

Project
SUCCEED

Curriculum and Reference Guide

Florence County School District Three
Lake City High School
Lake City, SC

2006 - 2007

*Project SUCCEED
Lake City High School*

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Project
SUCCEED
Curriculum

Florence County School District Three
Lake City High School
Lake City, SC

SECTION I

Introduction to Project SUCCEED

Florence School District 3

Lake City High School

Project SUCCEED: *Students Undergoing a Collaborative Curriculum Essential for Employment Delivery* is enabling students with disabilities in the Florence County School District Three Transitional Program to achieve independence and productivity through education that will lead to employment. The Employability Diploma Program, which provides a program of educational and career and technology goals for students with disabilities who are unable to achieve a South Carolina diploma, was developed during the first year of Project SUCCEED. Support for the Employability Diploma Program is provided by training in the Practical Assessment Exploration System (PAES), the Life Centered Career Education Curriculum (LCCE), Speech-Language Services, Job Coach Services, Computer Skills Instruction, and Assistive Technology Services. However, the need for a system of integrated service delivery incorporating all of the above was identified. Thus, a scope and sequence of instruction was aligned with the academic and career and technology standards of the Employability Diploma Program, South Carolina Standards, in addition to being integrated with PAES, LCCE, and Communication goals to create the Project SUCCEED Curriculum Scope and Sequence.

The purpose of the Project SUCCEED Scope and Sequence is to provide instruction within an integrated system of instruction that is aligned with academic, career and technology, and functional standards. There are four quarterly units of instruction-- each containing an employability goal and monthly teaching objectives. The five scope and sequence modules (Career Preparation (Social Studies)/Transition, Life Skills Science/Health, Employment English, Employment Math, and Communication) integrate the goals and objectives of the quarterly units of instruction. Thus, teachers are focusing on the same employability goal and objectives during each unit, but from a different perspective. For example, during "Quarterly Unit 2: Home Skills", teachers of the Career Preparation (Social Studies)/Transition, Life Skills Science/Health, Employment English, Employment Math, and Communication Scope and Sequence Modules are all working on the "employability goal": *to maintain and manage the home environment*, by developing skills required from each subject area. This coordinated system of instruction should facilitate meaningful, functional learning of these skills by the students. Subsequently, the results will be increased productivity by the students in employment settings. The students will SUCCEED!!

The Project SUCCEED Curriculum Scope and Sequence is to be viewed as a "work in progress". It is designed to be used as a lesson plan guide so that cohesive instruction can occur. As it is implemented, teachers may need to add or modify the content so that instruction addresses the needs of the students.

Who Can Receive the Employability Diploma?

The Florence District Three Employability Diploma Program will be available to all students who have a disability. Students with disabilities entering the ninth grade will have four programs of study options. The options are as follows:

1. Students who earn all required Carnegie units and pass all parts of the Exit Exam will earn a South Carolina State High School Diploma.
2. Students who earn all required Carnegie units, but have not passed all parts of the Exit Exam will earn a South Carolina State Certificate; however, they may apply for the Employability Diploma Program.
3. Students who earn all required Employability Diploma units and successfully complete the Employment Portfolio and employment training will earn a Florence District Three Employability Diploma.
4. Students who have not met all the requirements for any of the above options will be given the opportunity to do so until the age of 21. If they choose not to stay or still have not completed the requirements, then they will earn a Florence District Three Certificate.

The Employability Diploma is designed to comply with all federal and state legislation mandates. This program of study is based upon the South Carolina State Standards, as well as the students' IEPs. The program of study will enable the improvement of programs, education, and support for transitional services as required by IDEA.

This program of study sets high expectations for students with disabilities to learn and be held accountable for their learning. The Employability Diploma will encourage these students to work hard to meet challenging standards. It is the goal of the Employability Diploma to develop students who will not be dependent upon social services and programs, but to become fully participating members of the communities where they reside.

The Individual Education Plan Committee will determine which exiting program is appropriate. Decisions will be based upon the ambitions of students and parents, grades, scores on standardized tests/benchmarks, if applicable, classroom performance, and individual measures.

SECTION II

Core Curriculum Requirements

All students who are enrolled in the Employability Diploma Program must successfully complete each course outlined below. The courses are aligned with the South Carolina Curriculum Standards. Each course is one credit and must be successfully completed to progress to the next level course.

<i>English Language Arts (4 credits)</i>	<i>Employment Math (4 credits)</i>
Employment English I	Employment Math I
Employment English II	Employment Math II
Employment English III	Employment Math III
Applied Employment English IV	Applied Employment Math IV
<i>Career Preparation (Social Studies)/Transition (4 credits)</i>	<i>Life Skills Science/Health (3 credits)</i>
Career Prep. (Social Studies)/Transition I	Life Skills Science/Health I
Career Prep. (Social Studies)/Transition II	Life Skills Science/Health II
Career Prep. (Social Studies)/Transition III	Life Skills Science/Health III or IV
Applied Career Prep. (Social Studies)/Transition IV	
<i>Career/Technology Education (3 credits from one area)</i>	<i>Electives (5 credits)</i>
Keyboarding	Driver's Education
Brick Masonry	Law Education
Culinary Arts	Art I
Auto Mechanics	Art II
Building Construction	P. E. II
Marketing	JROTC II, III, IV
Health Occupations	Weightlifting
	Health
<i>Physical Education (1 credit)</i>	Band
P. E. or JROTC	Chorus
	Any other regular credit class at the high school that is appropriate for the student.

Total Accumulated Credits: 24

Attendance is an additional requirement. Students earning an employability diploma must meet the district and state guidelines for school attendance.

COURSE DESCRIPTIONS

The following courses will be taught as indicated on the student's IEP. A student must reach competency according to the IEP before the student may progress to the next course level. During the fourth year of course work, the student applies the knowledge learned in a workplace setting.

All classes are designed to provide students with functional academics and to prepare the students for successful transition from school to work.

Employment English is designed to help students achieve the levels of competency in reading, writing, and language skills needed in the workplace and community. Reading will focus on decoding and comprehending information that is relevant for successful community living. Examples would be reading and interpreting a train schedule, comprehending classified ads, comprehending newspaper headlines, etc. Writing will focus on comprehending and using written language to effectively communicate on the job and in the community. Language will focus on receptive and expressive skills with emphasis on mechanics, grammar, and usage.

Employment Math is designed to help students achieve the basic math concepts of real life math. Basic math, calculator, and computer skills will be reinforced. Skills such as banking, personal finance, budgeting, shopping, taxes, insurance and basic credit skills will be emphasized.

Life Skills Science/Health is designed to help students acquire the skills needed for personal well-being. Some of the areas that this course will emphasize are the following: searching for and maintaining a household, personal care, marriage, parenting skills, human development, preparing food, caring for clothing, medical needs, basic first aid, socially responsible behavior, decision making, self advocacy, and basic scientific knowledge.

Career Preparation (Social Studies)/Transition is designed to teach the student skills that are needed to enter the workplace and become a productive citizen in the community. Emphasis is placed on shadowing and training experience, as well as basic geographic concepts, mobility skills, government concepts, and the application of what is learned in the above courses in a community setting.

Project SUCCEED Curriculum

QUARTERLY UNIT 1: Essential Skills

Employability Goal: to apply skills in *basic* math, reading/language arts, career preparation (social studies), communication, health/science, and computer applications

Monthly Teaching Objectives:

August: to assess math, reading/language arts, communication, career preparation (social studies), health/science, and computer skills, and begin instruction according to the level of need

September: to continue instruction according to the level and extent of need

October: to teach application of basic skills

QUARTERLY UNIT 2: Home Skills

Employability Goal: to maintain and manage the home environment

Monthly Teaching Objectives:

November: to teach students to apply skills associated with food preparation

December: to teach students to apply skills associated with housekeeping

January: to teach students to apply skills associated with clothing

QUARTERLY UNIT 3: School-to-Work Skills

Employability Goal: to attain competencies to secure and maintain employment

Monthly Teaching Objectives:

February: to teach how appropriate classroom competencies transfer to workplace skills

March: to teach implementation of appropriate competencies in the workplace

QUARTERLY UNIT 4: Community Skills

Employability Goal: to demonstrate competencies in using community resources

Monthly Teaching Objectives:

April: to teach awareness of community resources

May: to teach how to use community resources

June: to coach for successful employment and use of community resources in becoming a productive citizen

SECTION III

PROJECT SUCCEED

SCOPE AND SEQUENCE

LIFE SKILLS SCIENCE/HEALTH
MODULE

Lake City High School

LIFE SKILLS SCIENCE/HEALTH

QUARTERLY UNIT 1-ESSENTIAL SKILLS

EMPLOYABILITY GOAL:

To apply basic Reading, Math, English/Language Arts, Communication, Career Preparation/Social Studies, Life Skills Science/Health, and Computer Skills.

