

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 9-12, ADULT  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

**Subject Area:** Vocational Education for Students with Disabilities  
**Course Number:** 7980010  
**Course Title:** Exploratory Education  
**Credit:** Multiple

**Will meet graduation requirement for Practical Arts**

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to obtain a basic introduction to skills and aptitudes associated with a broad range of occupations in order to assist in making preliminary decisions regarding their future academic and occupational goals. This program should provide a foundation for further progress at a higher level and provide the option to move between occupational clusters if desired.

The content should include, but not be limited to, exploratory experiences in one or more vocational clusters such as:

- health science
- agriculture
- business technology
- family and consumer sciences
- industrial
- marketing

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. 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. Course requirements must include the vocational and exceptional student education performance

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standards that reflect the student's desired post-school outcome statement on the Transition Individual Educational Plan.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course also may be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes for adult living and employment specified in the Transition Individual Educational Plan.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.
  - Physical prompt—a touch, pointing, or other type of gesture as a reminder
  - Verbal prompt—a sound, word, phrase, or sentence as a reminder
  - Visual prompt—color coding, icons, symbols, or pictures as a reminder
  - Assistive technology—an alarm, an electronic tool
  - Supervision—from occasional inspection to continuous observation
- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.
  - Physical assistance—from a person, such as full physical manipulation or partial movement assistance
  - Assistive technology—full: props, bolsters, pads, electric wheelchair;  
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may

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need in this multiple credit course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

Experiences should be provided to assist the students in evaluating their interests, abilities, values, and needs as they relate to the world of work. The use of community resource people is encouraged.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

### After successfully completing this course, the student will:

**1. Effectively use a planning process to establish and revise realistic personal and career goals.**

- CL.C.1.In.3      make general preparations for entering the work force.
- CL.C.1.Su.3      make general preparations for entering the work force—with guidance and support.
- IF.B.1.In.1      make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.In.2      carry out and revise plans related to decisions about personal and career choices.
- IF.B.1.Su.1      make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.
- IF.B.1.Su.2      carry out plans and adjust to changing circumstances—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt                       verbal prompt                       visual prompt  
 assistive technology                       supervision                       other: \_\_\_\_\_
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### Personal Planning

- 1.1. Identify the need for responsible planning in making personal choices (e.g., starting a family, selecting a place to live, choosing a partner). (IF.B.1.In.1, IF.B.1.Su.1)

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- 1.2. Set preferred school and extracurricular goals (e.g., passing specific courses, obtaining a diploma, joining a civic group, joining a sports team). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.3. Set preferred personal goals related to community and leisure activities (e.g., join a recreational sports team, read self-help books, participate in religious organizations, volunteer at a community organization, attend city affairs—parades, festivals, charity events, art shows). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.4. Make a plan to implement personal goals (e.g., identify steps; record the steps [orally or in writing]; discuss goals with family, peers, or teachers; seek assistance, if needed). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.5. Identify the time, space, and materials needed to accomplish personal goals (e.g., fixing bicycle—need hour or so depending on extent of repairs, need an open space, need tools and lubricant; scoring a certain score on a test—allow several weeks for study time, obtain books on tips and sample questions, obtain copies of past tests). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.6. Identify consequences of decisions before acting (e.g., thinking about the ethical or legal implications of an action; volunteering your services—personal satisfaction, job related benefits, letters of recommendation). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.7. Commit to carry out the plan to accomplish personal goals. (IF.B.1.In.2, IF.B.1.Su.2)
- 1.8. Evaluate progress and adjust plan if circumstance requires. (IF.B.1.In.2, IF.B.1.Su.2)

## Career Planning

- 1.9. Use a goal-directed strategy to prepare plan to meet career goals. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_  reconcile personal-assessment with environmental assessment of a potential workplace  
\_\_\_\_\_  identify long-range alternatives  
\_\_\_\_\_  specify short-range goals  
\_\_\_\_\_  set priorities and prepare an action plan  
\_\_\_\_\_  develop a contingency plan  
\_\_\_\_\_  other: \_\_\_\_\_
- 1.10. Identify various methods of achieving career goals when employed (e.g., choosing preferred career, choosing jobs with high probability of promotion, working hard, living up to expectations). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.11. Identify the time, training, and resources needed to accomplish career goals (e.g., obtaining an office job—allow several weeks to locate potential jobs, prepare resume and application, apply for Social Security card, know how to use office equipment). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.12. Select and plan preferred occupational choices (e.g., identify personal strengths and weaknesses, evaluate experiences and education, identify jobs that relate to your strengths and experience). (IF.B.1.In.1, IF.B.1.Su.1)

