Florida Department of Education

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

Subject Area: Vocational Education for Students with Disabilities
Course Number: 7980020
Course Title: Practical Arts 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 broad practical skills and a basic introduction to broad occupational areas, and to stimulate personal aptitudes, abilities, and interests in specific occupational fields as part of the career decision-making process.

The content should include, but not be limited to, the following:

- employability skills
- workplace literacy
- communications skills
- human relations skills
- content from selected vocational practical arts courses

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 performance 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

Course Number: 7980020 - Practical Arts Education

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 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

Course Number: 7980020 - Practical Arts Education

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.

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.   **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:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

1.1.   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)

1.2.   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)

1.3.   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)

1.4.   Identify the difference between being paid by the hour and by salary (e.g., hourly wage—overtime; salary—benefits, sick and vacation pay, stable paycheck). (CL.C.1.In.1, CL.C.1.Su.1)

1.5.   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 rights of individual, encourage self-advocacy, ensure legal services). (CL.C.1.In.2, CL.C.1.Su.2)

1.6.   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)

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

999

Course Number: 7980020 - Practical Arts Education

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.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.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: _____

Planning and Implementing Work Assignments

2.1.   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)

2.2.   Use strategies to pace work so that 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: _____

2.3.   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: _____

2.4.   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: _____

Course Number: 7980020 - Practical Arts Education

2.5. 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: _____

2.6. *Follow verbal directions to complete a two-step task. (Language B 13: IV)*

2.7. *Follow verbal directions with more than two steps. (Language B 14: V)*

2.8. 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)

2.9. 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

2.10. 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)
Specify: _____ ❑ school _____ ❑ workplace

2.11. Identify characteristics of basic problem-solving strategies. (CL.B.4.In.1, CL.B.4.Su.1)

2.12. 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: _____

2.13. 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)

Course Number: 7980020 - Practical Arts Education

2.14.   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 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)

2.15.   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)

2.16.   Match consequences to decisions and actions when solving problems involving cause and effect (e.g., choosing to violate dress code at work—be sent home, be reprimanded, have job terminated, be demoted). (CL.B.4.In.1, CL.B.4.Su.1)

2.17.   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)

2.18.   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)

2.19.   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)

2.20.   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)

2.21.   Demonstrate steps for group problem-solving on the job (e.g., discuss the problem, individually list possible causes, record individual group member's suggestions and clarifications, identify and verify probable causes, implement corrective action or solution, report results, move on to the next most probable cause if initial action is ineffective). (SE.A.1.In.1, SE.A.1.Su.1)

Work Ethic

2.22.   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)

2.23.   Demonstrate flexibility when working (e.g., completes task even if requirements have changed, considers the opinions of others, adapts to changes in company policies). (CL.C.2.In.3, CL.C.2.Su.3)

2.24.   Demonstrate responsibility and self-control when working (e.g., accepts criticism in a positive way, negotiates issues in calm tone of voice, gives credit to others for their work). (CL.C.2.In.3, CL.C.2.Su.3)

Course Number: 7980020 - Practical Arts Education

2.25. *Identify behaviors which indicate the acceptance of responsibility for own actions, attitudes, and decisions. (Social and Personal G 56: V)*

2.26. Demonstrate self-directed behaviors in the workplace (e.g., begins tasks when they are assigned, thinks positively, asks questions only when necessary). (CL.C.2.In.3, CL.C.2.Su.3)

2.27. Demonstrate attentive behaviors when working (e.g., stays on task, talks to others at appropriate times, listens to directions). (CL.C.2.In.3, CL.C.2.Su.3)

Attendance

2.28. 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: _____

2.29. *Identify appropriate attendance practices for school and work. (Social and Personal C 26: IV)*

2.30. 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)

Employability Skills

2.31. 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)

2.32. *Identify characteristics of a good employee. (Social and Personal C 23: IV)*

2.33. Stay on task for the duration of a work activity according to the expectations of the workplace (e.g., work on only one task at a time, ask for assistance if necessary, work until the 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)

2.34. *Stay on task until its completion. (Social and Personal C 20: III)*

2.35. *Stay on task to completion within a given time frame. (Social and Personal C 22: IV)*

