



## Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

**EDUCATIONAL SERVICES**

**Course Title: Career Experience (#0762)**

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All standards identified are based on the Secretary's Commission on Achieving Necessary Skills (SCANS). These national standards serve as the basis for the curriculum frameworks, instructional materials, and statewide assessments. The Commission's fundamental purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment. The primary objective is to help teachers understand how curriculum and instruction must change to enable students to develop those high performance skills needed to succeed in the high performance workplace. High-performance workplaces also require other competencies: the ability to manage resources, to work amicably and productively with others, to acquire and use information, to master complex systems, and to work with a variety of technologies. These foundational standards address various skills related to this course. The standards include a Three Part Foundation and Five Workplace Competencies (Resources, Interpersonal, Information, Systems and Technology).

\*Three-Part Foundation (TPF):

1. Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks
  - A. Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
  - B. Writing--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
  - C. Arithmetic/Mathematics--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
  - D. Listening--receives, attends to, interprets, and responds to verbal messages and other cues
  - E. Speaking--organizes ideas and communicates orally
2. Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons
  - A. Creative Thinking--generates new ideas
  - B. Decision Making--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
  - C. Problem Solving--recognizes problems and devises and implements plan of action
  - D. Seeing Things in the Mind's Eye--organizes, and processes symbols, pictures, graphs, objects, and other information
  - E. Knowing How to Learn--uses efficient learning techniques to acquire and apply new knowledge and skills
  - F. Reasoning--discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem
3. Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty
  - A. Responsibility--exerts a high level of effort and perseveres towards goal attainment
  - B. Self-Esteem--believes in own self-worth and maintains a positive view of self
  - C. Sociability--demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.
  - D. Self-Management--assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
  - E. Integrity/Honesty--chooses ethical courses of action

\*\*Five Workplace Competencies (FWC):

1. Resources: Identifies, organizes, plans, and allocates resources
  - A. Time--Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
  - B. Money--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
  - C. Material and Facilities--Acquires, stores, allocates, and uses materials or space efficiently
  - D. Human Resources--Assesses skills and distributes work accordingly, evaluates performance and provides feedback
2. Interpersonal: Works with others
  - A. Participates as Member of a Team--contributes to group effort
  - B. Teaches Others New Skills

- C. Serves Clients/Customers--works to satisfy customers' expectations
- D. Exercises Leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. Negotiates--works toward agreements involving exchange of resources, resolves divergent interests
- F. Works with Diversity--works well with men and women from diverse backgrounds

3. Information: Acquires and uses information

- A. Acquires and Evaluates Information
- B. Organizes and Maintains Information
- C. Interprets and Communicates Information
- D. Uses Computers to Process Information

4. Systems: Understands complex inter-relationships

- A. Understands Systems--knows how social, organizational, and technological systems work and operates effectively with them
- B. Monitors and Corrects Performance--distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions
- C. Improves or Designs Systems--suggests modifications to existing systems and develops new or alternative systems to improve performance

5. Technology: Works with a variety of technologies

- A. Selects Technology--chooses procedures, tools or equipment including computers and related technologies
- B. Applies Technology to Task--Understands overall intent and proper procedures for setup and operation of equipment
- C. Maintains and Troubleshoots Equipment--Prevents, identifies, or solves problems with equipment, including computers and other technologies

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: Special Education

Course Title: Career Experience (#0762)

UNIT/STANDARD #: Unit #1: Investigating Interests, Personal Skills and Career Choices

LEARNING OUTCOME: Students will develop the necessary skills for investigating and acquiring jobs.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>a. Learn the meaning and value of work</p> <p>b. Identify career strengths and abilities</p> <p>c. Identify accommodations needed for success</p> <p>d. Examine various jobs</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>a. Discuss and evaluate basic work skills</p> <p>b. Writing assignments to describe personal characteristics and successes</p> <p>c. Interest surveys</p> <p>d. Transition assessment</p> <p>e. Field trips to various job sites</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>a. Evaluate written assignments</p> <p>b. Evaluate completed work, assignments and projects by school staff</p> <p>c. Evaluation/feedback from worksite supervisor</p> <p>d. Skill assessments</p> <p>e. Unit tests</p> <p>f. Alternate forms of assessment per student IEP needs</p> <p>f. Observations</p>	<p>4. What will we do if students don't learn?</p> <p>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</p> <p>b. Review basic concepts and redo in simpler format</p> <p>5. What will we do if students already know it?</p> <p>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</p> <p>b. Review basic concepts and move to the next sequential step/level</p> <p>c. Extended learning activities</p>

## Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

All standards identified are based on the Secretary's Commission on Achieving Necessary Skills (SCANS).