Month	Week	9 th	10 th	11 th	12 th
August	1	Administer pre-test and interest inventory.	Administer pre-test and interest inventory.	Administer pre-test and interest inventory.	Administer pre-test and interest inventory.
	1	Identify/research at least two occupations in the health field that meet the student's interests and abilities.	Identify 10 different jobs in the science/health. (CO SCI-13)	Research at least two different jobs in the science/health field that the meet the student's interests and abilities.	Research at least two different jobs in the science/health field that the meet the student's interests and abilities.
	2	Identify/demonstrate procedures for proper grooming and hygiene.	Identify and describe the different stages of development occurring over a person's life time. (CO SCI 1)	Identify common diseases and their treatments. (CO SCI- 1)	Describe common health concerns of teenagers and young adults and describe strategies for reducing risks. (CO SCI- 1)
	3	Identify and demonstrate knowledge of the body systems and their functions. (CO SCI 1)	Same as above.	Same as above.	Same as above.
	4	Same as above.	State and explore responsibility for lifetime fitness: mental, emotional, physical, and social/leisure. (CO SCI 2)	State ways to prevent and/or control various disorders and diseases.	Same as above.
September	1	Same as above.	Same as above.	Identify various types of health services available in the community and in the region.	Relate microorganisms that invade the human body to common diseases: bacteria, viruses, fungi
	2	Identify health practices that prevent/reduce the risk of diseases. (CO SCI- 4)	Same as August—week 4 and September—week 1. ----- Develop an exercise plan.	Demonstrate the ability to read and gain knowledge from medicine labels. (CO SCI- 2)	Identify common heredity linked to diseases.
	3	Same as above.	Explore sexually transmitted diseases. (CO SCI- 3)	Apply decision-making skills to improve personal health behavior.	Distinguish valid from invalid health information, products, and services; factual info., propaganda.

					and opinions.
	4	Identify risks associated with smoking and substance/drug abuse. (CO SCI- 3)	Demonstrate knowledge of the impact of the use and misuse of medicines and drugs on health. (CO SCI -4)	Identify causes of violence, ways to prevent violence, and conflict resolution.	Select appropriate health care providers for various health issues. (CO SCI-2)
October	1	Identify various situations which individuals may require emergency care.	Demonstrate knowledge of preventing or reducing injuries in various settings. (CO SCI – 5)	Review basic first aid skills.	Discuss and identify school and community officials who can assist with personal and professional decisions. (CO SCI – 3)
	2	State procedures to obtain emergency help. (CO SCI- 8)	Demonstrate basic first-aid skills. (CO SCI 6)	Demonstrate knowledge of occupational health and safety practices. (CO SCI – 8)	Demonstrate safety precautions in a variety of settings such as the pool, traffic, kitchen, and workplace. (CO SCI - 4)
	3	Develop emergency plans for home and school.	Same as above.	Identify the impact of weather as it relates to work, health, and safety. (CO SCI – 6)	Identify probable causes of accidents in the workplace and describe appropriate methods of reporting an accident. (CO SCI – 6)
	4	Develop a list of emergency numbers, resources, and people.	Same as above.	Update list of emergency numbers, resources, and people.	Update list of emergency numbers, resources, and people.

Materials/Resources for Quarterly Unit 1—Essential Skills: Life Skills Health, Discover Health, interest inventories, science texts, Internet, medicine labels, LCCE, First Aid kits, safety guidelines, telephone book, resource persons, videos, DVD's, brochures, field trip(s), etc.

LIFE SKILLS SCIENCE/HEALTH

QUARTERLY UNIT 2—THE HOME

Employability Goal: To maintain and manage the home environment.

November—Food, nutrition, and health practices

December—The home environment (interior, exterior, and grounds)

January—Clothing and clothing maintenance

Month	Week	9 th	10 th	11 th	12 th
November	1	State procedures for safe food handling. (CO SCI - 7)	Identify states of matter and how they change. (CO SCI - 7)	Explore the responsibility of being married. (CO SCI - 3)	Demonstrate the ability to handle food and utensils safely.
	1	Describe consequences that can occur from unsafe handling of food.	Demonstrate knowledge of reading and interpreting food labels. (CO SCI - 8)	Understand the dynamics of pregnancy. (CO SCI - 4)	
	2	Identify foods necessary for good nutrition. CO SCI - 5)	Develop a dietary plan.	Know how to be a good parent. (CO SCI - 5)	Demonstrate knowledge in making wise food selections at various types of restaurants and eateries.
	3	Design healthy meals based on the food pyramid. (CO SCI - 6)	Design healthful meals based on the food pyramid.	Identify special nutritional needs related to special needs or health problems such as child rearing, diabetes, etc.	Design healthful meals based on the food pyramid.
December	1	State and describe aspects of weather: precipitation, storms, thunder, lightning, temperature, and wind.	Identify renewable and nonrenewable resources.	Examine home maintenance when illness or disease is present.	Identify/research various problems that can occur in the home such as mold, termites, lead, etc.
	1	State what to do in inclement weather. (CO SCI - 9)	Identify reasons and ways to recycle. (CO SCI - 10)		
	2	Identify and select various tools and machines used to help maintain the home's interior, exterior, and grounds.	Identify and select various tools and machines used to help maintain the home's interior, exterior, and grounds.	Identify and select various tools and machines used to help maintain the home's interior, exterior, and grounds.	Identify and select various tools and machines used to help maintain the home's interior, exterior, and grounds.
	3	Perform basic home maintenance tasks: interior, exterior, and grounds.	Perform basic home maintenance tasks: interior, exterior, and grounds.	Perform basic home maintenance tasks: interior, exterior, and grounds.	Perform home maintenance tasks: interior, exterior, and grounds. (CO SCI - 5)
January	1	Describe the basic needs of humans:	Describe precaution and acceptable	Describe and demonstrate how	Describe and demonstrate how

		food, clothing, and shelter. (CO SCI – 2)	procedures used at home to store detergents, chemicals, pesticides, flammables, poisons, etc.	simple machines and appliances make tasks easier at home and in everyday life.	simple machines and appliances make tasks easier at home and in everyday life.
	2	Describe safety precautions (including clothing and protective items) in severe weather and extreme temperatures in a variety of settings including the home and work.	Demonstrate knowledge of how clothing protects us from the weather.	Same as above.	Same as above.
	3	Identify and determine when to use various household items (bleach, detergent, dye/color, starch, etc.) pertaining to clothing maintenance.	Select appropriate clothing based on a variety of scenarios such as weather, climate, occupation, personal taste, etc. (CO SCI - 9)	Identify characteristics and advantages and disadvantages of various types of materials used in clothing (cotton, wool, polyester, satin, etc.).	Identify characteristics and advantages and disadvantages of various types of materials used in clothing (cotton, wool, polyester, satin, etc.). <hr/> State the advantages and disadvantages of dry cleaning clothing.
	4	Perform selected clothing care tasks using household products such as bleach, detergent, dye/color, starch, etc.	Perform selected clothing care tasks using household products such as bleach, detergent, dye/color, starch, etc.	Perform selected clothing care tasks using household products such as bleach, detergent, dye/color, starch, etc.	Perform selected clothing care tasks using household products such as bleach, detergent, dye/color, starch, etc.

Materials/Resources for Quarterly Unit 2—The Home: Life Skills Health, Discover Health, utensils, Internet, food labels, food pyramid guide, science texts, LCCE, tools, simple machines, PAES, household items/chemicals, clothing items and materials, restaurant menus, various health-related brochures, resource persons, videos, field trip, DVD's, etc.

LIFE SKILLS SCIENCE/HEALTH

QUARTERLY UNIT 3—SCHOOL TO WORK

Employability Goal: To obtain competencies to secure and maintain employment.