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- 1.13. Identify the risks and benefits associated with each alternative occupational choice (e.g., high-paying job—high stress, long hours; service-oriented job—self-satisfaction, irregular work hours, job satisfaction). (IF.B.1.In.1, IF.B.1.Su.1)
- 1.14. Periodically monitor own progress in specific activities when carrying out plans related to personal or career goals (e.g., determine current state, determine if on schedule, ask for opinions of others). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.15. Evaluate actions taken to determine what has been gained, lost, or achieved (e.g., recall original situation, determine current situation, decide if current situation is an improvement). (IF.B.1.In.2, IF.B.1.Su.2)
- 1.16. Adapt personal or career plan and goals in response to changing situations and requirements (e.g., determine that goal is out of reach, reevaluate goal, determine more obtainable goal, adjust plan). (IF.B.1.In.2, IF.B.1.Su.2)

## Preparations for Entering the Workforce

- 1.17. Describe steps in a job search (e.g., identify characteristics of desired job, use resources to find a job opening, prepare a resume, fill out applications, contact employers, set up interviews, prepare for interviews, send follow-up thank-you notes). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.18. Identify community resources for employment (e.g., TV, newspaper, radio, friends, public and private employment agencies, job boards). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.19. *Identify resources for finding employment. (Social and Personal C 30: VI)*
- 1.20. Identify the items that are generally included in resumes and portfolios (e.g., resume—name, address, phone number, work experience, education, job training, awards; portfolio—sample of drawings or photographs, positive work evaluations, video of task performance). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.21. Identify ways to make resumes or portfolios effective (e.g., use correct format, use appropriate language, use clear organization, check spelling and grammar, print on good quality paper). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.22. Identify ways that people or agencies can assist a person in writing a resume and preparing a portfolio (e.g., suggest content and format, review and suggest changes). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.23. Identify the importance of a job interview (e.g., make first impression, identify job requirements, build rapport, learn about an organization). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.24. Demonstrate appropriate responses to specific interview questions during a simulated interview. (CL.C.1.In.3, CL.C.1.Su.3)  
Specify:  work history  related experiences  
 training  career goals  
 personal strengths and interests  other: \_\_\_\_\_

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- 1.25. Identify inappropriate grooming and attire for job interview (e.g., dirty clothes, excessive perfume or cologne, uncombed hair). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.26. Identify steps in preparing for a job interview (e.g., identify sources for learning about the company, identify commonly asked interview questions, find out who to contact, practice by role playing). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.27. Identify purposes of job application forms (e.g., provide personal information, serve as a basis for matching individual to job opening, describe special needs). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.28. *Using appropriate sources for information, complete job-related application forms. (Social and Personal C 31: VI)*
- 1.29. Identify specific information requested on job application forms (e.g., personal history, job interests and skills, references and education, employment record). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.30. Identify information that an applicant may choose to keep confidential when completing an application or interviewing for a job (e.g., marital status, disability, information about family). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.31. Identify common tests necessary for employment (e.g., drug tests, eye examinations, physical examinations, Armed Services Vocational Aptitude Battery [ASVAB], driving test). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.32. Identify the purposes of testing potential employees (e.g., screen applicants, verify skills and capabilities of workers). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.33. Identify ways to prepare for common employment examinations (e.g., get physical examination, study materials, obtain study guides, contact others who have taken the exam, choose a testing date). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.34. Identify special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., separate setting, extra time). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.35. Identify sources of assistance in obtaining information and accessing special services and accommodations commonly available to individuals with disabilities when taking tests related to employment (e.g., private agencies, public agencies, equal opportunity offices, counselors). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.36. Identify purposes of obtaining references when looking for a job (e.g., prospective employer can talk to former employer; employer can gain insight into applicant's responsibility, work ethic, and personality traits). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.37. Identify types of information provided by references (e.g., name, address, business title, and telephone number; relationship to individual; opinions about individual's work ethic and performance abilities). (CL.C.1.In.3, CL.C.1.Su.3)

