

Course Code 7980120 High School Career Experiences Scope and Sequence Chart

The purpose of this scope and sequence is to support teachers implementing High School Career Experience (Course Number 7980120), which includes activities and resources. This is the second 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.

This course includes non-paid community-based vocational education involving exploration, assessment, and training. Instructional activities that include practical applications of course requirements may occur in naturalistic work settings in the school and community for the purposes of practice, generalization, and further development of skills.

As a general rule, students participating in non-paid CBVE should not spend more than the allocated hours described below in a single job description/classification during any one school year:

- Vocational exploration—up to five hours per job experienced
The student observes the job and talks with employees. Any actual work trial in this phase should be very brief and limited and under the direct supervision of school personnel.
- Vocational assessment—up to 90 hours per job experienced
The student performs work assignments in various businesses (employment settings) under the direct supervision of school personnel and employees of the business. Assessment data are systematically collected on the student's interests, aptitudes, needs, learning styles, work habits, behaviors, personal and social skills, values and attitudes, and stamina.
- Vocational training—up to 120 hours per job experienced
The student is placed in various employment settings for work experience. The students, parents, and school personnel should develop a detailed, written training plan that includes the competencies to be acquired, the method(s) of instruction to be used and the procedures for the evaluation of the training experience. The purpose of this component is to enable students to develop the competencies and behaviors needed to secure and maintain paid employment.

The U.S. Department of Labor considers a complex series of factors and criteria for the legal determination as to whether or not the activities of the students at the CBVE placement site would result in an immediate advantage to the business that could trigger a violation of the FLSA. For more information, refer to *Non-Paid Community-Based Vocational Educational (CBVE) Programs* (Technical Assistance Paper FY 2006–2), Florida Department of Education available at <http://www.fldoe.org/ese/tap-home.asp>.

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.

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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 year)	Self-Determination and Self-Advocacy 1. Apply appropriate self-determination and self-advocacy strategies in a variety of school and community work settings.	Demonstrate an understanding of a transition IEP Identify members of their transition team Identify strengths and areas in which accommodations are needed Identify their present level of performance Explain their own disability Request needs and accommodations Identify job preference, education and training needed, types of leisure and community involvement they will participate in after graduation Identify personal goals Identify rights and responsibilities of a person with a	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. Project 10: Transition Education Network http://www.project10.info Project 10's mission is to assist Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and postschool outcomes. The following resources, trainings and documents can be found on the Project 10 website: Legal Guide for New Adults http://www.project10.info/DetailPage.php?MainPageID=189 This guide from the Florida Bar Association discusses a number of legal issues related to attaining the age of majority in Florida. It provides general information—not legal advice. Occupational Outlook Handbook http://www.bls.gov/ooh/

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		disability	<p>Publication of the Bureau of Labor Statistics in the U.S. Department of Labor that provides employment projections and hundreds of occupational profiles by occupational group</p> <p>O*NET http://www.onetcenter.org/overview.html The nation's primary source of occupational information, including the O*NET database that provides information on hundreds of standardized and occupation-specific descriptors.</p>
Weeks 1-9	<p align="center">Career Planning</p> <p>2. Evaluate own interests and aptitudes related to postsecondary education, training and employment.</p> <p>3. Select postsecondary education/training and employment options based on identified skills, preferences and interests.</p> <p>4. Use transition assessment results to update and revise personal career plan, including postsecondary education/training and employment goals.</p>	<p>Ongoing age-appropriate transition assessments</p> <p>Update Florida Choices</p> <p>Identify any specific education needed for selected career</p> <p>Identify any specific training needed for selected career</p>	<p>America's Career One Stop – Career Videos http://www.careeronestop.org/Videos/CareerandClusterVideos/career-and-cluster-videos.aspx Contains short videos on over 500 careers</p> <p>Career Clusters At-A-Glance http://www.careertech.org/career-clusters/ Lists the 16 career clusters and links to detailed information on each one</p> <p>Program Options for Students with Disabilities – Career Education and Adult General Education http://www.fldoe.org/ese/pdf/310913_prog-opt.pdf Florida Department of Education brochure describing “the range of program options in career education and adult general education for students with disabilities.”</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>

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			<p>Florida Division of Vocational Rehabilitation (VR) http://www.rehabworks.org “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>America’s Career Resource Network http://www2.ed.gov/about/offices/list/ovae/pi/cte/acrn.html Network of state entities that work to improve career decision making of students and their parents by relating educational decisions and experience to occupational exploration, career choice and vocational preparation.</p> <p>JobTIPS – Student http://www.do2learn.com/JobTIPS//index.html Offers real-world examples and assistance to teens and adults transitioning to the workplace, including learning resources, guided exercises, graphic organizers, prescreening tests, video tutorials and visual prompts to help individuals with any learning style get and keep a job.</p>
<p>Weeks 9-27 (overlapping throughout the work experience)</p>	<p>Employability Skills</p> <p>5. Demonstrate competencies to apply for a targeted job, including completing the job application (electronic or paper), updating personal resume and participating in mock job interviews.</p> <p>6. Demonstrate effective work habits and ethical behavior in</p>	<p>Develop teacher-made rubric to identify demonstrated skills, including completion of job application, personal resume and job interview skills, effective work habits, ethical behavior in the workplace, appropriate dress, personal grooming and meeting the needs of the workplace.</p>	<p>Community-Based Instruction (CBI) Resources http://www.project10.info/DetailPage.php?MainPageID=158 Includes an overview of CBI, including resources for implementing CBI</p> <p>National Secondary Transition Technical Assistance Center (NSTTAC): Employment Skills http://www.nsttac.org/content/employment-skills Lesson plan starts for employment skills, including communications skills, self-management and occupation-specific skills</p>