Month	Week	9 th	10 th	11 th	12 th
February	1	Scan various workplace materials to get job and safety information quickly.	Read and interpret workplace safety rules.	Describe several losses that can occur due to accidents at the workplace. (CO SCI – 10)	Demonstrate knowledge of occupational safety.
	2	Obtain job-related information from various graphic organizers.	Obtain job-related information from various graphic organizers.	Know when and how to complete an accident report.	Demonstrate the ability to work cooperatively with others. (CO SCI – 9)
	3	List safety precautions to eliminate health and safety hazards at the workplace. (CO SCI – 10)	Demonstrate the ability to follow directions and observe workplace regulations.	Give accurate and concise directions using various graphic organizers.	Use appropriate technology for job tasks. (CO SCI – 8)
	4	Demonstrate basic safety precautions when storing and using chemicals that can be found in the workplace.	Same as above.	Identify an awareness of gender and cultural differences in the workplace. (CO SCI – 9)	Describe how machines and/or equipment make tasks easier at the workplace.
March	1	Identify good work attitudes that can affect safety on the job.	Identify the major causes of work-related accidents in various occupations.	Describe how machines and/or equipment make tasks easier at the workplace. (CO SCI - 7)	Demonstrate stamina and endurance.
	2	Describe two or more possible solutions to a given emergency situation in the workplace.	Given various scenarios, follow appropriate procedures in job-related emergencies.	Demonstrate the ability to keep a clean, orderly, and safe work area.	Demonstrate manual dexterity.
	3	Identify, use, and/or maintain (service) basic appliances, machines, and tools that can found in the workplace based on job interest.	Make simple equipment repairs.	Complete a basic safety test.	Demonstrate satisfactory balance and coordination.
	4	Same as above.	Same as above.	State the importance of complying with various laws to maintain a safe work environment.	Demonstrate satisfactory sensory discrimination.

Materials/Resources for Quarterly Unit 3—School to Work: Life Skills Health, Discover Health, Internet, science texts, LCCE, tools, simple machines, PAES, various documents on occupational safety, brochures, resource persons, videos, DVD's, safety test, field trip, etc.

LIFE SKILLS SCIENCE/HEALTH

QUARTERLY UNIT 4—THE COMMUNITY

EMPLOYABILITY GOAL: To demonstrate competencies in using community resources.

Month	Week	9 th	10 th	11 th	12 th
April	1	Identify various healthcare providers in the community/region and ways to pay for healthcare.	Describe the effects of air, water, and land pollution on <u>resources and health</u> . (CO SCI – 11)	Identify public health problems and possible solutions in your community and SC.	Identify traffic signals, signs, and safety rules in the community.
	2	Identify ways of becoming a wise health care consumer. (CO SCI – 11)	Identify/practice ways to promote a healthy/safe environment in your community.	Same as above.	Same as above.
	3	Identify the roles of various agencies, government, and other organizations on health and the environment (CDC, EPA, DHEC, etc.).	Explain the legal consequences for drinking and driving. (CO SCI – 12)	Develop community health advocacy skills. (CO SCI – 11)	Use different types of modules, such as graphics, sketches, and diagrams to represent real situations. (CO SCI - 7)
May	1	Collect, evaluate, organize, and present information from a variety of sources to produce a report and/or project on community issues or resources.	Collect, evaluate, organize, and present information from a variety of sources to produce a report and/or project on community issues or resources.	Use a variety of strategies to facilitate learning and to apply previous knowledge on community resources to new situations.	Demonstrate how to use various community resources including medical, educational, environmental, etc.
	2 and 3	Same as above.	Same as above.	Same as above.	Finalize items for Life Skills Science/Health section of the portfolio.

Materials/Resources for Quarterly Unit 4—The Community: Life Skills Health, Discover Health, Internet, science texts, LCCE, graphic organizers, PAES, field trip, various documents on pollution and the environment, telephone book, brochures, resource persons, videos, DVD's, etc.

9TH GRADE LIFE SKILLS SCIENCE/HEALTH CURRICULUM OBJECTIVES

1. Identify the different body systems and their jobs.
2. Describe the basic needs of humans: food, clothing, and shelter.
3. Identify risks associated with smoking and substance abuse.
4. Identify health practices that prevent/reduce the risk of disease.
5. Identify foods necessary for good nutrition.
6. Design healthy meals based on the food pyramid.
7. State procedures for safe food handling.
8. State procedures to obtain emergency help.
9. State what to do in inclement weather.
10. List safety precautions to eliminate health and safety hazards at the workplace.
11. Identify ways to become a wise healthcare consumer.

Each student's level of mastery will be determined by the IEP committee as outlined in the student's IEP. Evidence of successful completion needs to be placed in the student's portfolio. This evidence will be determined by the Life Skills Science/Health teacher.

10TH GRADE LIFE SKILLS SCIENCE/HEALTH CURRICULUM OBJECTIVES

1. Identify and describe the different stages of development occurring over a person's life.
2. State personal responsibility for lifetime fitness.
3. Increase awareness of sexually transmitted diseases.
4. Demonstrate knowledge of the impact of the use and misuse of medicines and drugs on health.
5. Demonstrate knowledge of preventing or reducing injuries in various settings including the workplace and home.
6. Demonstrate basic first aid skills.
7. Identify the states of matter and how they change.
8. Demonstrate knowledge of reading and interpreting food labels.
9. Select appropriate clothing based on a variety of scenarios such as weather, occupation, etc.
10. Identify reasons and ways to recycle.
11. Describe the effects of pollution on resources and health.
12. Explain legal consequences for drinking and driving.
13. Identify 10 different jobs in the science field.

Each student's level of mastery will be determined by the IEP committee as outlined in the student's IEP. Evidence of successful completion needs to be placed in the student's portfolio. This evidence will be determined by the Life Skills Science/Health teacher.

11TH GRADE LIFE SKILLS SCIENCE/HEALTH CURRICULUM OBJECTIVES

1. Identify common diseases and their treatments.
2. Demonstrate the ability to read and gain knowledge from medicine labels.
3. Explain the responsibilities of being married.
4. Understand the dynamics of pregnancy.
5. Know how to be a good parent.
6. Identify the impact of weather as it relates to work, health, and safety.
7. Describe how machines make tasks easier at the workplace.
8. Demonstrate knowledge of occupational health and safety practices.
9. Identify an awareness of gender and cultural differences in the workplace.
10. Describe losses that can occur due to accidents at the workplace.
11. Develop community health advocacy skills.

Each student's level of mastery will be determined by the IEP committee as outlined in the student's IEP. Evidence of successful completion needs to be placed in the student's portfolio. This evidence will be determined by the Life Skills Science/Health teacher.

12TH GRADE LIFE SKILLS SCIENCE/HEALTH CURRICULUM OBJECTIVES

1. Describe common health concerns of teenagers and young adults and describe strategies for reducing risks.
2. Select the appropriate healthcare provider for various health issues.
3. Discuss and identify school and community officials who can assist with personal and professional decisions.
4. Demonstrate safety precautions in a variety of settings such as in the pool, traffic, kitchen, and workplace.
5. Perform home maintenance tasks: interior, exterior, and grounds.
6. State causes of accidents in the workplace, and the appropriate procedures to use in reporting an accident.
7. Use different types of models, such as graphs, sketches, and diagrams to represent real situations.
8. Use appropriate technology for job tasks (computer, photocopier, telephone system, etc.)
9. Demonstrate the ability to work cooperatively with others.

Each student's level of mastery will be determined by the IEP committee as outlined in the student's IEP. Evidence of successful completion needs to be placed in the student's portfolio. This evidence will be determined by the Life Skills Science/Health teacher.

PROJECT SUCCEED

SCOPE AND SEQUENCE

**COMMUNICATION
MODULE**

Lake City High School

COMMUNICATION MODULE (ELA Standards C1 – C3)

Quarterly Unit 1: Essential Skills

Employability Goal: To apply basic English/Language Arts, Math, Communication, Career Preparation/Social Studies, Life Skills Science/Health, and Computer Skills

