

HS Career Connections- Special Education

Business and Technology

Grade(s) 10th - 12th, 1 Credit
Elective Course

Course Description

This course focuses on the skills student need to be successful in the transition from school to work. Students will participate in either campus-based or off-campus non-paid work experiences to enhance the educational experience. Students will participate in meaningful career exploration; learn and practice positive work attitudes, behaviors, and skills; learn first-hand about employers' expectations; experience a community "classroom" which offers real world rewards and consequences. Students will learn and practice self-advocacy and problem-solving skills. These community opportunities will assist the student to establish goals for the future and to prepare to transition from high school to adult life.

Scope And Sequence

Timeframe	Unit	Instructional Topics
Ongoing	Who Am I	1. Who am I?
Ongoing	What Do I Want	1. What do I want?
Ongoing	How Do I Get It	1. How do I get it?
Ongoing	How Do I Keep A Job	1. How do I keep a job?

Course Rationale

In compliance with Public Law 94:142 and the amendments in the Individual's with Disabilities Education Act of 2004 (IDEA), the Park Hill School District provides Special Services to students with special needs. The Special Services team provides individualized instruction through the development of an Individualized Educational Plan (IEP) that is reviewed and revised annually. A full continuum of special education services is available to meet the needs of students with all categories of disabilities in the Park Hill School District. Additional services are also available

Key Resources

RESOURCES:

- Missouri Connections
- Mid-Continental Library
- CAREER CHOICES Workbook and Portfolio
- JOB PLANNER - a Guide to Career Planning
- TRAINING FOR LIFE - 5th Edition
- Rubistar.com

Board Approval Date

April 28, 2011

Course Details

Unit: Who Am I

Duration: Ongoing

Enduring Understandings

1. Self awareness enables people to make realistic career choices.
2. People work for a variety of reasons beyond economic need.
3. A person must define what success means to them.
4. Using and evaluating a personal definition of success helps develop self awareness.
5. It is important for persons with disabilities to be self aware.

Essential Questions

1. What are my strengths related to work (getting and keeping a job)?
2. What are my weaknesses related to work (getting and keeping a job)?
3. Why do people work?
4. How do I define success?
5. Who am I?

Example Assessment Items

- Presentation with visual to define students strengths, weaknesses (including disability) and definition of success
- Portfolio of inventories
- Students will list four reasons people work besides money

Academic Vocabulary

Success
Self awareness
Self advocate
Job
Career

Topic: Who am I?

Duration: 0 Day(s)

Learning Targets

- The student will explain what success means to them.
- The student will identify reasons that people choose to work.
- The student will identify their personal strengths in relation to getting and keeping a job.

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The student will identify their personal weaknesses including how their disability may affect them in relation to getting and keeping a job.

Unit: What Do I Want

Duration: Ongoing

Enduring Understandings

1. Work values influence decision making.
2. Economic needs influence decision making.
3. Exploration of interests can lead to career choices.
4. The choices I make now impact my future. The decisions people make impact their future.

Essential Questions

1. What are my work values?
2. How does a job fulfill work values?
3. What are my economic needs?
4. How does a job fulfill my economic needs?
5. What are my top three job/career interests?
6. How does my behavior in school impact my job/career?

Example Assessment Items

- Students will add to portfolio
- Verbally state what their economic needs are now, 20 yrs old, 30 yrs old
- Participation in work values discussion (rubric)
- List top three job interests and why
- Reflect on four year plan of study, identify what classes relate to future job interests, what behaviors made me successful in classes, are there changes that are necessary?

Academic Vocabulary

- Full time
- Part time
- Overtime
- Values
- Lifestyle
- Economical needs
- Plan of study

Topic: What do I want?

Duration: 0 Day(s)

Learning Targets

The student will create and reflect on a plan of study/4yr plan.

The student will explore their personal interests and find similarities in future careers.

The student will identify how choices they make now impact their future.

The student will identify how jobs fulfill their work values.

The student will identify their economical needs - what they need money for currently.

The student will identify their work values.

Unit: How Do I Get It

Duration: Ongoing

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Enduring Understandings

1. Accurate completion and presentation of application is important.
 2. A person's body language and physical appearance influences employment opportunities.
 3. There are a variety of ways to seek employment including agencies, websites, and networking.
- The ability to ask questions and converse using appropriate language is important when seeking employment.

Essential Questions

1. What information do I need to know to fill out a job application?
2. How does the way I dress, act and speak affect my job seeking opportunities?
3. How do I find employment opportunities?
4. How to prepare and actively participate in an interview.

Example Assessment Items

- Students will complete a job application both paper and online. (rubric)
- Students will be expected to come to school dressed for job seeking.
- Students will find four job openings utilizing three or more resources.
- Participate in mock interviews. (rubric)
- Obtaining applications while at job sites. (rubric)

Academic Vocabulary

- Application
- References
- Employer
- Employee
- Application
- References
- Networking

Topic: How do I get it?

Duration: 0 Day(s)

Learning Targets

The student will complete online and paper applications.

The student will model appropriate language and the ability to converse with employers.

The student will model what is expected to be worn while applying for work.

The student will identify multiple resources for seeking employment.

Unit: How Do I Keep A Job

Duration: Ongoing

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Enduring Understandings

1. Additional training and or education may be required for many jobs.
2. A pay stub contains a variety of information you should know
3. There are variety of ways to seek training/education
4. The benefits of benefits
5. Professional relationships are different than social relationships with colleagues and employers
6. In order to do a job satisfactory, I must know the job expectations.

Essential Questions

1. What information is on a paystub?
2. Where can I get training for my job?
3. How do I interact with my employer?
4. How do I interact with my colleagues?
5. How do I know what my job expectations are?
6. How does my performance at work affect my ability to keep my job?
7. What are 5 essential communication skills in the work place?

Example Assessment Items

- Participate in work experience/performance assessments at job sites (rubric) to include in portfolio
- Self evaluation through weekly journaling
- Comparison of self evaluation to teacher evaluation
- Student will demonstrate 5 essential communication skills needed in the work place

Academic Vocabulary

- Initiate
- Social networking
- Colleague
- Employee
- Employer
- Verbal communication
- Nonverbal communication
- Longevity
- Insurance
- Full benefits
- Partial benefits
- FICA
- Union
- Income Taxes
- Evaluation

Topic: How do I keep a job?

Duration: 0 Day(s)

Learning Targets

The student will identify different types of benefits and why they are beneficial.

The student will read a paystub and understand the important information on a paystub.

The student will role play how to properly interact with employers and colleagues.

The student will determine what training and/or education path students need to acquire from their job.