Unit #1: Investigating Interests, Personal Skills and Career Choices

Three-Part Foundation (TPF):

1. Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- A. Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. Writing--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- C. Arithmetic/Mathematics--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. Listening--receives, attends to, interprets, and responds to verbal messages and other cues
- E. Speaking--organizes ideas and communicates orally

2. Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- A. Creative Thinking--generates new ideas
- B. Decision Making--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- E. Knowing How to Learn--uses efficient learning techniques to acquire and apply new knowledge and skills
- F. Reasoning--discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

3. Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- A. Responsibility--exerts a high level of effort and perseveres towards goal attainment
- D. Self-Management--assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- E. Integrity/Honesty--chooses ethical courses of action

Five Workplace Competencies (FWC):

1. Resources: Identifies, organizes, plans, and allocates resources

- C. Material and Facilities--Acquires, stores, allocates, and uses materials or space efficiently
- D. Human Resources--Assesses skills and distributes work accordingly, evaluates performance and provides feedback

2. Interpersonal: Works with others

- A. Participates as Member of a Team--contributes to group effort
- F. Works with Diversity--works well with men and women from diverse backgrounds

3. Information: Acquires and uses information

- A. Acquires and Evaluates Information
- B. Organizes and Maintains Information
- C. Interprets and Communicates Information
- D. Uses Computers to Process Information

4. Systems: Understands complex inter-relationships

- A. Understands Systems--knows how social, organizational, and technological systems work and operates effectively with them

5. Technology: Works with a variety of technologies

- B. Applies Technology to Task--Understands overall intent and proper procedures for setup and operation of equipment

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: Special Education

Course Title: Career Experience (#0762)

UNIT/STANDARD #: Unit #2: Effective Communication

LEARNING OUTCOME: Students will develop the necessary skills for investigating and acquiring jobs. Students will gain work experience in a variety of supervised job settings in order to develop the work skills needed to maintain a job.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ul style="list-style-type: none"> <li>a. Use effective listening skills</li> <li>b. Use positive statements</li> <li>c. Respond appropriately to feedback</li> <li>d. Awareness and self-control of emotions</li> <li>e. Follow steps for positive conflict resolution</li> <li>f. Demonstrates positive interactions with a variety of people (peers, co-workers, staff, supervisors, public, etc.)</li> </ul>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> <li>a. Role playing</li> <li>b. Group discussions</li> <li>c. Lesson activities and worksheets</li> <li>d. Student performance evaluations/feedback</li> <li>e. Participation in off-campus, on-campus, classroom and simulated work sites</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> <li>a. Evaluate written assignments</li> <li>b. Evaluate completed work, assignments and projects by school staff</li> <li>c. Evaluation/feedback from worksite supervisor</li> <li>d. Skill assessments</li> <li>e. Chapter/Unit tests</li> <li>f. Alternate forms of assessment per student IEP needs</li> <li>f. Observations</li> </ul>	<p>4. What will we do if students don't learn?</p> <ul style="list-style-type: none"> <li>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</li> <li>b. Review basic concepts and redo in simpler format</li> <li>c. Reassign work site, as needed</li> </ul> <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> <li>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</li> <li>b. Review basic concepts and move to the next sequential step/level and/or work site.</li> </ul>



## Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

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Unit #2: Effective Communication

Three-Part Foundation (TPF):

1. Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- A. Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. Writing--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
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- E. Speaking--organizes ideas and communicates orally

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- A. Creative Thinking--generates new ideas
- B. Decision Making--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. Problem Solving--recognizes problems and devises and implements plan of action
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- E. Knowing How to Learn--uses efficient learning techniques to acquire and apply new knowledge and skills
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- B. Self-Esteem--believes in own self-worth and maintains a positive view of self
- C. Sociability--demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.
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- E. Integrity/Honesty--chooses ethical courses of action