First Quarter	Grade 9 <i>Communication Objectives</i>	Grade 10 <i>Communication Objectives</i>	Grade 11 <i>Communication Objectives</i>	Grade 12 <i>Communication Objectives</i>
<p>Month: August</p> <p>Week 1</p> <p>Goals:</p> <p>Grade 9—Select topic for exploration; gather information.</p> <p>Grade 10—Increase vocabulary skills.</p> <p>Grade 11—Use reading and auditory skills to convey oral information.</p> <p>Grade 12—Gather information from a variety of sources.</p> <p>Week 2</p> <p>Goals:</p> <p>Grade 9—Use reading, auditory, and pragmatic skills to gather needed information.</p> <p>Grade 10—Use reading and auditory processing skills to comprehend written and oral information.</p> <p>Grade 11—Gather information from a variety of sources.</p> <p>Grade 12—Gather information from a variety of sources.</p>	<p>1. Assess communication skills using Communication Skills checklist.</p> <p>2. Identify subjects, verbs, run-on sentences, and sentence fragments to write complete sentences. (E1-RS1, E1-RS-2)</p> <p>3. Use capital letters correctly. (E1-R1, E1-R2)</p> <p>4. Spell words correctly such as days, numbers, name of school, city, state, job application words. (E1-W1, E1-R1, E1-R3)</p> <p>1. Identify sections of the newspaper; read and find needed information. (E1-R1, E1-R2)</p> <p>2. Identify subjects, verbs, run-on sentences, and sentence fragments to write complete sentences.</p> <p>3. Use capital letters correctly. (E1 – W1)</p> <p>4. Spell words correctly such as days, numbers, name of school, city, state, job application words. (E1-W1, E1-R1, E1-R3)</p>	<p>1. Assess communication skills using Communications Skills Checklist.</p> <p>2. Improve phonic skills to increase vocabulary. (E2-R1, E2-R2)</p> <p>1. Identify the main idea in a reading selection. (E2 – R1, E2 – R2)</p> <p>2. Improve phonic skills to increase vocabulary. (E2 – R1, E2 – R2)</p>	<p>1. Assess communication skills using Communications Skills Checklist.</p> <p>2. Express personal opinions in small groups, class discussion and in writing. (E3 – C1, E3 – W2)</p> <p>1. Scan workplace materials to gather information quickly. (E3 –RS3, E3 – C3)</p> <p>2. Read and interpret diagrams, charts, and graphs. (E3 – RS2, E3 – RS3)</p>	<p>1. Select topic for exploration; gather needed information. (E1-RS1, E1-RS2)</p> <p>Same as above.</p>

<p>Week 3 Goals: Grade 9—Select topic for exploration; gather information. Grade 10—Increase vocabulary skills. Grade 11—Use reading and auditory skills to convey oral information. Grade 12—Gather information from a variety of sources.</p>	<p>Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>
<p>September Week 1 Goals: Grade 9—Use reading and auditory processing skills to comprehend written and oral information. Grade 10—Increase vocabulary skills. Grade 11—Use reading and auditory skills to convey oral information Grade 12—Gather information from a variety of sources.</p>	<p>1. Read and follow specific written and oral directions. (E1 – R1, E1 – W3) 2. Write paragraphs with introduction and conclusion sentences. (E1 – W1, E1 – W4, E1 – R2) 3. Spell correctly: days, numbers, name of school, city, state, job application words. 4. Use capital letters correctly. (E1 – R1, E1 – R2) 5. Identify subjects, verbs, run-on sentences and sentence fragments to write complete sentences.</p>	<p>Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>
<p>Week 2 Goals: Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>
<p>Week 3 Goals: Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>
<p>Week 4 Goals: Grade 9—Same as above. Grade 10—Use pragmatic and auditory skills to increase self-advocacy skills, and</p>	<p>Same as above.</p>	<p>1. Speak clearly and appropriately in a variety of situations. 2. Use vocabulary pertaining to payroll and banking.</p>	<p>Same as above.</p>	<p>Same as above.</p>

<p>increase vocabulary. Grade 11—Same as above. Grade 12—Same as above.</p> <p>October Week 1 Goals: Grade 9—Use reading and auditory processing skills to comprehend written and oral information. Grade 10—Use reading and auditory processing skills to comprehend written and oral information. Grade 11—Use reading and auditory skills to convey oral information. Grade 12—Gather information from a variety of sources.</p>	<ol style="list-style-type: none"> 1. Read and follow specific written and oral directions. (E1 – R1, E1 – W3) 2. Write paragraphs that have introduction and conclusion sentences. (E1 – W1, E1 – W4, E1 – R2) 3. Spell correctly: days, numbers, name of school, city, state, and job application words 4. Use capital letters correctly. (E1 – R1, E1 – R2) 5. Identify subjects, verbs, run-on sentences, and sentence fragments to write complete sentences. 	<ol style="list-style-type: none"> 1. Identify the main idea in a reading selection. (E2 – R1, E2 – R2) 	<p>Same as above.</p>	<p>Same as above.</p>
<p>Week 2 Goals: Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>
<p>Goals: Weeks 3 and 4 Grade 9—Same as above. Grade 10—Same as above. Grade 11—Use writing and auditory skills to write messages from oral information. Grade 12—Use appropriate speaking and pragmatic skills in a variety of settings.</p>	<p>Same as above.</p> <p>Materials for Quarter 1: <i>Life Skills workbooks, Reading Power workbooks, Creature Features Study and Research Skills workbooks, and English the Easy Way workbooks.</i></p>	<ol style="list-style-type: none"> 1. Identify the main idea in a reading selection. (E2 – R1, E2 – R2). <p>Materials for Quarter 1: <i>Life Skills workbooks, Reading Power workbooks, Creature Features Study and Research Skills workbooks, and English the Easy Way workbooks.</i></p>	<ol style="list-style-type: none"> 1. Write a message from oral information. (E2 – W1, E2 – R2) <p>Materials for Quarter 1: <i>Life Skills workbooks, Reading Power workbooks, Creature Features Study and Research Skills workbooks, and English the Easy Way workbooks.</i></p>	<p>Communicate effectively in personal and employment situations.</p> <p>Materials for Quarter 1: <i>Life Skills workbooks, Reading Power workbooks, Creature Features Study and Research Skills workbooks, and English the Easy Way workbooks.</i></p>

COMMUNICATION MODULE (ELA Standards C1 – C3)

Quarterly Unit 2: The Home

Employability Goal: To maintain and manage the home environment.

Second Quarter	Grade 9 <i>Communication Objectives</i>	Grade 10 <i>Communication Objectives</i>	Grade 11 <i>Communication Objectives</i>	Grade 12 <i>Communication Objectives</i>
<p>Month: November</p> <p>Week 1</p> <p>Goals:</p> <p>Grade 9—Use reading and auditory processing skills to comprehend written and oral information.</p> <p>Grade 10-- Use reading and auditory processing skills to comprehend written and oral information.</p> <p>Grade 11—Use writing and auditory skills to write messages from oral information.</p> <p>Grade 12—Use appropriate speaking and pragmatic skills in a variety of settings.</p>	<p>1. Read and follow specific written and oral directions. (E1-R1, E1-W3)</p> <p>2. Write paragraphs that have introduction and conclusion sentences. (E1-W1, E1-W4, E1-R2)</p> <p>3. Spell correctly: days, numbers, name of school, city, state and job application words.</p> <p>4. Use capital letters correctly. (E1-R1, E1-R2)</p> <p>5. Identify subjects, verbs, run-on sentences, and sentence fragments to write complete sentences. (E1-R1, E1-R2)</p>	<p>1. Identify the main idea in a reading selection. (E2-41, E2-R2)</p>	<p>1. Write a message from oral information. (E2-W1, E2-R2)</p>	<p>1. Communicate effectively in personal and employment situations.</p>
<p>Weeks 2, 3, and 4</p> <p>Goals: Same as above.</p>	<p>6. Distinguish between fact and opinion. (E1-R1, E1-R2)</p>	<p>Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>
<p>December</p> <p>Weeks 1, 2, and 3</p> <p>Goals: Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>
<p>January</p> <p>Weeks 1, 2, 3, & 4</p> <p>Goals: Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>
	<p>Materials for Quarter 2: <i>Life Skills workbooks, Reading Power workbooks, Creature Features Study and Research Skills workbooks, English the Easy Way workbooks.</i></p>	<p>Materials for Quarter 2: <i>Life Skills workbooks, Reading Power workbooks, Creature Features Study and Research Skills workbooks, English the Easy Way workbooks.</i></p>	<p>Materials for Quarter 2: <i>Life Skills workbooks, Reading Power workbooks, Creature Features Study and Research Skills workbooks, English the Easy Way workbooks.</i></p>	<p>Materials for Quarter 2: <i>Life Skills workbooks, Reading Power workbooks, Creature Features Study and Research Skills workbooks, English the Easy Way workbooks.</i></p>

COMMUNICATION MODULE (ELA Standards C1 – C3)

Quarterly Unit 3: School-to-Work

Employability Goal: To attain competencies to secure and maintain employment.