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- 1.38. Identify characteristics of individuals who are effective references (e.g., know you well, know your work and capabilities, have a high opinion of you). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.39. Identify kinds of information that the person requesting the reference should provide (e.g., a description of job that you are seeking, your reasons for wanting the job). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.40. Identify types of follow-up procedures to use when seeking a job (e.g., thank you letter, telephone inquiry, written inquiry). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.41. Identify common legal documents necessary for employment (e.g., identification card, driver’s license, birth certificate, Social Security card, W-4 form, work permit). (CL.C.1.In.3, CL.C.1.Su.3)
- 1.42. Identify purposes of common legal documents necessary for employment (e.g., provide legal protection, provide information for filing income taxes, verify personal information). (CL.C.1.In.3, CL.C.1.Su.3)

**2. Evaluate own interests and abilities as related to career and postsecondary educational opportunities.**

- IF.B.1.In.1 make plans about personal and career choices after identifying and evaluating personal goals, options, and risks.
- IF.B.1.Su.1 make plans about personal and career choices after identifying and evaluating personal interests and goals—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt
  - \_\_\_ assistive technology                \_\_\_ supervision                          \_\_\_ other: \_\_\_\_\_
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**2.1. Complete a personal assessment to determine current status related to career planning. (IF.B.1.In.1, IF.B.1.Su.1)**

- Specify: \_\_\_\_\_  self-concept and values clarification
- \_\_\_\_\_  personality characteristics and personal style
  - \_\_\_\_\_  motivational patterns and personal preferences
  - \_\_\_\_\_  occupational interests
  - \_\_\_\_\_  personal and educational background
  - \_\_\_\_\_  work history and experience
  - \_\_\_\_\_  key accomplishments and successes
  - \_\_\_\_\_  satisfying and dissatisfying experiences
  - \_\_\_\_\_  test scores
  - \_\_\_\_\_  physical stamina
  - \_\_\_\_\_  other: \_\_\_\_\_

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- 2.2. Complete a personal assessment to determine career goals and desires. (IF.B.1.In.1, IF.B.1.Su.1)  
Specify: \_\_\_\_\_  analysis of current job—behavioral demands  
\_\_\_\_\_  significance of various job elements—likes and dislikes  
\_\_\_\_\_  values, skills, and abilities—professional or technical, managerial, personal  
\_\_\_\_\_  personal understanding of own capabilities—personal qualities, individual needs  
\_\_\_\_\_  ideal job description  
\_\_\_\_\_  preferred working environment  
\_\_\_\_\_  ideal life-style  
\_\_\_\_\_  career goals  
\_\_\_\_\_  other: \_\_\_\_\_
- 2.3. Identify personal characteristics that affect preferred job choices (e.g., special talents, self-management, ability to solve problems, ability to communicate, physical stamina). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.4. Identify personal limitations that may negatively affect career choices (e.g., tardiness, disorganization, difficulty working with others, poor communication skills). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.5. *Identify personal strengths and weaknesses. (Social and Personal G 59: VI)*
- 2.6. Identify personal abilities, aptitudes, and interests that relate to career choices (e.g., certificates or diplomas desired, ambition, test scores, previous experiences, personal strengths). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.7. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*
- 2.8. Evaluate the results of personal appraisal to determine career goals. (IF.B.1.In.1, IF.B.1.Su.1)
- 2.9. Identify individual strengths and weaknesses that may affect preferred post-secondary educational opportunities (e.g., grades, test scores, independent study skills, courses taken, desire). (IF.B.1.In.1, IF.B.1.Su.1)
- 2.10. Identify personal leisure activities that relate to potential careers (e.g., painting—artist; sewing—seamstress; automobile restoration—automobile body repairer; playing with animals—veterinarian’s assistant; gardening—landscaper; volunteering to help others—teacher, child-care worker). (IF.B.1.In.1, IF.B.1.Su.1)

**3. Demonstrate understanding of options for high school diploma and requirements for postsecondary training that relate to desired career and post-school outcomes.**