2.36. Demonstrate self-management skills necessary for job performance (e.g., staying on task, setting goals, monitoring daily and monthly tasks necessary to fulfill short- and long-term goals, planning tasks to ensure all tasks are completed). (CL.C.2.In.5, CL.C.2.Su.5)

Course Number: 7980020 - Practical Arts Education

2.37. Use strategies to assist with the maintenance of on-task behaviors when on the job. (IF.B.2.In.2, IF.B.2.Su.2)

Specify: _____ ❏ work on only one task at a time
_____ ❏ pace work so tasks are completed on time
_____ ❏ do not take prolonged or unnecessary breaks
_____ ❏ reward yourself periodically for completing subtasks
_____ ❏ other: _____

2.38. Use strategies to maintain the expected level of productivity for the job. (CL.C.2.In.5, CL.C.2.Su.5)

Specify: _____ ❏ use a timer or alarm clock to monitor time or deadlines
_____ ❏ keep a model of final product for reference
_____ ❏ use breaks appropriately
_____ ❏ other: _____

2.39. Demonstrate a positive attitude toward work tasks (e.g., accept difficult tasks without complaint, talk positively about supervisor or co-workers, talk positively about the job when not at work). (CL.C.2.In.3, CL.C.2.Su.3)

2.40. *Identify behaviors which reflect a positive attitude toward self. (Social and Personal G 58: VI)*

2.41. Identify 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)

2.42. *Demonstrate interpersonal skills necessary for task completion when working with another person. (Social and Personal C 25: IV)*

2.43. *Demonstrate interpersonal skills necessary for task completion when working with more than one person. (Social and Personal C 27: V)*

2.44. Recognize and show respect for the supervisor when working at a 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.5, CL.C.2.Su.5)

2.45. 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)

2.46. Interact appropriately with supervisors and co-workers (e.g., cooperate; be open to others' opinions; share equipment, supplies, and materials; work together as a team to complete tasks). (CL.C.2.In.5, CL.C.2.Su.5)

2.47. Demonstrate behaviors that complies with the existing rules and codes 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)

Course Number: 7980020 - Practical Arts Education

2.48. *Identify mistakes on task assignments with and without assistance.*
(Social and Personal C 28: V)

2.49. 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)

2.50. 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)

2.51. *Seek help and accept assistance. (Social and Personal C 21: III)*

2.52. 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)

2.53. Demonstrate ability to accept changes on the job. (CL.C.2.In.5, CL.C.2.Su.5)
Specify: _____ ❏ work schedule   _____ ❏ work duties   _____ ❏ other: _____
_____ ❏ work site   _____ ❏ supervisor

2.54. Apply basic academic skills appropriate to the task or 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

2.55. Identify characteristics of appropriate grooming and attire selection for work for specified jobs (e.g., clean clothes, skirts or pants of the appropriate length, appropriately styled hair, proper uniform if required). (CL.C.2.In.3, CL.C.2.Su.3)

2.56. *Distinguish between appropriate dress for school, work, and leisure activities.*
(Social and Personal A 7: V)

2.57. 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)

2.58. 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)

2.59. *Identify appropriate use of personal hygiene products (e.g., deodorant, shampoo, toothpaste). (Social and Personal A 6: IV)*

Course Number: 7980020 - Practical Arts Education

3. **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: _____

Exploring Careers

3.1.   Identify the difference between a job and a career. (CL.C.1.In.1, CL.C.1.Su.1)

3.2.   Identify general characteristics of different occupations (e.g., health care/medicine, construction, marketing, administrative or clerical). (CL.C.1.In.1, CL.C.1.Su.1)

3.3.   Identify specific jobs associated with each occupation (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)

3.4.   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)

3.5.   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, technical school training; millwright—apprenticeship; cashier—high school education, on-the-job training). (CL.C.1.In.1, CL.C.1.Su.1)

3.6.   Identify different types of work hours and schedules associated with employment. (CL.C.1.In.1, CL.C.1.Su.1)
Specify: _____ ❏ day shifts   _____ ❏ night shifts   _____ ❏ part-time
            _____ ❏ full-time   _____ ❏ overtime   _____ ❏ other: _____