Five Workplace Competencies (FWC):

1. Resources: Identifies, organizes, plans, and allocates resources

- D. Human Resources--Assesses skills and distributes work accordingly, evaluates performance and provides feedback

2. Interpersonal: Works with others

- A. Participates as Member of a Team--contributes to group effort
- B. Teaches Others New Skills
- C. Serves Clients/Customers--works to satisfy customers' expectations
- D. Exercises Leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. Negotiates--works toward agreements involving exchange of resources, resolves divergent interests
- F. Works with Diversity--works well with men and women from diverse backgrounds

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- C. Improves or Designs Systems--suggests modifications to existing systems and develops new or alternative systems to improve performance

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- A. Selects Technology--chooses procedures, tools or equipment including computers and related technologies
- B. Applies Technology to Task--Understands overall intent and proper procedures for setup and operation of equipment
- C. Maintains and Troubleshoots Equipment--Prevents, identifies, or solves problems with equipment, including computers and other technologies

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: Special Education

Course Title: Career Experience (#0762)

UNIT/STANDARD #: Unit #3: Developing Self Advocacy Skills

LEARNING OUTCOME: Students will develop the necessary skills for investigating and acquiring jobs. Students will gain work experience in a variety of supervised job settings in order to develop the work skills needed to maintain a job.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ul style="list-style-type: none"> <li>a. Demonstrate an understanding of self-esteem</li> <li>b. Build a self-empowering vocabulary</li> <li>c. Define self-advocacy</li> <li>d. Demonstrate self-advocacy strategies</li> </ul>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> <li>a. Role plays</li> <li>b. Class discussion</li> <li>c. Lesson review and/or quizzes</li> <li>d. Participate in self-esteem/self-advocacy lessons</li> <li>e. Write short/long-term goals related to self-advocacy and/or self-esteem</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> <li>a. Evaluate written assignments</li> <li>b. Evaluate completed work, assignments and projects</li> <li>c. Skill assessments</li> <li>d. Unit tests</li> <li>f. Alternate forms of assessment per student IEP needs</li> <li>e. Observations</li> </ul>	<p>4. What will we do if students don't learn?</p> <ul style="list-style-type: none"> <li>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</li> <li>b. Review basic concepts and redo in simpler format</li> <li>c. Meet with student and/or support staff to discuss alternate strategies for implementing self-advocacy</li> </ul> <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> <li>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</li> <li>b. Review basic concepts and move to the next sequential step/level</li> <li>c. Extended learning activities</li> </ul>

## Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

All standards identified are based on the Secretary's Commission on Achieving Necessary Skills (SCANS).

Unit #3: Developing Self Advocacy Skills

Three-Part Foundation (TPF):

1. Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- A. Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. Writing--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- D. Listening--receives, attends to, interprets, and responds to verbal messages and other cues
- E. Speaking--organizes ideas and communicates orally

2. Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- A. Creative Thinking--generates new ideas
- B. Decision Making--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. Problem Solving--recognizes problems and devises and implements plan of action
- D. Seeing Things in the Mind's Eye--organizes, and processes symbols, pictures, graphs, objects, and other information
- E. Knowing How to Learn--uses efficient learning techniques to acquire and apply new knowledge and skills
- F. Reasoning--discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

3. Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- A. Responsibility--exerts a high level of effort and perseveres towards goal attainment
- B. Self-Esteem--believes in own self-worth and maintains a positive view of self
- C. Sociability--demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.
- D. Self-Management--assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- E. Integrity/Honesty--chooses ethical courses of action

Five Workplace Competencies (FWC):

1. Resources: Identifies, organizes, plans, and allocates resources

- A. Time--Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- B. Money--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- D. Human Resources--Assesses skills and distributes work accordingly, evaluates performance and provides feedback

2. Interpersonal: Works with others

- A. Participates as Member of a Team--contributes to group effort
- B. Teaches Others New Skills
- C. Serves Clients/Customers--works to satisfy customers' expectations
- D. Exercises Leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. Negotiates--works toward agreements involving exchange of resources, resolves divergent interests
- F. Works with Diversity--works well with men and women from diverse backgrounds