Third Quarter	Grade 9 <i>Communication Objectives</i>	Grade 10 <i>Communication Objectives</i>	Grade 11 <i>Communication Objectives</i>	Grade 12 <i>Communication Objectives</i>
<p>Month: February Week 1</p> <p>Objective: To teach how appropriate classroom competencies transfer to workplace skills.</p>	<p>1. Spell job application words. (EE1.5)</p>	<p>1. Read work schedules and timetables. (EE2.5) 2. Listen and write phone messages. (EE2.6)</p>	<p>1. Read and interpret workplace rules and regulations. EE3.1) 2. Read and gather information from charts, graphs, indexes, and labels. (EE3.7) 3. Complete sales slips, invoices, inventory records, and order forms. (EE3.9)</p>	<p>1. Demonstrate the ability to work cooperatively with others. (CO-SS3)</p>
<p>Weeks 2, 3, and 4</p>	<p>Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>
<p>Month: March Week 1</p> <p>Objective: To teach implementation of appropriate competencies in the workplace.</p>	<p>1. Spell job application words correctly. (EE1.5)</p>	<p>1. Complete a job application. (EE2.2)</p>	<p>1. Express opinions in small groups, class discussions, and in writing. (EE3.10)</p>	<p>1. Exhibit appropriate job interview skills. (EE4.1) 2. Type a letter of interest about a job. (EE4.5) 3. Receive information about a job opening via phone. (EE4.6) 4. Write and respond to job interview questions. (EE4.10)</p>
<p>Week 2</p>	<p>1. Write a memo. (EE1.7)</p>	<p>Same as above.</p>	<p>Same as above.</p>	<p>Same as above.</p>
<p>Week 3</p>	<p>Same as above.</p>	<p>1. Demonstrate how to interview for a job. (SSC2.8) 2. Write business and personal letters; address envelopes. (EE2.1)</p>	<p>1. Write a resume. 2. Complete error-free job applications. 3. Complete sample W-2's and other pre-work forms.</p>	<p>1. Use the classified ads to find jobs. (EE4.4) 2. Complete error-free job applications. (EE4.7) 3. Write thank-you letters to job interviewers. (EE4.9) 4. Ask for letters of recommendations from employer, teachers, and</p>

<p>Week 4</p>	<p>Same as above.</p> <p>Materials for Quarter 3: Life Skills workbook, Power Reading workbook, Creature Features Study and Research workbook, and Survival Reading workbook.</p>	<p>Same as above.</p> <p>Materials for Quarter 3: Life Skills workbook, Power Reading workbook, Creature Features Study and Research workbook, and Survival Reading workbook</p>	<p>Same as above.</p> <p>Materials for Quarter 3: Life Skills workbook, Power Reading workbook, Creature Features Study and Research workbook, and Survival Reading workbook</p>	<p>administrators.</p> <p>Same as above.</p> <p>Materials for Quarter 3: Life Skills workbook, Power Reading workbook, Creature Features Study and Research workbook, and Survival Reading workbook</p>
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COMMUNICATION MODULE (ELA Standards CI – C3)

Quarterly Unit 4: The Community

Employability Goal: To demonstrate competencies in using community resources.

Fourth Quarter	Grade 9 <i>Communication Objectives</i>	Grade 10 <i>Communication Objectives</i>	Grade 11 <i>Communication Objectives</i>	Grade 12 <i>Communication Objectives</i>
<p>Objective: To teach awareness of community resources.</p> <p>Month: April Week 1</p> <p>Weeks 2, 3, & 4</p>	<p>1. Explain the roles of a citizen.</p> <p>Same as above.</p>	<p>1. Explain the roles of a citizen.</p> <p>Same as above.</p>	<p>1. Explain the roles of a citizen.</p> <p>Same as above.</p>	<p>1. Update and complete portfolios.</p> <p>Same as above.</p>
<p>Objective: To teach how to use community resources.</p> <p>Month: May Week 1</p> <p>Weeks 2 and 3</p>	<p>1. Explain the roles of a citizen. (CO SS-5)</p> <p>2. Develop map and globe skills. (CO SS-12)</p> <p>Same as above.</p> <p>Materials for Quarter 4: Life Skills workbook, Reading Power workbook, English the Easy Way workbook, Creature Features Study and Research skills, and Survival Reading workbook</p>	<p>1. Explore support systems and their importance. (SSC2.12)</p> <p>2. Read maps, business directories, and job descriptions. (EE2.4)</p> <p>Same as above.</p> <p>Materials for Quarter 4: Life Skills workbook, Reading Power workbook, English the Easy Way workbook, Creature Features Study and Research skills, and Survival Reading workbook</p>	<p>1. Write specific, concise directions.</p> <p>Same as above.</p> <p>Materials for Quarter 4: Life Skills workbook, Reading Power workbook, English the Easy Way workbook, Creature Features Study and Research skills, and Survival Reading workbook</p>	<p>1. Update and complete portfolios.</p> <p>2. Secure and maintain employment. (COSS-9)</p> <p>Same as above.</p> <p>Materials for Quarter 4: Life Skills workbook, Reading Power workbook, English the Easy Way workbook, Creature Features Study and Research skills, and Survival Reading workbook</p>

PROJECT SUCCEED

SCOPE AND SEQUENCE

**CAREER PREPARATION/SOCIAL STUDIES AND TRANSITION
MODULE**

Lake City High School

CAREER PREPARATION (SOCIAL STUDIES)/TRANSITION

QUARTERLY UNIT 1—ESSENTIAL SKILLS

EMPLOYABILITY GOAL:

To apply basic Reading, Math, English/Language Arts, Communications, Career Preparation/Social Studies, Life Skills Science, and Computer Skills

Month	Week	Grade 9	Grade 10	Grade 11	Grade 12
August	1	Complete needs assessment survey, pre-program survey, interest inventories, vocational assessment, and other related inventories. Materials: LCCE and various inventories	Complete a job interest inventory. (CO SS-7) Materials: Inventories, Internet, SCOIS	Complete needs assessment, interest inventories, aptitude assessment, vocational assessment, and other related inventories. Materials: LCCE and various inventories	Complete needs assessment, interest inventories, aptitude assessment, vocational assessment, and other related inventories. Materials: LCCE and various inventories
	2	Learn about jobs which best meets students specific interests, experience, and abilities. (CO SS-1) Materials: Dictionary of Occupational Titles, SCOIS, Media Center, activity sheets, newspapers, etc.	Identify methods of finding labor information. (CO SS-1) Materials: Dictionary of Occupational Titles, SCOIS, activity sheets, etc.	List all personal skills and what jobs they could apply to. (CO SS-8) Materials: SCOIS, activity and information sheets.	Demonstrate skills needed to find job openings. Materials: Newspapers, Internet, employment agencies, One Stop, advertisement, telephone book, word-of-mouth, counselors, job coach, etc.

- Notes:**
- 1) LCCE materials will be used on all grade levels during all months. Modifications will be made when needed for different levels.
 - 2) P/ES activities will be integrated into the lessons at least twice a week.
 - 3) Current news stories will be described weekly, for all months by the students from various perspectives.
 - 4) Students will begin to develop portfolios in 9th grade and continue throughout 12th grade.
 - 5) Students will participate in non-paid or paid work experiences as outlined by Project SUCCEED from grades 9-12.

Month	Week	Grade 9	Grade 10	Grade 11	Grade 12
August	3	Identify several occupations and possible work environments for each occupation. Materials: Dictionary of Occupational Titles, SCOIS, Media Center, yellow pages, activity sheets, etc.	Define fringe benefits and evaluate common benefits offered by employees. (CO SS-4) Materials: Activity sheets, SCOIS, etc.	Research and present information on jobs in at least two career clusters based on interests and abilities. Materials: Dictionary of Occupational Titles, SCOIS, Media Center, Internet, etc.	Request, gather, and begin to process information pertaining to post-secondary options (apprenticeship programs, Vocational Rehabilitation, technical college, etc.). Materials: Practitioner, guest speakers, Internet, college catalogues, and other literature. Same as above.
	4	Complete self-value inventory. Materials: Inventories and Internet.	Complete self-value inventory. Materials: Inventories and Internet.	Complete self-value inventory. Materials: Inventories and Internet.	
	4	Identify and discuss (written or oral) personal values through occupations. Materials: LCCE, inventories and text.	Identify and discuss (written or oral) social values through occupations. Materials: LCCE, inventories and text.	Identify remunerative aspects of work. Materials: Activity sheets and LCCE	

RELATED LCCE ACTIVITIES FOR AUGUST

Identify remunerative aspects of work (17.70)	Identify personal values met through work (17.72)
Identify interests and abilities (10.43)	Identify societal values met through work (17.73)
Know important character traits (12.54)	

CAREER PREPARATION (SOCIAL STUDIES)/TRANSITION

QUARTERLY UNIT 1—ESSENTIAL SKILLS

EMPLOYABILITY GOAL:

To apply basic Reading, Math, English/Language Arts, Communications, Career Preparation/Social Studies, Life Skills Science, and Computer Skills.