3.7.   Identify differences between being paid by the hour and by salary (e.g., hourly wage—overtime; salary—benefits, sick and vacation pay, stable paycheck). (CL.C.1.In.1, CL.C.1.Su.1)

Course Number: 7980020 - Practical Arts Education

3.8.   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)

3.9.   Describe laws that protect employees (e.g., anti-discrimination, minimum wage, overtime, accessibility, sexual harassment). (CL.C.1.In.2, CL.C.1.Su.2)

3.10.   Identify the purpose and benefits of worker's compensation (e.g., provide employee compensation if injured on the job, pay medical bills, provide compensation for work time missed due to injury). (CL.C.1.In.2, CL.C.1.Su.2)

3.11.   Identify the purpose of unemployment insurance (e.g., means of income if job ends, temporary income until new job found). (CL.C.1.In.2, CL.C.1.Su.2)

3.12.   Identify the purpose of disability insurance (e.g., provide compensation if disabled on the job, provide income if unable to work). (CL.C.1.In.2, CL.C.1.Su.2)

Responsibilities

3.13.   Identify the characteristics and purposes of workplace policies, codes of conduct, and other types of rules and regulations (e.g., employee protection, behavioral guidelines, health and safety requirements). (CL.C.1.In.2, CL.C.1.Su.2)

3.14.   Identify ways of getting information and clarification about workplace policies, codes of conduct and other types of rules and regulations (e.g., employee handbooks, supervisor, co-workers, bulletin boards, company web sites). (CL.C.1.In.2, CL.C.1.Su.2)

3.15.   Identify the purpose and benefits of employment contracts (e.g., provide legal protection, are legally binding agreements of terms and conditions). (CL.C.1.In.2, CL.C.1.Su.2)

3.16.   Identify characteristics of employment contracts (e.g., specify starting and ending dates, list responsibilities, show salary amount). (CL.C.1.In.2, CL.C.1.Su.2)

3.17.   Identify strategies that employees may use to achieve job retention. (CL.C.1.In.2, CL.C.1.Su.2)
        Specify: _____ ❏ obtain a description of expectations and procedures
                 _____ ❏ perform job requirements at or above expectations
                 _____ ❏ periodically request evaluation of job performance
                 _____ ❏ use results of evaluation to improve performance
                 _____ ❏ maintain reliable attendance record
                 _____ ❏ other: _____

3.18.   Identify proper procedures for terminating a job (e.g., provide written and verbal notice; inform all superiors—manager, supervisor; allow two weeks' notice; participate in an exit interview). (CL.C.1.In.2, CL.C.1.Su.2)

Course Number: 7980020 - Practical Arts Education

3.19.   Use actions that show acceptance of responsibility for own actions, attitudes, and decisions on the job (e.g., admitting mistakes when wrong, accepting criticism, voicing opinions politely, keeping appointments, meeting deadlines, fulfilling contract obligations). (CL.C.1.In.2, CL.C.1.Su.2)

4.   Describe the importance of the selected occupational field.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

4.1.   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)

4.2.   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, pass licensing exams; dishwasher—manual dexterity, ability to stand for long periods of time). (CL.C.1.In.1, CL.C.1.Su.1)

4.3.   Identify trends in the local job market for different career clusters and occupations (e.g., use of computer skills; environmental issues, use of technology, hiring of the elderly, minorities, and individuals with disabilities; need for skilled or manual labor). (CL.C.1.In.1, CL.C.1.Su.1)

4.4.   Evaluate present and future local job market of a specific occupation. (CL.C.1.In.1, CL.C.1.Su.1)

4.5.   Identify career advancement opportunities within specific occupations. (CL.C.1.In.1, CL.C.1.Su.1)

Course Number: 7980020 - Practical Arts Education

5.   Display appropriate communication, interpersonal, and leadership skills.

SE.A.1.In.1	cooperate in a variety of group situations.
SE.A.1.In.2	assist in establishing and meeting group goals.
SE.A.1.In.3	function effectively within formal organizations.
SE.A.1.Su.1	cooperate in group situations—with guidance and support.
SE.A.1.Su.2	function effectively within formal organizations—with guidance and support.
SE.A.2.In.1	interact acceptably with others within the course of social, vocational, and community living.
SE.A.2.Su.1	interact acceptably with others within the course of social, vocational, and community living—with guidance and support.
CO.A.1.In.1	initiate communication and respond effectively in a variety of situations.
CO.A.1.Su.1	initiate communication and respond effectively in a variety of situations—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Communication Skills