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                        \_\_\_ other: \_\_\_\_\_
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- 3.1. Demonstrate knowledge of diploma options and requirements for each (e.g., standard diploma—required courses, credits, grade point average, passing grade on High School Competency Test or Florida Comprehensive Assessment Test; special diploma—mastery of standards, number and types of courses).
- 3.2. Demonstrate understanding of diploma options, including benefits and limitations of each (e.g., standard diploma—accepted by colleges, armed services, and employers; special diploma—accepted by employers).
- 3.3. Identify preferred goals relating to own plan for high school and postsecondary training (e.g., earning a diploma, graduating, attending trade school, earning an advanced degree). (IF.B.1.In.1, IF.B.1.Su.1)
- 3.4. Identify educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency and technical school training; millwright—apprenticeship; cashier—high school education and on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.5. Identify the characteristics of available postsecondary education and training opportunities within career clusters to provide the skills associated with specific job types (e.g., computer courses, apprenticeships, technical school). (CL.C.1.In.1, CL.C.1.Su.1)
- 3.6. Use knowledge and understanding of diploma options to plan high school course of study.

### 4. Demonstrate understanding and appreciation of the need for employment (e.g., economic, social, and personal factors).

Indicate guidance and support necessary for mastery at supported level:

<input type="checkbox"/> physical prompt	<input type="checkbox"/> verbal prompt	<input type="checkbox"/> visual prompt
<input type="checkbox"/> assistive technology	<input type="checkbox"/> supervision	<input type="checkbox"/> other: _____

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- 4.1. Identify ways in which individuals who are employed help society (e.g., contributing goods and services, paying taxes). (CL.C.1.In.2, CL.C.1.Su.2)
- 4.2. Identify ways an individual can obtain personal satisfaction from an occupation (e.g., sense of independence, personal growth, goal achievement, improved self-esteem, recognition, relationships with co-workers, financial stability). (CL.C.1.In.2, CL.C.1.Su.2)
- 4.3. Identify financial benefits associated with employment (e.g., health and life insurance, vacation and sick leave, pensions, investment plans, overtime, maternity leave, contracts, unemployment benefits, wages, worker's compensation). (CL.C.1.In.1, CL.C.1.Su.1)
- 4.4. Identify the difference between being paid by the hour and by salary (e.g., hourly wage—overtime, opportunity for pay raise; salary—benefits, sick and vacation pay, stable pay check, opportunity for pay raise). (CL.C.1.In.1, CL.C.1.Su.1)

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### 5. Demonstrate knowledge and application of effective work habits, ethical behavior, and appropriate grooming for the workplace.

- CL.C.2.In.1 plan and implement personal work assignments.
- CL.C.2.In.3 display reliability and work ethic according to the standards of the workplace.
- CL.C.2.In.4 follow procedures to ensure health and safety in the workplace.
- CL.C.2.In.5 apply employability skills in the workplace.
- CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.
- CL.C.2.Su.3 display reliability and work ethic according to the standards of the workplace—with guidance and support.
- CL.C.2.Su.4 follow procedures to ensure health and safety in the workplace—with guidance and support.
- CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

physical prompt                       verbal prompt                       visual prompt  
 assistive technology                       supervision                       other: \_\_\_\_\_

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### Planning and Implementing Work Assignments

- 5.1. Identify, prioritize, and schedule job responsibilities (e.g., list all tasks, determine amount of time for each task, put most important tasks first, determine deadlines for tasks, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)
- 5.2. Use strategies to pace effort so that the assignment is completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify:  work according to schedule     set an alarm clock as a reminder  
 track subtasks on calendar     check off subtasks when completed  
 other: \_\_\_\_\_
- 5.3. Use alternative approaches when faced with difficulty in completing a work task. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify:  try different techniques                       seek advice from others  
 seek assistance from others                       read the instructions or references  
 other: \_\_\_\_\_
- 5.4. Use strategies to monitor own work so that assignment is completed according to expectations or required standards. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify:  use a checklist or rubric                       compare with model or example  
 use spell check or similar tool                       look for errors  
 ask peer or co-worker to review                       ask supervisor to review  
 other: \_\_\_\_\_