3. Information: Acquires and uses information

- A. Acquires and Evaluates Information
- B. Organizes and Maintains Information

- C. Interprets and Communicates Information
- 4. Systems: Understands complex inter-relationships
  - A. Understands Systems--knows how social, organizational, and technological systems work and operates effectively with them
  - B. Monitors and Corrects Performance--distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions
  - C. Improves or Designs Systems--suggests modifications to existing systems and develops new or alternative systems to improve performance

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: Special Education

Course Title: Career Experience (#0762)

UNIT/STANDARD #: Unit #4: Acquiring a Job

LEARNING OUTCOME: Students will develop the necessary skills for investigating and acquiring jobs.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ul style="list-style-type: none"> <li>a. Evaluate the various ways to find job openings</li> <li>b. Describe the importance of appearance and first impressions</li> <li>c. Develop proper phone skills when requesting information and taking messages</li> <li>d. Fill out job applications</li> <li>e. Participate in mock interviews for jobs</li> <li>f. Write a follow-up thank you letter</li> <li>g. Describe techniques for handling rejection</li> <li>h. Use a checklist</li> <li>i. Read the bus schedule and ride the transit system</li> </ul>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> <li>a. Instruct on use of Internet research, networking, classified ads, job boards, etc.</li> <li>b. Review proper grooming and clothes for interviewing</li> <li>c. Role playing</li> <li>d. Fill out personal information forms to carry in wallet</li> <li>e. Complete various applications (online, hard copy)</li> <li>f. Complete personal resume</li> <li>g. Practice interview questions</li> <li>h. Participate in mock interview</li> <li>i. Critique of video recorded mock interview</li> <li>j. Practice writing cover, introductory and thank you letters</li> <li>k. Guest speakers</li> <li>l. Investigate transportation options</li> <li>m. Use public transit to various locations</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> <li>a. Evaluate written assignments</li> <li>b. Evaluate completed work, assignments, mock interviews and projects</li> <li>c. Evaluation/feedback from worksite supervisor</li> <li>d. Skill assessments and checklists</li> <li>e. Unit tests</li> <li>f. Alternate forms of assessment per student IEP needs</li> <li>g. Observations</li> </ul>	<p>4. What will we do if students don't learn?</p> <ul style="list-style-type: none"> <li>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</li> <li>b. Review basic concepts and redo in simpler format</li> <li>c. Revise and/or simplify forms, activities and checklists</li> </ul> <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> <li>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</li> <li>b. Review basic concepts and move to the next sequential step/level</li> <li>c. Extended learning activities</li> </ul>

## Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

All standards identified are based on the Secretary's Commission on Achieving Necessary Skills (SCANS).

Unit #4: Acquiring a Job

Three-Part Foundation (TPF):

1. Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks
  - A. Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
  - B. Writing--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
  - C. Arithmetic/Mathematics--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
  - D. Listening--receives, attends to, interprets, and responds to verbal messages and other cues
  - E. Speaking--organizes ideas and communicates orally
2. Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons
  - A. Creative Thinking--generates new ideas
  - B. Decision Making--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
  - C. Problem Solving--recognizes problems and devises and implements plan of action
  - D. Seeing Things in the Mind's Eye--organizes, and processes symbols, pictures, graphs, objects, and other information
  - E. Knowing How to Learn--uses efficient learning techniques to acquire and apply new knowledge and skills
  - F. Reasoning--discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem
3. Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty
  - A. Responsibility--exerts a high level of effort and perseveres towards goal attainment
  - B. Self-Esteem--believes in own self-worth and maintains a positive view of self
  - C. Sociability--demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.
  - D. Self-Management--assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
  - E. Integrity/Honesty--chooses ethical courses of action

Five Workplace Competencies (FWC):