5.1.   Use appropriate nonverbal language and gestures when communicating in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ facial expressions   _____ ❏ sounds
              _____ ❏ gestures   _____ ❏ body language
              _____ ❏ hand signals   _____ ❏ other: _____

5.2.   Use vocabulary to communicate messages clearly, precisely, and effectively when sharing ideas, opinions, and information in work situations. (CO.A.1.In.1, CO.A.1.Su.1)

5.3.   *State steps to complete a task. (Language C 31: VI)*

5.4.   Use appropriate social language skills in various work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ initiating topics   _____ ❏ maintaining topics
              _____ ❏ taking turns   _____ ❏ ending a conversation
              _____ ❏ repairing communication breakdowns
              _____ ❏ showing sensitivity to cultural differences
              _____ ❏ other: _____

5.5.   *Use language to initiate social greeting. (Language C 23: III)*

5.6.   Use appropriate language to express need for assistance in various situations
(e.g., ask for help, raise hand, call person's name, press a buzzer). (CO.A.1.In.1, CO.A.1.Su.1)

Course Number: 7980020 - Practical Arts Education

5.7. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*

5.8. Use critical listening skills to gain understanding in work situations. (CO.A.1.In.1, CO.A.1.Su.1)
Specify: _____ ❏ listening for content
_____ ❏ paying attention to cues
_____ ❏ linking to prior knowledge and experiences
_____ ❏ considering emotional meaning
_____ ❏ other: _____

5.9. Use strategies to improve listening in work situations (e.g., empathize with and "read" people, be flexible in use of listening style, be sensitive to the environment, request and value feedback on own listening patterns). (CO.A.1.In.1, CO.A.1.Su.1)

5.10. Use appropriate topics and responses when engaging in conversations in work situations (e.g., familiar persons—about shared interests, common experiences; unfamiliar person—about the weather, sports, jobs or school, current events). (CO.A.1.In.1, CO.A.1.Su.1)

5.11. *Use language to participate appropriately in conversation. (Language C 29: V)*

5.12. *Use language to initiate conversation. (Language C 30: VI)*

5.13. *Use language to relate recent personal experiences. (Language C 26: IV)*

Using Feedback

5.14. Respond effectively to feedback given in work situations (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, explain your reasoning, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)

5.15. *Express personal beliefs and opinions. (Language C 28: V)*

5.16. Use feedback to make changes in work situations (e.g., correct a work problem, pronounce a word correctly, use a different technique on a job, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)

5.17. *Identify appropriate responses to praise and constructive criticism. (Social and Personal G 57: V)*

5.18. Give effective feedback to others in work situations (e.g., state positively, show ways to improve, focus on the task). (CO.A.1.In.1, CO.A.1.Su.1)

Course Number: 7980020 - Practical Arts Education

Responding to Others

5.19. Respond appropriately to actions and expressions of emotions of others in work situations (e.g., using "I" statements, making apologies, acknowledging discrepancy between actions and statements, asking if you can help, ignoring or leaving the person alone). (CO.A.1.In.1, CO.A.1.Su.1)

5.20. Respond appropriately to environmental and social cues to change behavior in work situations (e.g., getting quiet, picking up tools). (SE.A.2.In.1, SE.A.2.Su.1)

5.21. Respond to others' generosity by stating appreciation in work situations (e.g., thanking the person, telling the person how much you like the gift or action, letting the person know how you will use the gift). (CO.A.1.In.1, CO.A.1.Su.1)

5.22. Respond appropriately to basic questions, directions, and informational statements in work situations (e.g., asking for more information related to the topic being discussed, answering a question correctly and concisely, commenting by giving information that you have acquired on the subject being discussed). (CO.A.1.In.1, CO.A.1.Su.1)