Month	Week	Grade 9	Grade 10	Grade 11	Grade 12
September	1	Demonstrate listening and responding skills. Materials: LCCE and simulations	Demonstrate use of various graphic organizers. (CO-SS-3) Materials: Text, LCCE, spreadsheet, activity sheets	Identify weaknesses and set goals. Materials: LCCE, activity sheets, Internet	Follow directions using a series of tasks/steps (written and verbal). Materials: PAES, text, activity sheets.
<i>LCCE (Related LCCE activities the month of September)</i> <i>Express feelings of self-worth (11.46)</i> <i>Describe others' perception of self (11.47)</i>	1	Describe self for identification to someone the student has never met. Materials: LCCE, activity sheets, videos, simulations			Demonstrate proper behavior in public, at work, and in the community. Materials: Activity sheets and PAES, volunteer projects
<i>LCCE (continued)</i> <i>Accept and give praise (11.48)</i> <i>Accept and give criticism (11.49)</i>	2	Describe other's perception of self. Materials: LCCE, worksheets, simulations	Demonstrate the ability to follow multiple directions. (CO-SS-2) Materials: Simulations, LCCE, PAES, activity sheets	Same as above.	Meet demands of quality work. Materials: Simulated projects, PAES, volunteer projects
<i>LCCE (continued)</i> <i>Communicate with understanding (16.68)</i> <i>Know subtleties of communications (16.69)</i>	3	Demonstrate an awareness of strengths and weaknesses and what helps the student perform better. Materials: LCCE, activity sheets, inventories	Same as above.	Identify the qualities of a good work ethic and why we work. Materials: LCCE and activity sheets	Same as weeks 1 and 2.
	4	Recognize how selected jobs will help meet personal and professional goals. (CO-SS-10) Materials: LCCE and activity sheets	Develop skills in accepting and giving praise and criticism. Materials: LCCE, worksheets, simulation activities	Same as above.	Project how money will be earned and spent in a chosen occupation. Materials: Text, activity sheets

Note 1: LCCE materials will be used on all grade levels during the month. Modifications will be made when needed for different grade levels.

Note 2: PAES activities will be integrated into the lessons at least twice a week.

CAREER PREPARATION (SOCIAL STUDIES)/TRANSITION

QUARTERLY UNIT 1—ESSENTIAL SKILLS

EMPLOYABILITY GOAL:

To apply basic Reading, Math, English/Language Arts, Communications, Career Preparation/Social Studies, Life Skills Science, and Computer Skills.

Month	Week	Grade 9	Grade 10	Grade 11	Grade 12
October <i>LCCE activities for the month of October</i> <i>Practice personal safety (3.16)</i>	1	Develop self-knowledge about one's learning style. Materials: LCCE, activity sheets, inventories.	Describe characteristics of one's disability. Materials: Activity sheets, video recorder/tape recorder, Internet, texts, resource persons	Demonstrate decision-making skills. Materials: LCCE, text, simulations, activity sheets	Demonstrate skills in self management, self evaluation and adjustment. Materials: LCCE, text, simulations, activity sheets
<i>LCCE (continued)</i> <i>Locate and utilize sources of assistance (15.62)</i> <i>Anticipate consequences (15.63)</i>	2	Identify alternative ways to learn. Materials: LCCE, activity sheets, inventories.	Research/describe and/or use various accommodations/supports for one's disability. Materials: Internet, texts, assistive technology personnel, resource persons, Internet	Demonstrate the ability to self-regulate and self-manage day-to-day actions. Materials: LCCE, text, simulations, activity sheets	Same as above.
<i>LCCE (continued)</i> <i>Develop and evaluate alternatives (15.64)</i>	3	Set personal and academic goals. Materials: LCCE, activity sheets, inventories.	Identify various support or advocacy groups for students and people with disabilities. Materials: Resource persons, Internet, various disabilities links and organizations	Demonstrate self-efficacy skills (self-confidence). Materials: LCCE, text, simulations, activity sheets	Demonstrate skills needed to advocate for self on a job interview, workplace, post-secondary setting, etc. Materials: LCCE, text, simulations, activity sheets, videos
<i>LCCE (continued)</i> <i>Recognize nature of a problem (15.65)</i> <i>Develop goal-seeking behavior (15.66)</i> <i>Develop confidence in oneself (11.50)</i>	3	Create an action plan to solve problems that act as barriers to achieving goals. Materials: LCCE, activity sheets, inventories, resource persons, Internet	Complete self-determination and self-advocacy skills book Materials: Skills book	Research and/or join support group(s) for students with disabilities. Materials: Internet, brochures, applications, texts, resource persons	Same as above.
<i>LCCE (continued)</i> <i>Recognize and respond to emergency situations (16.67)</i>	4	Demonstrate various self-advocacy skills.(CO SS-3) Materials: LCCE, activity sheets, self-advocacy skills book, simulations	Same as above.	Demonstrate various self-determination and self-advocacy skills. Materials: LCCE, text, simulations, activity sheets	Same as above.

Note 1: LCCE materials will be used on all grade levels during the month. Modifications will be made when needed for different grade levels.

Note 2: PAES activities will be integrated into the lessons at least twice a week.

CAREER PREPARATION (SOCIAL STUDIES)/TRANSITION

QUARTERLY UNIT 2—THE HOME ENVIRONMENT

**EMPLOYABILITY GOAL: To maintain and manage the home environment
(Food, nutrition, and health practices)**

Month	Week	Grade 9	Grade 10	Grade 11	Grade 12
November	1	Demonstrate knowledge of human development. Materials: Text, LCCE, activity sheets	Identify common illnesses—prevention and treatment. Materials: Activity sheets, texts, videos	Identify health services provided by local community agencies, health department, and government agencies. Materials: Field trip, health professional, Internet, research, activity sheets	Demonstrate knowledge of marriage, parenting, and family systems. Materials: Text, LCCE, activity sheets
	2	Identify health practices that prevent/reduce the risk of disease. Materials: Activity sheets, texts, videos	Explain the role of diet in health. Materials: Texts, LCCE, Internet, speaker, activity sheets	Discuss ways to deal with stress. (CO SS-1) Materials: School psychologist, videos, texts, research	Demonstrate how to make healthy and wise food choices based on eating patterns, food labels, portion, comparison shopping, etc. Materials: Text, LCCE, Internet, activity sheets
	3 & 4	Plan (including budgeting), prepare, and eat <u>balanced</u> meals using appropriate/proper etiquette and the food pyramid guide. Materials: Menus, cookbooks, food items, utensils, silverware, dishware, models for setting tables, LCCE, PAES, etiquette handbook	Plan (including budgeting), prepare, and eat <u>balanced</u> meals using appropriate/proper etiquette and the food pyramid guide. Materials: Menus, cookbooks, food items, utensils, silverware, dishware, models for setting tables, LCCE, PAES, etiquette handbook	Plan (including budgeting), prepare, and eat <u>balanced</u> meals using appropriate/proper etiquette and the food pyramid guide. Materials: Menus, cookbooks, food items, utensils, silverware, dishware, models for setting tables, LCCE, PAES, etiquette handbook	Plan (including budgeting), prepare, and eat <u>balanced</u> meals using appropriate/proper etiquette and the food pyramid guide. Materials: Menus, cookbooks, food items, utensils, silverware, dishware, models for setting tables, LCCE, PAES, etiquette handbook

Related LCCE Activities for the Month of November

<i>Demonstrate knowledge of physical fitness, nutrition, and weight (3.12)</i>	<i>Demonstrate knowledge of common illnesses, prevention, and treatment (3.15)</i>
<i>Purchase food (5.20)</i>	<i>Store food (5.22)</i>
<i>Prepare meals (5.23)</i>	<i>Plan/eat balanced meals (5.25)</i>
<i>Demonstrate appropriate eating habits (5.24)</i>	<i>Exhibit proper grooming and hygiene (3.13)</i>

Note 1: LCCE materials will be used on all grade levels during the month. Modifications will be made when needed for different grade levels.

Note 2: PAES activities will be integrated into the lessons at least twice a week.