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	<p>school and community work settings.</p> <p>7. Demonstrate appropriate attire and personal care skills to meet demands of a variety of school and community work settings.</p>		
Weeks 27-36	Community Resources and Agencies Related to Employment		
	<p>8. Describe community resources and agencies that assist with employment, such as VR, Agency for Person with Disabilities (APD) and service providers.</p> <p>9. Demonstrate the ability to navigate the community using public and private transportation.</p>	<p>Identify local agencies that can provide ongoing support after high school</p> <p>Secure applications for each agency</p> <p>Submit applications as appropriate</p> <p>Identify contact for each agency</p> <p>Develop a contact sheet with names, phone numbers, email and website addresses</p> <p>Identify most likely mode of transportation to and from job</p> <p>Complete mobility training,</p>	<p>Florida Division of Vocational Rehabilitation (VR) http://www.rehabworks.org “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 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 the division 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 transportation disadvantaged persons.”</p>

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		including use of local buses, taxis, bicycle and/or walking	<p>Social Security Administration http://www.ssa.gov/ Provides information on social security accounts, online benefits services, frequently asked questions about social security and more</p> <p>Children’s Medical Services http://www.cms-kids.com/ Provides programs and services for eligible children with special needs</p> <p>Other community-based organizations as identified by your local Interagency Council</p> <p>Commercial Product:</p> <p>Assessment for use on Community-Based Vocational Education (CBVE) sites:</p> <p>Job Observation Behavior Scale (JOBS) http://www.commercecorner.com/stoelting/productlist13c.aspx?catid=2218&home=Psychological A performance evaluation for students in transition from school to work</p>
Weeks 27-36	Rights, Benefits and Responsibilities of Employment		<p>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.)</p> <p>U.S. Department of Justice Home Page for the Americans with Disabilities Act http://www.ada.gov</p>
	10. Describe legal rights that apply to person with disabilities in school, community and workplace, including the Americans with Disabilities Act (ADA), the Rehabilitation Act, the Fair Labor Stand-	<p>Identify rights under the Americans with Disabilities Act</p> <p>Identify rights under the Child Labor Laws if appropriate</p> <p>Identify rights under the</p>	

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	<p>ards Act (FLSA) and child labor laws.</p> <p>11. Explain benefits related to employment, such as health insurance, workers' compensation, leave time, retirement options and Social Security.</p>	<p>FLSA</p> <p>Identify rights under Occupational Safety and Health Administration (OSHA)</p> <p>Identify employment benefits, including</p> <ul style="list-style-type: none"> - Insurance - Sick Leave - Annual Leave - Retirement Options - Social Security 	<p>Provides information and technical assistance on the ADA</p> <p>A Guide to Disability Rights Laws http://www.ada.gov/cguide.htm "Provides an overview of Federal civil rights laws that ensure equal opportunity for people with disabilities."</p> <p>Occupational Safety and Health Administration 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>Weeks 18-36 (overlapping throughout the work experience)</p>	<p>Workplace Competencies</p> <p>12. Demonstrate work-related skills, including the use of technology, tools and equipment, at selected job sites.</p> <p>13. Apply decision-making and problem-solving process used in school and community work settings.</p> <p>14. Demonstrate competencies for employment in a variety of school and community work settings.</p> <p>15. Follow health and safety requirements in</p>	<p>Use teacher-developed rubric to identify job skills, including:</p> <ul style="list-style-type: none"> - Use of technology on the job - Use of equipment on the job - Use of tools on the job <p>Identify times on the job when student is using problem-solving and decision-making skills and document situation to share with student</p> <p>Use teacher-developed rubric to identify basic employment skills on the job,</p>	<p>Green Mountain Technology and Career Center Employability Skills Performance Rubric http://www.gmtcc.info/resources_9_47019862.pdf Rubric with four levels from "not successful" to "exceeds expectations" for evaluating employability criteria such as attendance, safety, workmanship and interpersonal relationships.</p> <p>Employability Skills 2000+ (posted on the Conference Board of Canada, <i>Insights You Can Count On</i>, website) http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx Describes fundamental, personal management and teamwork skills need to succeed in the world of work</p> <p>What Work Requires of Schools: A SCANS Report for America 2000 (Secretary's Commission on Achieving Necessary Skills [SCANS]) http://wdr.doleta.gov/SCANS/whatwork/</p>

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	<p>a variety of school and community work settings.</p> <p>16. Apply effective communication skills (verbal, written, non-verbal) in school and community work settings.</p>	<p>including:</p> <ul style="list-style-type: none"> - Being on time to the job - Taking appropriate breaks - Asking for assistance when needed - Returning to work on time after a break or lunch - Appropriate dress - Appropriate grooming - Appropriate workplace conversation - Ability to request support when needed <p>Identify specific health and safety requirements of the specific job</p> <p>Identify evidence of effective communication on the job site, including</p> <ul style="list-style-type: none"> - Written - Verbal - Nonverbal 	<p>United States Department of Labor, Employment and Training Administration</p> <p>Skills and Competencies Needed to Succeed in Today's Workplace (summary of the SCANS report findings) http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm</p> <p>Occupational Safety and Health Administration 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>Youth Central – Employability Skills http://www.youthcentral.vic.gov.au/Jobs+&+Careers/Planning+your+career/Employability+skills/ Summary of general employability skills needed for most jobs</p> <p>Employability and Soft Skills Manual http://www.pacttalliance.us/resources/employability/ Developed by the Pennsylvania Academic and Career/Technical Training Alliance</p>