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- 5.5. Follow a systematic procedure to complete job-specific tasks (e.g., janitorial—clean windows; clerical—type a letter) (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  identify task  
          \_\_\_\_\_  name steps of task  
          \_\_\_\_\_  perform task following a model or demonstration  
          \_\_\_\_\_  perform task with decreasing feedback  
          \_\_\_\_\_  perform task independently  
          \_\_\_\_\_  monitor own task performance using workplace or industry standards  
          \_\_\_\_\_  evaluate own task performance using workplace or industry standards  
          \_\_\_\_\_  other: \_\_\_\_\_
- 5.6. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*
- 5.7. *Follow verbal directions with more than two steps. (Language B 14: V)*
- 5.8. *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*
- 5.9. *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*
- 5.10. *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*
- 5.11. Complete routine tasks accurately and effectively (e.g., answering the telephone, distributing mail, organizing materials for work, disposing of unneeded materials). (CL.C.2.In.1, CL.C.2.Su.1)
- 5.12. Complete assignments as specified in workbooks, technical manuals, instruction sheets, and electronic displays (e.g., obtain instructions, read instructions, follow directions, apply instructions to task). (CL.C.2.In.1, CL.C.2.Su.1)

### Problem Solving

- 5.13. Apply a general model for solving problems when working (e.g., identify the problem, identify alternatives, evaluate alternative solutions, choose appropriately from a variety of techniques, implement solution, evaluate results). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.14. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)
- 5.15. Select and use effective problem-solving strategies based on requirements of the situation (e.g., modeling, brainstorming, estimating answers). (CL.B.4.In.1, CL.B.4.Su.1)  
Specify: \_\_\_\_\_  brainstorming—identifying all solutions that come to mind  
          \_\_\_\_\_  identifying steps—when a complicated task is involved  
          \_\_\_\_\_  estimating—when numbers are involved  
          \_\_\_\_\_  matching consequences to actions—for cause and effect  
          \_\_\_\_\_  troubleshooting—finding problems within a work process  
          \_\_\_\_\_  creative thinking—when multiple solutions are acceptable  
          \_\_\_\_\_  modeling—basing actions on those of a good example  
          \_\_\_\_\_  other: \_\_\_\_\_

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- 5.16. Apply brainstorming techniques when starting to solve a problem (e.g., identify problem, identify every possible solution that comes to mind, evaluate all solutions). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.17. Identify the separate steps of a complicated process when solving a problem involving many tasks (e.g., cleaning an office—dust, clean windows, clean wood, wipe down surfaces, sweep, mop; plan a simple project—decide on location, assign responsibility, plan sequence of tasks, order materials and supplies, organize work). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.18. Construct rough estimates of answers to problems involving numbers before solving them (e.g., estimate amount of time needed to complete a homework assignment when pressed for time, estimate the number of pamphlets needed to hand out at a meeting without knowing exactly how many co-workers are attending). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.19. Match consequences to decisions and actions when solving problems involving cause and effect (e.g., running in school—be reprimanded by teachers, fall down, injure self or others; choosing to violate dress code—be sent home, be reprimanded, have job terminated, be demoted). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.20. Use troubleshooting for problems in which the cause is not easily seen (e.g., school—anticipating schedule conflicts prior to scheduling; work—identifying problem areas in the assembly line process). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.21. Apply creative-thinking strategies to solve problems in which a variety of solutions are possible (e.g., design a brochure or pamphlet, rearrange workstation for greater productivity). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.22. Apply modeling techniques to solve problems where a good example exists (e.g., identify techniques used by most productive employees, use these techniques to improve own performance). (CL.B.4.In.1, CL.B.4.Su.1)
- 5.23. Analyze consequences of each alternative course of action for solving a particular problem at work (e.g., poor evaluation by supervisor—taking evaluation seriously will improve performance, ignoring evaluation may lead to demotion). (CL.B.4.In.1, CL.B.4.Su.1)

### **Implementing Solutions**

- 5.24. Complete identified tasks to solve problems at work (e.g., poor evaluation—talk with supervisor, determine performance problems, determine steps needed to improve, work towards improving). (CL.B.4.In.2, CL.B.4.Su.2)
- 5.25. Use appropriate techniques or tools to solve problems at work (e.g., apply active listening skills, make a checklist of work to be accomplished). (CL.B.4.In.2, CL.B.4.Su.2)
- 5.26. Seek assistance when needed to solve problems at work (e.g., consult supervisor, co-workers, special assistance centers). (CL.B.4.In.2, CL.B.4.Su.2)

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### Evaluating Effectiveness of Solution