5.23. Select and modify systems of communication to accommodate a variety of settings so that a reciprocal relationship can be established in work situations (e.g., use of sign language and verbal communications, use of augmentative and verbal communication). (CO.A.1.In.1, CO.A.1.Su.1)

Interpersonal Skills

5.24. Demonstrate behaviors that contribute positively to group effort (e.g., being prompt, staying on task, limiting comments to assigned topics, complimenting contributions of others, taking turns, sharing materials, being willing to make changes if needed, helping others if needed, completing proper share of group activities, using self-control when disagreeing, allowing others to advance or take leadership, speaking up in groups and offering opinions, following the rules, resolving conflicts, handling peer pressure). (SE.A.1.In.1, SE.A.1.Su.1)

5.25. Demonstrate appropriate actions to use when joining a group at work (e.g., ask permission, wait for a convenient time, do not interrupt, show appreciation). (SE.A.1.In.1, SE.A.1.Su.1)

5.26. Use appropriate interpersonal communication skills when working in a group (e.g., checking for understanding, expressing opinions, stating beliefs, providing input, speaking while no one else is speaking, accepting criticism, providing feedback). (SE.A.2.In.1, SE.A.2.Su.1)

5.27. *Differentiate appropriate styles of communication in formal and informal conversations. (Language B 15: V)*

5.28. Demonstrate behaviors that meets social expectations when working in a group (e.g., waiting for turn, assisting others, understanding rules, abiding by rules, respecting the rights of others in team activities, being polite). (SE.A.1.In.1, SE.A.1.Su.1)

Course Number: 7980020 - Practical Arts Education

5.29. Demonstrate behaviors that meets the responsibilities of the role taken by the individual in the group at work (e.g., leader, recorder, timekeeper, equipment manager, worker). (SE.A.1.In.1, SE.A.1.Su.1)

5.30. Volunteer and assist in the completion of work tasks requiring group effort (e.g., volunteering to set up workstation, helping to clean up after work is completed). (SE.A.1.In.1, SE.A.1.Su.1)

5.31. Demonstrate responsibilities individuals have to co-workers (e.g., keeping a trusting relationship, being dependable, not talking behind another's back, helping through difficulties, sharing with others). (SE.A.1.In.1, SE.A.1.Su.1)

5.32. *Cooperate with peers. (Social and Personal G 51: III)*

5.33. Establish reasonable group goals related to completion of a task (e.g., set deadline for completion of a rough draft, assign roles to different members of a group, set deadline for completion of each member's contribution, schedule meetings every week). (SE.A.1.In.1, SE.A.1.Su.1)

5.34. Allocate and schedule the time and space needed to accomplish group goals (e.g., schedule group meetings so every member or the majority can attend, schedule meetings in a space large enough for the group, schedule meetings in a quiet place so discussion can take place between group members). (SE.A.1.In.1, SE.A.1.Su.1)

5.35. Exhibit appropriate behaviors to establish reasonable group goals (e.g., attend group meetings, speak up in group conversation, provide opinions and viewpoints on discussion topics, explain the role you would like to hold in the group, explain the time you can allocate to the group each week, explain when you think you can finish your part of the work). (SE.A.1.In.1, SE.A.1.Su.1)

5.36. Share plans with others in a group on the job (e.g., explain a plan orally to others, hand out a written plan to others, develop an oral presentation to share a plan with others). (SE.A.1.In.1, SE.A.1.Su.1)

Interpersonal Communication

5.37. Demonstrate characteristics of communication which promote good relationships with others on the job (e.g., uses appropriate grammar, enunciates words, uses polite language, makes polite comments). (SE.A.2.In.1, SE.A.2.Su.1)

5.38. Demonstrate behaviors that represent active listening on the job (e.g., checking for understanding, using 'I' messages, facing speaker, commenting or nodding in response to conversation, looking at speaker). (SE.A.2.In.1, SE.A.2.Su.1)