1. Resources: Identifies, organizes, plans, and allocates resources
  - A. Time--Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
  - B. Money--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
  - C. Material and Facilities--Acquires, stores, allocates, and uses materials or space efficiently
  - D. Human Resources--Assesses skills and distributes work accordingly, evaluates performance and provides feedback
2. Interpersonal: Works with others
  - A. Participates as Member of a Team--contributes to group effort
  - B. Teaches Others New Skills
  - D. Exercises Leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
  - E. Negotiates--works toward agreements involving exchange of resources, resolves divergent interests
  - F. Works with Diversity--works well with men and women from diverse backgrounds
3. Information: Acquires and uses information

- A. Acquires and Evaluates Information
  - B. Organizes and Maintains Information
  - C. Interprets and Communicates Information
  - D. Uses Computers to Process Information
4. Systems: Understands complex inter-relationships
- A. Understands Systems--knows how social, organizational, and technological systems work and operates effectively with them
  - B. Monitors and Corrects Performance--distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions
  - C. Improves or Designs Systems--suggests modifications to existing systems and develops new or alternative systems to improve performance
5. Technology: Works with a variety of technologies
- A. Selects Technology--chooses procedures, tools or equipment including computers and related technologies
  - B. Applies Technology to Task--Understands overall intent and proper procedures for setup and operation of equipment



EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: Special Education

Course Title: Career Experience (#0762)

UNIT/STANDARD #: Unit #5: Experiencing Successful Employment

LEARNING OUTCOME: Students will develop the necessary work skills for investigating and acquiring jobs. Students will gain work experience in a variety of supervised job settings in order to develop the work skills needed to maintain a job.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ul style="list-style-type: none"> <li>a. Understand and follow directions</li> <li>b. Ask for help</li> <li>c. Prioritize job duties and responsibilities</li> <li>d. Demonstrate ability to problem-solve</li> <li>e. List workplace rules</li> <li>f. Demonstrate understanding of employer expectations</li> <li>g. List the duties of a specific job</li> <li>h. Identify ways to show initiative</li> <li>i. Demonstrate a positive attitude</li> <li>j. Good use of time management skills, including on time and on task</li> </ul>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> <li>a. Role playing</li> <li>b. Participating in simulated, on-campus and/or off-campus work sites</li> <li>c. Group discussion</li> <li>d. Review of various workplace new employee packets</li> <li>e. Guest speakers</li> <li>f. Practice technology skills (e.g. cash register, scanners, computer, etc.)</li> <li>f. Student work performance/feedback forms</li> <li>g. Job shadowing</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> <li>a. Evaluate written assignments</li> <li>b. Evaluate completed work, assignments, checklists and projects</li> <li>c. Evaluation/feedback from worksite supervisor</li> <li>d. Skill assessments</li> <li>e. Unit tests</li> <li>f. Alternate forms of assessment per student IEP needs</li> <li>g. Observations</li> <li>h. One-on-one discussion related to job performance</li> </ul>	<p>4. What will we do if students don't learn?</p> <ul style="list-style-type: none"> <li>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</li> <li>b. Review basic concepts and redo in simpler format</li> <li>c. Increase supervision level</li> <li>d. Reassign work site, as needed</li> </ul> <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> <li>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</li> <li>b. Review basic concepts and move to the next sequential step/level and/or work site by decreasing or eliminating staff supervision.</li> </ul>

## Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

All standards identified are based on the Secretary's Commission on Achieving Necessary Skills (SCANS).

Unit #5: Experiencing Successful Employment

Three-Part Foundation (TPF):

1. Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- A. Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. Writing--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- C. Arithmetic/Mathematics--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. Listening--receives, attends to, interprets, and responds to verbal messages and other cues
- E. Speaking--organizes ideas and communicates orally

2. Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- A. Creative Thinking--generates new ideas
- B. Decision Making--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. Problem Solving--recognizes problems and devises and implements plan of action
- D. Seeing Things in the Mind's Eye--organizes, and processes symbols, pictures, graphs, objects, and other information
- E. Knowing How to Learn--uses efficient learning techniques to acquire and apply new knowledge and skills
- F. Reasoning--discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

3. Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- A. Responsibility--exerts a high level of effort and perseveres towards goal attainment
- B. Self-Esteem--believes in own self-worth and maintains a positive view of self
- C. Sociability--demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.
- D. Self-Management--assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- E. Integrity/Honesty--chooses ethical courses of action

Five Workplace Competencies (FWC):