- 5.27. Determine effectiveness of problem-solving strategies (e.g., How well did this approach work? Was the problem eliminated? Was anyone else negatively impacted by this process?). (CL.B.4.In.2, CL.B.4.Su.2)
- 5.28. Determine impact of decisions and activities related to solving the problem (e.g., determine if solution solved the problem, increased the problem, caused new problems). (CL.B.4.In.2, CL.B.4.Su.2)

### Reliability and Work Ethic

- 5.29. Demonstrate reliability and dependability when working (e.g., report to work on time, check tasks thoroughly before submitting, finish work tasks on time). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.30. Demonstrate flexibility when working (e.g., complete task even if requirements have changed, consider the opinions of others, adapt to changes in supervisors). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.31. Demonstrate responsibility and self-control when working (e.g., accept criticism in a positive way, use a calm tone of voice to negotiate issues, give credit to others for their work). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.32. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*
- 5.33. Demonstrate self-directed behavior when working (e.g., begin tasks when they are assigned, think positively, ask questions only when necessary). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.34. Demonstrate attentive behavior when working (e.g., staying on task, talking to others at appropriate times, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.35. Use strategies to maintain an acceptable attendance record at work (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  report to work regularly and be on time  
          \_\_\_\_\_  stay until quitting time  
          \_\_\_\_\_  return from breaks promptly  
          \_\_\_\_\_  inform supervisor if unable to work—illness, lateness, scheduling conflict  
          \_\_\_\_\_  other: \_\_\_\_\_
- 5.36. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*
- 5.37. Use appropriate actions if late or absent from work (e.g., call supervisor, make up missed work, provide valid explanation). (CL.C.2.In.3, CL.C.2.Su.3)

### Health and Safety

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- 5.38. Identify the purpose of cleaning up after spilling or breaking something and disposing of trash properly (e.g., prevent self and others from being harmed, keep area clean, prevent contamination, ensure proper sanitation). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.39. *Pick up trash and dispose properly. (Social and Personal F 47: III)*
- 5.40. Identify safety rules and procedures required for a specific job (e.g., wear necessary protective equipment, do not mix unknown chemicals, take precautions with hot materials, take precautions with sharp objects). (CL.C.2.In.4, CL.C.2.Su.4)
- 5.41. *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*
- 5.42. *Safely handle potentially harmful objects and materials. (Social and Personal D 34: IV)*
- 5.43. Identify materials and tools that should be found in the workplace to use in emergency situations (e.g., fire extinguisher, flashlight, candles, matches, first aid kits, battery-operated radio). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.44. Identify persons to ask for assistance in emergency situations when working (e.g., supervisor, security guard, co-workers). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.45. *Identify procedures for seeking assistance in unfamiliar or emergency situations. (Social and Personal D 35: V)*
- 5.46. Identify how to handle specific emergency situations (e.g., tornado—get under desk or go to inner hallway, put head to knees, cover head, stay calm; power outage—stay calm, locate flashlight or candle, do not move around too much, wait for power to resume; robbery—stay calm, do not try to be a hero, comply with robber’s commands, report to police). (IF.B.2.In.3, IF.B.2.Su.3)
- 5.47. *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

## Employability Skills

- 5.48. Demonstrate a positive attitude toward tasks at work (e.g., accept a difficult task without complaint, do not talk negatively about supervisor or co-workers, talk positively about the job when not at work). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.49. *Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)*
- 5.50. Recognize and show respect for the authority of a supervisor when on the job (e.g., follow given directions, obey rules, accept criticism, address concerns in an appropriate fashion, follow the chain of command). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.51. Use appropriate verbal responses to interactions from supervisors and co-workers (e.g., sir, ma’am, please, thank you, excuse me). (CL.C.2.In.3, CL.C.2.Su.3)