5.39. Demonstrate behaviors and communications that are complimentary to others on the job (e.g., honoring others with rewards, commending others, praising others, applauding others, approving of others). (SE.A.2.In.1, SE.A.2.Su.1)

Course Number: 7980020 - Practical Arts Education

5.40.   Recognize and display sensitivity to others' feelings on the job (e.g., waiting until upset person is ready to talk, showing concern for upset person, letting person know you are there to talk to, showing joy for happy person, helping a person in distress). (SE.A.2.In.1, SE.A.2.Su.1)

5.41.   *Identify personal feelings. (Social and Personal G 54: IV)*

5.42.   Use actions of others as social cues for appropriate behavior on the job (e.g., waiting to start eating until all have been served, letting others go first when waiting). (SE.A.2.In.1, SE.A.2.Su.1)

5.43.   Demonstrate respect for other's rights and property on the job (e.g., do not touch other's personal belongings, do not trespass on other's land, do not damage other's property, respect other's privacy). (SE.A.2.In.1, SE.A.2.Su.1)

5.44.   *Show respect for property of others. (Social and Personal G 52: III)*

5.45.   *Demonstrate use of strategies to resolve interpersonal difficulties. (Social and Personal G 60: VI)*

5.46.   Offer assistance to co-workers (e.g., open a door for another, help carry a box, volunteer to assist in a task). (SE.A.2.In.1, SE.A.2.Su.1)

Physical Contact

5.47.   Demonstrate behaviors that represent appropriate physical contact toward others on the job (e.g., casual greeting—shaking hands; display of friendship—patting on back, shaking hands, giving a hug). (SE.A.2.In.1, SE.A.2.Su.1)

5.48.   Use effective responses to inappropriate physical contact from others that will protect the person on the job (e.g., asking person to stop, walking away from person, backing away from person, asking for assistance from others). (SE.A.2.In.1, SE.A.2.Su.1)

5.49.   Ask for assistance if one experiences inappropriate physical contact from others (e.g., calling for a co-worker's help, asking for a supervisor's assistance, calling a security officer for help). (SE.A.2.In.1, SE.A.2.Su.1)

Leadership Skills

5.50.   Demonstrate leadership skills that maintain group effort on the job (e.g., encouraging open communication lines, using negotiation and conflict resolution skills when needed). (SE.A.1.In.2)

5.51.   Demonstrate leadership skills that keep the group on task on the job (e.g., setting goals and objectives, making standards of behavior and performance known to all, exchanging information, sharing the plan for action). (SE.A.1.In.2)

Course Number: 7980020 - Practical Arts Education

5.52.   Apply leadership skills in a group activity on the job (e.g., leading a group in discussion, acting as the spokesperson, initiating discussion within a group, controlling the flow of information in a group, developing strategies to solve a problem, motivating action of group members). (SE.A.1.In.2)

5.53.   Identify expectations of behavior and production within the workplace. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ ❏ school
_____ ❏ businesses and service organizations in the community
_____ ❏ workplace
_____ ❏ other: _____

5.54.   Identify the existing rules and codes of conduct that must be followed for individuals to participate within the workplace. (SE.A.1.In.3, SE.A.1.Su.2)
Specify: _____ ❏ policy manuals
_____ ❏ rules and regulations
_____ ❏ security systems
_____ ❏ other: _____

5.55.   Identify behaviors that may conflict with expectations within the workplace (e.g., rearranging work schedule, transferring to a new site, moving to a new location, holding personal ethical/moral opinions that may conflict with job). (SE.A.1.In.3, SE.A.1.Su.2)

5.56.   Identify aspects of the workplace that demand different expectations (e.g., power structure, line of command, individual problem solving, independent work, group collaboration, working at a distance, flexible work schedule, concern for others in the organization). (SE.A.1.In.3, SE.A.1.Su.2)

5.57.   Demonstrate behaviors that comply with the existing rules and codes 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)

5.58.   Respond appropriately to rules and expectations of the workplace. (SE.A.1.In.3, SE.A.1.Su.2)

Course Number: 7980020 - Practical Arts Education

6. **Use appropriate technology, tools, equipment, and supplies safely and correctly.**

    CL.C.2.In.2   use appropriate technology and equipment to complete tasks in the workplace.