1. Resources: Identifies, organizes, plans, and allocates resources

- A. Time--Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- B. Money--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C. Material and Facilities--Acquires, stores, allocates, and uses materials or space efficiently

2. Interpersonal: Works with others

- A. Participates as Member of a Team--contributes to group effort
- B. Teaches Others New Skills
- C. Serves Clients/Customers--works to satisfy customers' expectations
- D. Exercises Leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. Negotiates--works toward agreements involving exchange of resources, resolves divergent interests
- F. Works with Diversity--works well with men and women from diverse backgrounds

3. Information: Acquires and uses information

- A. Acquires and Evaluates Information
  - B. Organizes and Maintains Information
  - C. Interprets and Communicates Information
  - D. Uses Computers to Process Information
4. Systems: Understands complex inter-relationships
- A. Understands Systems--knows how social, organizational, and technological systems work and operates effectively with them
  - B. Monitors and Corrects Performance--distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions
  - C. Improves or Designs Systems--suggests modifications to existing systems and develops new or alternative systems to improve performance
5. Technology: Works with a variety of technologies
- B. Applies Technology to Task--Understands overall intent and proper procedures for setup and operation of equipment

**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: Special Education

Course Title: Career Experience (#0762)

UNIT/STANDARD #: Unit #6: Managing Your Take-Home Pay

LEARNING OUTCOME: Students will learn to budget their paychecks, plan leisure activities, and maintain a healthy lifestyle

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>a. Demonstrate the ability to read and comprehend a paycheck/pay stub</p> <p>b. Calculate net and gross pay</p> <p>c. Differentiate between hourly vs. salaried pay</p> <p>d. Demonstrate how to problem-solve for paycheck related issues, such as paycheck deductions, discrepancies, time off, etc.</p> <p>e. Complete tax forms</p> <p>f. Demonstrate knowledge of money management concepts</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>a. Use timecards and/or time clocks</p> <p>b. Use of simulated paychecks</p> <p>c. Lesson activities and worksheets</p> <p>d. Class discussions</p> <p>e. Field trips related to money management</p> <p>f. Practice filling out tax forms</p> <p>g. Read newspaper ads for specials and utilize coupons</p> <p>h. Compute best buys</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>a. Evaluate written assignments</p> <p>b. Evaluate completed work, assignments and projects</p> <p>c. Accurate record-keeping with use of appropriate technology</p> <p>d. Skill assessments</p> <p>e. Unit tests</p> <p>f. Alternate forms of assessment per student IEP needs</p> <p>f. Observations</p>	<p>4. What will we do if students don't learn?</p> <p>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</p> <p>b. Review basic concepts and redo in simpler format</p> <p>5. What will we do if students already know it?</p> <p>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</p> <p>b. Review basic concepts and move to the next sequential step/level</p> <p>c. Extended learning activities</p>

## Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

All standards identified are based on the Secretary's Commission on Achieving Necessary Skills (SCANS).

Unit #6: Managing your Take-Home Pay

Three-Part Foundation (TPF):

1. Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks
  - A. Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
  - B. Writing--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
  - C. Arithmetic/Mathematics--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
  - D. Listening--receives, attends to, interprets, and responds to verbal messages and other cues
  - E. Speaking--organizes ideas and communicates orally
2. Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons
  - B. Decision Making--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
  - C. Problem Solving--recognizes problems and devises and implements plan of action
  - D. Seeing Things in the Mind's Eye--organizes, and processes symbols, pictures, graphs, objects, and other information
  - E. Knowing How to Learn--uses efficient learning techniques to acquire and apply new knowledge and skills
  - F. Reasoning--discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem
3. Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty
  - A. Responsibility--exerts a high level of effort and perseveres towards goal attainment
  - D. Self-Management--assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
  - E. Integrity/Honesty--chooses ethical courses of action

Five Workplace Competencies (FWC):