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- 5.52. Interact appropriately with clients and customers (e.g., be polite, smile, cooperate, ask if you can help). (CL.C.2.In.5, CL.C.2.Su.5)
- 5.53. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*
- 5.54. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*
- 5.55. *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*
- 5.56. *Cooperate with peers. (Social and Personal G 51: III)*
- 5.57. *Show respect for property of others. (Social and Personal G 52: III)*
- 5.58. Identify the responsibility of employees to meet workplace expectations (e.g., attendance, punctuality, proper grooming and attire, respect for others, adherence to safety rules and work policies, maintenance of good relations with supervisor, acceptance of constructive criticism, improvement of performance, completion of work on time, maintenance of work quality). (CL.C.2.In.5, CL.C.2.Su.5)
- 5.59. Demonstrate behavior that complies with the existing rules and code of conduct of the workplace (e.g., making comments that reflect a positive attitude, respecting authority and co-workers, refraining from physical conflict, keeping personal problems separate from organization, being polite to others by waiting in line, helping others, not causing physical harm to others, meeting deadlines, complying with dress codes, not using drugs and alcohol in the organization). (SE.A.1.In.3, SE.A.1.Su.2)
- 5.60. Stay on task for the duration of a work activity according to the expectations of the workplace (e.g., complete one task before starting another, ask for assistance if necessary, work until task is completed, use resources if necessary, determine alternative methods, work continuously and efficiently, work until stopping is appropriate). (CL.C.2.In.5, CL.C.2.Su.5)
- 5.61. Use strategies to assist with the maintenance of on-task behavior when working. (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  complete one task before starting another  
\_\_\_\_\_  pace work so tasks are completed on time  
\_\_\_\_\_  do not take prolonged or unnecessary breaks  
\_\_\_\_\_  reward yourself periodically for completing subtasks  
\_\_\_\_\_  other: \_\_\_\_\_
- 5.62. *Stay on task until its completion. (Social and Personal C 20: III)*
- 5.63. *Stay on task to completion within a given time frame (Social and Personal C 22: IV)*
- 5.64. Demonstrate how to correct identified mistakes on the job (e.g., repair equipment, do task over until correct). (CL.C.2.In.5, CL.C.2.Su.5)

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- 5.65. *Identify mistakes on task assignments with and without assistance.* (Social and Personal C 28: V)
- 5.66. *Identify appropriate responses to praise and constructive criticism.* (Social and Personal G 57: V)
- 5.67. Ask for assistance when needed on the job (e.g., to determine what to do next, to check for understanding of directions, to solve interpersonal problem with co-worker). (CL.C.2.In.5, CL.C.2.Su.5)
- 5.68. *Seek help and accept assistance.* (Social and Personal C 21: III)
- 5.69. Evaluate the quality and efficiency of own work (e.g., match to sample, be objective, use evaluation to improve performance). (CL.C.2.In.5, CL.C.2.Su.5)
- 5.70. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)  
Specify: \_\_\_\_\_  work schedule    \_\_\_\_\_  work duties  
          \_\_\_\_\_  work site            \_\_\_\_\_  supervisor  
          \_\_\_\_\_  other: \_\_\_\_\_
- 5.71. Apply basic academic skills appropriate to the task and work setting (e.g., math—measuring; reading—following written directions; writing—taking messages). (CL.C.2.In.5, CL.C.2.Su.5)

## Grooming and Hygiene

- 5.72. Identify characteristics of appropriate grooming and attire selection for work for specified jobs (e.g., clean clothes, no short skirts or shorts, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.73. *Distinguish between appropriate dress for school, work, and leisure activities.* (Social and Personal A 7: V)
- 5.74. Arrive at work clean and dressed properly (e.g., take a bath or shower, wear deodorant, iron clothes, wear uniform if required, clean and brush hair, tuck in shirt). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.75. Use strategies to achieve acceptable grooming and hygiene when completing work-related activities effectively and efficiently and on a regular basis (e.g., set an alarm to allow enough time, organize supplies for easy access, lay out clothing the night before). (CL.C.2.In.3, CL.C.2.Su.3)
- 5.76. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste).* (Social and Personal A 6: IV)



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### 6. Demonstrate awareness of jobs in a variety of occupational clusters.