    CL.C.2.Su.2   use appropriate technology and equipment to complete tasks 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: _____

6.1.   Locate and identify the correct supplies, equipment, and tools required to complete specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)
    Specify: _____ ❏ supplies—seeds, detergent, oil, paper
              _____ ❏ equipment—computer, lawn mower, power saw
              _____ ❏ tools—shovel, hammer, ruler
              _____ ❏ other: _____

6.2.   *Select correct tools and equipment for assigned task. (Social and Personal C 24: IV)*

6.3.   Use strategies to assist with the identification of needed supplies, equipment, and tools for specific work assignments. (CL.C.2.In.2, CL.C.2.Su.2)
    Specify: _____ ❏ use a checklist with pictures or descriptions of supplies, tools, and equipment
              _____ ❏ set up workstation with all needed supplies and equipment before starting
              _____ ❏ other: _____

6.4.   Organize materials and supplies to complete work assignments (e.g., tool box, plastic storage containers, cabinets and drawers, supply rooms, desk space, cart). (CL.C.2.In.2, CL.C.2.Su.2)

6.5.   Use tools, equipment, and supplies safely and correctly for specific work assignments (e.g., do not use electrical equipment near water; use tools, equipment, and supplies for designated purposes only; wear proper protection when required; don't overload an electrical outlet; safely use hand tools and power tools). (CL.C.2.In.2, CL.C.2.Su.2)

6.6.   *Use proper care and maintenance of tools and materials. (Social and Personal C 29: V)*

6.7.   *Safely handle potentially harmful objects and materials. (Social and Personal C 34: IV)*

6.8.   *Use safety equipment and procedures when necessary. (Social and Personal C 32: VI)*

6.9.   Use new tools, equipment, and supplies by following instructions from an experienced user or in a manual. (CL.C.2.In.2, CL.C.2.Su.2)

6.10.   Use measuring devices appropriately to complete functional tasks on the job (e.g., rulers; beakers; flasks; scales; tapes; instruments such as micrometers, calipers, and depth gauges). (CL.C.2.In.2, CL.C.2.Su.2)

Course Number: 7980020 - Practical Arts Education

6.11.   Use various features of a telephone appropriately to complete functional work-related tasks (e.g., conference calls, three-way calling, transfer, hold, use of multiple lines, call waiting, call forwarding, voice mail, telecommunications devices for persons with hearing impairments [TDDs]). (CL.C.2.In.2, CL.C.2.Su.2)

6.12.   *Identify and use emergency number (0-911) on telephone in appropriate manner. (Social and Personal H 61: IV)*

6.13.   *Place and answer calls on the telephone in an appropriate manner. (Social and Personal H 62: V)*

6.14.   Use a fax machine to complete functional or work-related tasks (e.g., send information to another location instantaneously—letters, official documents, price quotes, directions, menus). (CL.C.2.In.2, CL.C.2.Su.2)

6.15.   Use the various capabilities of computer technology to complete functional or work-related tasks (e.g., e-mail, data collection or management, messages, notes, letters, instructions, or other information; send a co-worker or supervisor an attached file, send a co-worker or supervisor a downloaded document related to work). (CL.C.2.In.2, CL.C.2.Su.2)

7.   Meet health and safety requirements related to the workplace.

CL.C.2.In.4   follow procedures to ensure health and safety in the workplace.

CL.C.2.Su.4   follow procedures to ensure health and safety 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: _____

7.1.   Perform job tasks without any injury to self or others (e.g., wear protective clothing, use safety data sheets, follow directions, abide by rules, show caution). (CL.C.2.In.4, CL.C.2.Su.4)

7.2.   Recognize standard industry symbols that indicate caution, warning, or danger and any others appropriate to the job or task (e.g., identify electrical shock symbol, explain the meaning of the poison symbol). (CL.C.2.In.4, CL.C.2.Su.4)

7.3.   Follow safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves, hardhat; use an oven mitt; use electrical appliances away from water). (CL.C.2.In.4, CL.C.2.Su.4)

7.4.   *Recognize dangerous situations in the environment. (Social and Personal D 33: III)*