1. Resources: Identifies, organizes, plans, and allocates resources
  - A. Time--Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
  - B. Money--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
2. Interpersonal: Works with others
  - E. Negotiates--works toward agreements involving exchange of resources, resolves divergent interests
3. Information: Acquires and uses information
  - A. Acquires and Evaluates Information
  - B. Organizes and Maintains Information
  - C. Interprets and Communicates Information
  - D. Uses Computers to Process Information
4. Systems: Understands complex inter-relationships
  - A. Understands Systems--knows how social, organizational, and technological systems work and operates effectively with them
5. Technology: Works with a variety of technologies
  - B. Applies Technology to Task--Understands overall intent and proper procedures for setup and operation of equipment

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: Special Education

Course Title: Career Experience (#0762)

UNIT/STANDARD #: Unit #7: Maintaining a Healthy Lifestyle

LEARNING OUTCOME: Students will learn to budget their paychecks, plan leisure activities, and maintain a healthy lifestyle.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <ul style="list-style-type: none"> <li>a. List habits that lead to a healthy life</li> <li>b. Show examples of how to handle stress</li> <li>c. Give examples of a healthy diet</li> <li>d. Explain a personal weight and fitness plan</li> <li>e. List repercussions of alcohol and drug abuse</li> <li>f. List the benefits of a balanced work and leisure time schedule</li> <li>g. Recognize the impact of home life on work habits</li> </ul>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> <li>a. Class discussions</li> <li>b. Lesson activities and worksheets</li> <li>c. Guest speakers</li> <li>d. Role-plays</li> </ul>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> <li>a. Evaluate written assignments</li> <li>b. Evaluate completed work, assignments and projects</li> <li>c. Evaluation/feedback from worksite supervisor</li> <li>d. Skill assessments and checklists</li> <li>e. Unit tests</li> <li>f. Alternate forms of assessment per student IEP needs</li> <li>f. Observations</li> </ul>	<p>4. What will we do if students don't learn?</p> <ul style="list-style-type: none"> <li>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</li> <li>b. Review basic concepts and redo in simpler format</li> </ul> <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> <li>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</li> <li>b. Review basic concepts and move to the next sequential step/level</li> <li>c. Extended learning activities</li> </ul>

## Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

All standards identified are based on the Secretary's Commission on Achieving Necessary Skills (SCANS).

Unit #7: Maintaining a Healthy Lifestyle

Three-Part Foundation (TPF):

1. Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks
  - A. Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
  - B. Writing--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
  - C. Arithmetic/Mathematics--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
  - D. Listening--receives, attends to, interprets, and responds to verbal messages and other cues
  - E. Speaking--organizes ideas and communicates orally
2. Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons
  - A. Creative Thinking--generates new ideas
  - B. Decision Making--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
  - C. Problem Solving--recognizes problems and devises and implements plan of action
  - D. Seeing Things in the Mind's Eye--organizes, and processes symbols, pictures, graphs, objects, and other information
  - E. Knowing How to Learn--uses efficient learning techniques to acquire and apply new knowledge and skills
  - F. Reasoning--discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem
3. Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty
  - A. Responsibility--exerts a high level of effort and perseveres towards goal attainment
  - B. Self-Esteem--believes in own self-worth and maintains a positive view of self
  - C. Sociability--demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.
  - D. Self-Management--assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
  - E. Integrity/Honesty--chooses ethical courses of action

Five Workplace Competencies (FWC):

1. Resources: Identifies, organizes, plans, and allocates resources
  - A. Time--Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
2. Interpersonal: Works with others
  - A. Participates as Member of a Team--contributes to group effort
  - B. Teaches Others New Skills
  - D. Exercises Leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
  - E. Negotiates--works toward agreements involving exchange of resources, resolves divergent interests
  - F. Works with Diversity--works well with men and women from diverse backgrounds
3. Information: Acquires and uses information
  - A. Acquires and Evaluates Information
  - B. Organizes and Maintains Information
  - C. Interprets and Communicates Information

- D. Uses Computers to Process Information
- 4. Systems: Understands complex inter-relationships
  - A. Understands Systems--knows how social, organizational, and technological systems work and operates effectively with them
  - B. Monitors and Corrects Performance--distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions
- 5. Technology: Works with a variety of technologies
  - A. Selects Technology--chooses procedures, tools or equipment including computers and related technologies
  - B. Applies Technology to Task--Understands overall intent and proper procedures for setup and operation of equipment