- CL.C.1.In.1 use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.In.2 identify individual rights and responsibilities in the workplace.
- CL.C.1.Su.1 recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.1.Su.2 recognize individual rights and responsibilities in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 6.1. Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)
- 6.2. Identify general characteristics of different career clusters (e.g., health care/medicine, construction, marketing, administrative or clerical). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.3. Identify specific jobs associated with each career cluster (e.g., health care/medicine—nurse, lab assistant, nurse’s aide; construction—carpenter, plumber, drywall installer; marketing—cashier, salesperson; administrative or clerical—paralegal, data clerk, receptionist). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.4. Identify advantages and disadvantages of an occupation in a specified cluster (e.g., stuffing envelopes—repetitive, essential; yard care—outdoors, varied in tasks; recycling—helpful to environment, time-consuming to sort items, requiring transportation to collect; construction—outdoors, labor-intensive, dangerous). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.5. Identify how characteristics of a given occupation may be perceived differently by individuals. (CL.C.1.In.1, CL.C.1.Su.1)  
Specify: \_\_\_  activity level required                      \_\_\_  working environment  
          \_\_\_  interaction with customers                      \_\_\_  consistency of expectations  
          \_\_\_  other: \_\_\_\_\_
- 6.6. Identify entry-level skills needed to fulfill performance requirements for specific jobs within a career cluster (e.g., secretary—reading, writing, keyboarding; seamstress—ability to sew, take measurements, and use fractions; truck driver—reading maps, writing in travel logs, passing licensing exams; dishwasher—manual dexterity, ability to stand for long periods of time). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.7. Identify trends in the local job market for different career clusters and occupations (e.g., increase or decrease in computer skills; environmental issues; use of technology; hiring of the elderly, minorities, and the handicapped; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.8. Evaluate present and future local job market of a specific occupation. (CL.C.1.In.1, CL.C.1.Su.1)

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- 6.9. Identify licenses and certification requirements for specific jobs within career clusters and occupations (e.g., aerobic instructor—American Council on Exercise [ACE] certification; hairdresser—cosmetology license; lifeguard—certification in first aid, Cardiopulmonary Resuscitation [CPR], water safety instruction; medical records technician—Accredited Records Technician [ART] certification; electrician—National Electric Code Exam). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.10. Identify educational and training requirements for specific jobs within a career cluster (e.g., hairdresser—cosmetology school; heating, air conditioning, refrigerator repair—high school degree or equivalency and technical school training; millwright—apprenticeship; cashier—high school education and on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.11. Identify the characteristics of postsecondary education and training opportunities available to provide the skills associated with specific job types within career clusters (e.g., computer courses, apprenticeships, trade school). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.12. Identify the purpose and protections of the Americans with Disabilities Act (e.g., protect civil rights, ensure workplace accommodations, ensure accessibility to businesses, increase public awareness of individual’s rights, encourage self-advocacy, ensure legal services). (CL.C.1.In.2, CL.C.1.Su.2)
- 6.13. Identify ways employees can get information about their rights (e.g., supervisor, ombudsman, union representative, attorney, advocacy groups). (CL.C.1.In.2, CL.C.1.Su.2)

**7. Demonstrate, in the school setting, the performance standards reflected in the student’s desired postschool outcome statement on the Transition Individual Educational Plan.**

**Note:** The standards for this requirement are to be selected from the *Vocational Program Course Standards* and *Course Descriptions for Grades 6-12, Exceptional Student Education*.

Indicate guidance and support necessary for mastery at supported level:

physical prompt                       verbal prompt                       visual prompt  
 assistive technology                       supervision                       other: \_\_\_\_\_

**The following courses may be used for this requirement:**

<b>Course No.</b>	<b>Course Name</b>	<b>Grade Level</b>
<b>Agribusiness and Natural Resources Education</b>		
8100110	Orientation to Agriscience, Technology, and Environmental Sciences	6-9
8100120	Introduction to Agriscience, Technology, and Environmental Sciences	6-9
8100210	Exploration of Agriscience, Technology, and Environmental Sciences	6-9

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<b>Course No.</b>	<b>Course Name</b>	<b>Grade Level</b>
<b>Business Technology Education</b>		
8200110	Business Keyboarding	6-9
8200220	Computer Applications in Business I	6-9
8200210	Computer Applications in Business II	6-9
<b>Diversified Occupations</b>		
9100210	Exploration of Vocational Occupations	6-9
<b>Family and Consumer Sciences</b>		
8500130	Life Choices	6-9
8500230	Personal Development	6-9
8500240	Teen Challenges	6-9
<b>Health Science Education</b>		
8400110	Orientation to Health and Public Service Occupations	6-9
8400210	Exploration of Health Occupations	6-9
<b>Marketing Education</b>		
8800110	Orientation to Marketing Occupations	6-9
8800210	Exploration of Marketing Occupations	6-9
<b>Technology Education</b>		
8600000	Integrated Technology Studies	6-9