**CAREER PREPARATION (SOCIAL STUDIES)/TRANSITION
QUARTERLY UNIT 2—THE HOME ENVIRONMENT**

**EMPLOYABILITY GOAL: To maintain and manage the home environment
(Housing Selection and Maintenance)**

Month	Week	Grade 9	Grade 10	Grade 11	Grade 12
December	1	Demonstrate knowledge of housekeeping/maintenance terms for the interior, exterior, and grounds. Materials: LCCE, worksheets, texts	Compare and explain various types of housing. Materials: LCCE, activity sheets, presentations, collage, speaker from a housing-affiliated organization	Apply money management skills to the preparation of a budget including housing, utilities, insurance, transportation, food, clothing, health, savings, investments, recreation, and retirement. Materials: Activity sheets, calculator, Internet, computer, budget forms, etc.	Select housing based on various scenarios. Materials: LCCE, research, housing literature, Internet
Refer to the bottom of the page for LCCE activities for December.	2	Perform correctly selected housekeeping/maintenance tasks for the interior, exterior, and grounds. Materials: LCCE, teacher-selected tasks, PAES	Demonstrate knowledge of selecting furniture, accessories, etc. for the home. Materials: LCCE, activity sheets, flyers, brochures, catalogues, visits to businesses, Internet	Same as above.	Demonstrate skills in setting up and organizing a household. Materials: LCCE, activity sheets, project
	3	Same as above.	Perform correctly selected housekeeping/maintenance tasks for the interior, exterior, and grounds. Materials: LCCE, teacher-selected tasks, PAES	Perform correctly selected housekeeping/maintenance tasks for the interior, exterior, and grounds. Materials: LCCE, teacher-selected tasks, PAES	Perform correctly selected housekeeping/maintenance tasks for the interior, exterior, and grounds. Materials: LCCE, teacher-selected tasks, PAES

Note 1: LCCE materials will be used on all grade levels during the month. Modifications will be made when needed for different grade levels.
Note 2: PAES activities will be integrated into the lessons at least twice a week.

Related LCCE activities for the month of December

Select adequate housing (2.9)	Maintain home exterior/interior (2.7)
Set up household (2.10)	Maintain home grounds (2.11)

CAREER PREPARATION (SOCIAL STUDIES)/TRANSITION

QUARTERLY UNIT 2—THE HOME ENVIRONMENT

**EMPLOYABILITY GOAL: To maintain and manage the home environment
(Clothing and Clothing Management)**

Month	Week	Grade 9	Grade 10	Grade 11	Grade 12
January	1	Demonstrate basic knowledge and money management skills in relation to selecting, purchasing, and caring for clothing. Materials: Calculator, activity sheets, LCCE, PAES	Discuss the various dress codes for high school, social events, and work. Materials: LCCE, videos, activity sheets, collage	Recognize the difference between proper and improper dress for job interviews. (CO SS-10) Materials: Simulations, resource person from a business, videos, activity sheets, role play	Demonstrate the knowledge to make wise clothing selections and purchases. Materials: Catalogues, activity sheets, Internet, visits to businesses
	1	Identify skills needed to perform selected clothing-care tasks. Materials: Activity sheets, labels, iron, washer/dryer, etc.		Discuss the various dress codes for different types of jobs. (CO SS-11) Materials: Activity sheets, role play, videos, collage, LCCE	
	2	Perform selected clothing-care tasks. Materials: Activity sheets, iron, ironing board, washer/dryer, etc.	Perform selected clothing-care tasks. Materials: Activity sheets, iron, ironing board, washer/dryer, etc.	Perform selected clothing-care tasks. Materials: Activity sheets, iron, ironing board, washer/dryer, etc.	Perform selected clothing-care tasks. Materials: Activity sheets, iron, ironing board, washer/dryer, etc.
	2	Order clothing from a catalog. Materials: Catalog, calculator, activity sheets	Order clothing from a catalog. Materials: Catalog, calculator, activity sheets	Order clothing from a catalog. Materials: Catalog, calculator, activity sheets	Order clothing from a catalog. Materials: Catalog, calculator, activity sheets
	3 & 4	Perform clothing tasks involving hand sewing and then machine sewing. Materials: Needle, thread, materials, activity sheets, sewing machine, scissors, patterns, etc.	Perform clothing tasks involving hand sewing and then machine sewing. Materials: Needle, thread, materials, activity sheets, sewing machine, scissors, patterns, etc.	Perform clothing tasks involving hand sewing and then machine sewing. Materials: Needle, thread, materials, activity sheets, sewing machine, scissors, patterns, etc.	Perform clothing tasks involving hand sewing and then machine sewing. Materials: Needle, thread, materials, activity sheets, sewing machine, scissors, patterns, etc.

Related LCCE Activities for the month of January

Dress appropriately (3.14)	Purchase clothing (6.27)
Wash/clean clothing (6.26)	Iron, mend, and store clothing (6.28)

CAREER PREPARATION (SOCIAL STUDIES)/TRANSITION

QUARTERLY UNIT 3—School to Work

EMPLOYABILITY GOAL: To attain competencies to secure and maintain employment.

Month	Week	Grade 9	Grade 10	Grade 11	Grade 12
February	1	<p>Research and classify jobs into clusters. Materials: SCOIS, Internet, DOT, One Stop</p>	<p>Read and comprehend job descriptions. Materials: SCOIS, Internet, DOT, One Stop, newspaper, etc.</p>	<p>Read and interpret various work schedules, timetables, etc. Materials: Activity sheets, Internet, simulated documents, etc.</p>	<p>Identify what all deductions from paycheck are and their importance. (CO SS-1) Materials: Simulated checkstubs, texts, banking activity sheets, LCCE, tax documents</p>
	1	<p>Develop the ability to recognize responsible behaviors (CO SS-8) Materials: LCCE, activity sheets, checklists</p>	<p>Investigate local occupational and training opportunities. Materials: Internet, One Stop, businesses, resource persons, newspapers, state agencies, telephone book, advertisements, word-of-mouth, etc.</p>	<p>Demonstrate the proper respect for authority. (CO SS-2) Materials: Simulations, activity sheets, checklist, LCCE</p>	<p>Exhibit appropriate job search and job interviewing skills. (<i>Weeks 1 - 4</i>)</p> <hr/> <p>Seek, secure, or maintain employment. (<i>Weeks 1 - 4</i>) Materials: Job-search documents, resume writing software, LCCE, Internet, One Stop, Job Coach, portfolio, etc.</p>
	2	<p>Identify both intrinsic and extrinsic reasons for working. (CO SS-9) Materials: LCCE, PAES, activity sheets, checklists</p>	<p>Explain the importance of attendance and punctuality. (CO SS-9) Materials: LCCE, activity sheets, charts, texts, resource person</p>	<p>Recognize and demonstrate positive work ethic required by an employer. (CO SS-6) Materials: LCCE, activity sheets, role-playing activities</p>	<p>Demonstrate proper communication and social skills for the workplace. (CO SS-3) Materials: Activity sheets, evaluations, checklists, ratings, progress reports</p>
	2, 3, 4	<p>Prepare various work-related documents. Materials: Internet, word processing software, applications, simulated employment forms, letters, etc.</p>	<p>Prepare various work-related documents. Materials: Internet, word processing software, applications, simulated employment forms, letters, etc.</p>	<p>Prepare various work-related documents. Materials: Internet, word processing software, applications, simulated employment forms, letters, etc.</p>	<p>List and discuss advantages and disadvantages of current employment. (CO SS-6) Materials: Discussion using various graphic organizers, posters, video, activity sheets</p>
	3 & 4	<p>Analyze at least three reasons businesses are concerned about the ethical behavior of</p>	<p>Demonstrate the ability to work in a team. (CO SS-11) Materials: Role-playing</p>	<p>Read and interpret workplace rules, regulations, etc. Materials: Activity sheets,</p>	<p>Same as weeks 2 and 3 above.</p>

	employees. (CO SS-4) Materials: Video, speaker, LCCE	activities, checklist, videos, LCCE	LCCE, Internet, business documents and handbooks, etc.	
4	Evaluate workplace behavior to determine ethically correct decisions. (CO SS-7) Materials: LCCE, activity sheets, simulations	Demonstrate job behaviors which lead to pay increases and promotions. (CO SS-5) Materials: LCCE, activity sheets, resource person	Same as above.	Same as above.

Related LCCE Activities for the month of February

Develop respect for the rights and properties of others (12.51)	Recognize authority and follow instructions (12.52)
Demonstrate appropriate behavior in public areas (12.53)	Classify jobs into occupational categories (17.74)
Recognize personal role (12.55)	Follow directions and observe regulations (19.81)
Locate sources of occupational training information (17.71)	Recognize the importance of supervision (19.83)
Investigate local occupational and training opportunities (17.75)	Work with others (19.85)
Meet demands for quality work (19.86)	Work at a satisfactory rate (19.87)
Recognize the importance of attendance and punctuality (19.82)	Demonstrate knowledge of occupational safety (19.84)
*Search for a job (20.88)	Demonstrate awareness of how behavior affects others (14.61)
*Apply for a job (20.89)	*Make realistic occupational choices (18.76)
*Identify requirements of appropriate and available jobs (18.77)	*Identify occupational aptitudes (18.78)
*Identify major occupational needs (18.80)	*Identify major occupational interests (18.79)
Calculate and pay taxes (1.4)	

*May be used in February and/or March.