7.5.   *Demonstrate understanding of safety and warning signs in the environment. (Social and Personal D 37: V)*

Course Number: 7980020 - Practical Arts Education

7.6. Respond appropriately when unexpected events or potentially harmful situations occur in the workplace (e.g., alert supervisor or co-workers, remain calm, check for safe exit, help others to respond appropriately). (IF.B.2.In.3, IF.B.Su.3)

7.7. *Use language to indicate danger or give warnings to others. (Language C 22: III)*

7.8. Perform common health and safety activities involving first aid. (IF.A.1.In.2, IF.A.1.Su.2)
Specify: _____ ❏ stopping bleeding and applying bandages
_____ ❏ taking care of burns, poisons, and wounds
_____ ❏ getting help when needed
_____ ❏ other: _____

7.9. Use knowledge related to health and safety activities in the workplace (e.g., cleaning cuts and wounds properly, applying a bandage properly, performing CPR, putting out a fire, moving objects from walkway, reporting dangerous situation). (IF.A.1.In.2, IF.A.1.Su.2)

7.10. *Demonstrate or indicate knowledge of basic first aid principles.*
(Social and Personal E 45: VI)

7.11. Use strategies related to health and safety activities in the workplace effectively and efficiently and on a regular basis (e.g., keep first aid and other emergency supplies and instructions stored together, take a safety course, ask someone to show you proper health and safety procedures, keep emergency numbers on wall by phone). (IF.A.1.In.2, IF.A.1.Su.2)

7.12. Identify and follow safety rules and procedures required for work performed (e.g., wear protective clothing—eyewear, smock, gloves, hard-hat; use an oven mitt; use electrical appliances away from water). (CL.C.2.In.4, CL.C.2.Su.4)

7.13. Demonstrate the meaning of laws and regulations which help protect the safety of workers (e.g., Occupational Safety and Health Administration [OSHA]—requires worker to be over 18 to operate dangerous machinery such as meat cutters, requires a work permit if 15 or under, requires that employer allow a 15-minute break for every four hours worked; Drug Free Workplaces—do not allow alcohol or drug use while on duty, may require tests prior to employment, provide treatment for employees with drug or alcohol problems; Fire Codes— requires fire alarms and extinguishers, limits number of people allowed in a building, requires sprinkler systems). (CL.C.2.In.4, CL.C.2.Su.4)

7.14. Ask appropriate persons for assistance in emergency situations at work (e.g., supervisor, security guard, co-workers). (CL.C.2.In.4, CL.C.2.Su.4)

7.15. *Identify procedures for seeking assistance in unfamiliar or emergency situations.*
(Social and Personal D 35: V)

Course Number: 7980020 - Practical Arts Education

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

Indicate guidance and support necessary for mastery at supported level:
___ physical prompt   ___ verbal prompt   ___ visual prompt
___ assistive technology   ___ supervision   ___ other: _____

Note: The standards for this requirement are to be selected from the *Vocational Program Course Standards* for any Practical Arts course.

The following courses may be used for this requirement:

Course No.	Course Name	Grade Level
Agribusiness and Natural Resources		
8100320	Fundamentals of Agriscience	9-12
Business Technology Education		9-12
8207010	Emerging Technology in Business	9-12
Diversified Occupations Education		
8300320	Practical Arts General	9-12
8300330	Workplace Computer Applications	9-12
8300310	Workplace Essentials	9-12
Family and Consumer Sciences		
8500375	Blueprint for Professional Success	9-12
8500310	Child Development	9-12
8500345	Family Dynamics	9-12
8500365	Family, Home, and Consumer Technology	9-12
8500395	Food Science Technology	9-12
8502000	Life Management Skills	9-12
8500355	Nutrition and Wellness	9-12
8500300	Parenting Skills	9-12
8500380	Principles of Clothing Construction	9-12
8500390	Principles of Food Preparation	9-12
Health Science Education		
8400320	Medical Skills and Services	9-12
Industrial Education		
8700300	Practical, Technical, and Industrial Occupations	9-12
Marketing Education		
8800310	Practical Entrepreneurship Skills	9-12