</p> <p>12. Describe sources and features of public and private transportation in the community.</p>	<p>Identify barriers to employment</p> <p>Identify agencies that can help remove barriers to employment</p> <p>Identify services from community agencies</p> <p>Identify which services will assist you with your employment goal</p> <p>Identify contact information from selected agencies</p> <p>Arrange for meeting with selected agency personnel</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 (DBS) http://dbs.myflorida.com/ The mission of DBS is “to ensure blind and visually impaired Floridians have the tools, support and opportunity to achieve success.”</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</p>

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			transportation disadvantaged persons.” Children’s Medical Services http://www.floridahealth.gov/AlternateSites/CMS-Kids/ A collection of programs for eligible children with special needs
Weeks 16-24 (overlaps with below competency)	Rights, Benefits, and Responsibilities of Employment 13. Identify legal rights of persons with disabilities in the school, community and workplace based on the Americans with Disabilities Act, the Rehabilitation Act, the Fair Labor Standards Act, and child labor laws. 14. Identify benefits related to employments, such as health insurance, workers compensation, leave time, retirement options, and Social Security. 15. Identify financial concepts and requirements related to employment, such as wages, withholding taxes and employment forms (W4, W2).	Research Child Labor Laws and Fair Labor Standards Act Identify differences between Child Labor Laws and Fair Labor Standards Act Identify employee benefits Identify taxes associated with pay checks Identify purpose of Social Security	Florida Department of Labor 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.) Project 10: Transition Education Network, Career Development http://project10.info/CareerDevelopment.php Contains resources for assessing interests, values, skills and work preferences; exploring careers, and planning for a future career Project 10: Transition Education Network, Employment 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. NSTTAC: Student Development http://www.nsttac.org/content/student-development-0 Lesson plan starters on the topics of leisure skills, social skills, self-determination skills, choice-making, decision-making, goal setting, problem-solving, self-awareness, self-advocacy skills,

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			independent living skills, money (banking and purchasing), grocery shopping, home maintenance skills, meal planning and preparing, restaurant skills, safety skills, self-care skills, functional reading skills, and functional math skills.
Week 16-36	Workplace Competencies		
	<p>16. Describe decision-making and problem-solving processes used in workplace situations.</p> <p>17. Identify competencies for employment in a variety of settings.</p> <p>18. Identify health and safety requirements in various workplace settings.</p> <p>19. Use communication skills (verbal, written, nonverbal) needed for success in the workplace.</p>	<p>Identify steps to decisions making</p> <p>Identify steps to problem solving</p> <p>Identify general work competencies for employment</p> <p>Identify general health and safety requirements for employment</p> <p>Identify necessary communication skills for employment</p>	<p>Soft Skills to Pay the Bills Curriculum http://www.dol.gov/odep/pubs/fact/softskills.htm Curriculum developed by the Office of Disability Employment Policy to teach workplace readiness skills to youth with disabilities</p> <p>Make Up Your Mind - Improving Decision-Making Skills http://ufdc.ufl.edu/IR00002569/00001 Resource from the University of Florida IFAS Extension on making up your mind and improving your decision-making skills</p> <p>Decision Making Lesson Plans http://www.teachnology.com/teachers/lesson_plans/health/decisions/ Links to lesson plans related to decision making</p> <p>Solve Problems and Make Decisions http://literacy.kent.edu/eureka/strategies/solve_problems_decisions.html Links to teaching strategies for solving problems and making decisions</p> <p>Commercially produced employability curriculums developed for special needs students</p> <p>Talent Assessment http://www.talentassessment.com/ Career exploration resources for students with and without disa-</p>

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			<p>bilities.</p> <p>Phillip Roy, Inc. http://www.phillipro.com Curricula and resources for a variety of topics, including special education, transition, employability skills, life skills and more</p> <p>Workin It Out (WIO) - Dr. Steve Parese http://www.workinitout.com Information on the WIO program series curricula designed to help challenging workers succeed in today's workplace. The programs are available only to instructors who complete a three-day training to become certified as WIO soft skills instructors.</p>