CAREER PREPARATION (SOCIAL STUDIES)/TRANSITION

QUARTERLY UNIT 3—School to Work

EMPLOYABILITY GOAL: To attain competencies to secure and maintain employment.

Month	Week	Grade 9	Grade 10	Grade 11	Grade 12
March	1	<p>Recognize how selected jobs will help you meet your personal and professional goals. (CO SS-10)</p> <p>Materials: Activity sheets, LCCE, checklists</p>	<p>Define fringe benefits and evaluate common benefits offered by employees. (CO SS-4)</p> <p>Materials: Activity sheets, simulated/real checkstubs, LCCE, SCOIS, employee handbooks</p>	<p>Write a resume. (CO SS-5)</p> <p>Materials: Computer, word processing program, resume models, LCCE, activity sheets</p>	<p>Seek, secure, or maintain employment. (<i>Weeks 1-4</i>) (CO SS-9)</p> <p>Demonstrate self-management skills. (CO SS-2)</p> <p>Materials: Checklists, evaluations, LCCE</p>
	2	<p>Exhibit appropriate work habits and behaviors transferable to the workplace.</p> <p>Materials: Activity sheets, simulations, checklists, LCCE</p>	<p>Demonstrate how to interview for a job. (CO SS-8)</p> <p>Materials: Videos on interviewing skills, checklists, activity sheets, human resource personnel role-playing/simulations LCCE, peer evaluation sheet, self-evaluation sheet, Camcorder</p>	<p>Same as above.</p>	<p>List possible solutions to difficulties on the job. (CO SS-4)</p> <p>Materials: Activity sheets, guest speaker, role play, LCCE, individualized research project</p>
	3	<p>Know the difference between good and poor customer service. (CO SS-14)</p> <p>Materials: Videos, simulations, activity sheets, LCCE</p>	<p>Know what to expect on the first day at a new job and be prepared for the typical first day activities. (CO SS-6)</p> <p>Materials: Videos, activity sheets, role-play activity, LCCE</p>	<p>Successfully complete "error free" application. (CO SS-7)</p> <p>Materials: Various applications from text and actual businesses, field trip to at least two businesses to use application software, Internet</p>	<p>Discuss new skills learned while employed. (CO SS-5)</p> <p>Materials: Activity sheets, list of documented skills, verbal presentation of skills with help from graphic organizers</p>
	4	<p>Compose or complete various job-related documents. (<i>Weeks 1-4</i>)</p>	<p>Recognize reasons for leaving a job and describe the acceptable way to leave a job. (CO SS-10)</p> <p>Materials: Activity sheets, resource person, LCCE, simulations/role play</p>	<p>Fill out sample W-2's and other pre-work forms. (CO SS-9)</p> <p>Materials: W-2's and other pre-work forms, LCCE, PAES</p>	<p>Ask for letters of recommendation from employer, teachers, and administrators. (CO SS-7)</p> <p>Materials: Written documentation and verbal demonstration of correct procedures to ask.</p>

Related LCCE Activities for the month of March

Demonstrate self-organization (14.60)	Strive toward self-actualization (14.59)
Know how to adjust to changes in employment (20.93)	Demonstrate knowledge of competitive standards (20.92)
Know how to maintain post-school occupational adjustment (20.91)	Interview for a job (20.89)
Demonstrate stamina and endurance (21.94)	Demonstrate satisfactory balance and coordination (21.95)
Demonstrate manual dexterity (21.96)	Demonstrate sensory discrimination (21.97)

CAREER PREPARATION (SOCIAL STUDIES)/TRANSITION

QUARTERLY UNIT 4—Community

EMPLOYABILITY GOAL: To demonstrate competencies in using community resources.

Month	Week	Grade 9	Grade 10	Grade 11	Grade 12
April	1	Demonstrate an awareness of the local government and the names of mayor, governor, president, and vice president. (CO SS-2) Materials: Field trip, fact sheets, LCCE, activity sheets	Demonstrate an awareness of the impact of local and state governments in SC: society, education, and economic. Materials: Texts, activity sheets, Internet, local and state brochures/handouts	Recognize the roles of labor unions, taxes, government, and government regulations on local/state/federal levels. Materials: Texts, local and state brochures/handouts, activity sheets, Internet, LCCE Same as above.	Sort through and complete portfolios. (CO SS-8) Materials: Portfolio, teacher-selected documents, student-selected documents, references, commendations, etc.
	1 and 2	Explain and list the many roles of a citizen. (CO SS-5) Materials: Activity sheets, elected/appointed city official, LCCE, videos, texts	Demonstrate knowledge of various types of taxes in the economy on the local, state, and federal levels. Materials: Texts, LCCE, activity sheets, Internet Same as above.	Same as above.	Same as above.
	2 and 3	Know basics of SC history. (CO SS-13) Materials: SC history texts, SC brochures, Internet, videos, field trip or guest speaker, LCCE, maps	Same as above.	Know the basics of voting and register to vote; and register for selective service if applicable. (CO SS-3) Materials: Videos, voter registration materials, LCCE	Same as above.
	3	Demonstrate knowledge about civil rights. (CO SS-11) Materials: Related videos, activity sheets, research on the Civil Rights Movements, texts	Explore support systems and their importance. (CO SS-12) Materials: Activity sheets, fact sheets, research project, LCCE	Explore criminal law. (CO SS-4) Materials: Texts, LCCE, law enforcement guest speaker, videos	Same as above.

Related LCCE Activities for the month of April

Know nature of local, state, and federal governments (7.30)	Calculate and pay taxes (1.4)
Demonstrate knowledge of civic rights and responsibilities (7.29)	Demonstrate knowledge of traffic rules and safety (9.38)

CAREER PREPARATION (SOCIAL STUDIES)/TRANSITION

QUARTERLY UNIT 4—Community

EMPLOYABILITY GOAL: To demonstrate competencies in using community resources.

Month	Week	Grade 9	Grade 10	Grade 11	Grade 12
May	1	Learn about the effects of racism, ageism, and sexism on society. (CO SS-6) Materials: Videos, activity sheets, texts, LCCE	Demonstrate use of various graphic organizers in the community including maps, graphs, charts, directories, work schedules, and transportation schedules. Materials: Software, directories, charts, schedules, maps, etc.	Describe the procedures a person should follow for various encounters with the police and identify means and procedures for obtaining legal aid. Materials: LCCE, activity sheets, resource person, video	Continue to sort through and complete portfolio.
	1 and 2	Develop map and globe skills. (CO SS-12) Materials: Maps, globes, activity sheets, texts, LCCE	Demonstrate the ability to give accurate directions: verbally and written using a variety of resources. Materials: Maps, LCCE, computer software, presentation using graphic organizers, activity sheets, etc.	Describe the court system. Materials: Field trip, speaker, LCCE, activity sheets, Internet	Same as above.
	2 and 3	Select and plan various leisure/recreational activities. Materials: LCCE, local field trip, activity sheets, Internet for research, various games	Demonstrate knowledge and how to use various community resources including legal, transportation, educational, recreational, medical, etc. Materials: LCCE, local field trip, activity sheets, Internet for research, etc.	Demonstrate knowledge and how to use various community resources including legal, transportation, educational, recreational, medical, etc. Materials: LCCE, local field trip, activity sheets, Internet for research, etc.	Same as above.
June					Maintain post-school adjustments. Seek secure and/or maintain employment.

Related LCCE Activities for the month of May

Demonstrate knowledge of community resources (8.33)	(Choose and plan activities (8.34)
Demonstrate knowledge of the value of recreation (8.35)	Engage in group and individual activities (8.36)
Plan vacation time (8.37)	Demonstrate knowledge and use of various means of transportation (9.39)

9th Grade Career Preparation (Social Studies) and Transition Major Curriculum Objectives

1. Learn about three jobs which best meet the student's specific interests, experiences, and abilities.
2. Demonstrate an awareness of local government and the names of the mayor, governor, president, and vice-president.
3. Demonstrate various self-determination and self-advocacy skills.
4. Analyze at least three reasons businesses are concerned about the ethical behavior of employees.
5. Explain and list the many roles of a citizen.
6. Learn about the effects of racism, ageism, and sexism on society.
7. Evaluate workplace behavior to determine ethically correct decisions.
8. Develop the ability to recognize responsible behaviors.
9. Identify both intrinsic and extrinsic reasons for working.
10. Recognize how selected jobs will help you meet your personal and professional goals.
11. Demonstrate knowledge about civil rights.
12. Develop map and globe skills.
13. Know the basics of South Carolina history.
14. Know the difference between good and poor customer service.

Each student's level of mastery will be determined by the IEP committee as outlined in the student's IEP. Evidence of successful completion needs to be placed in the student's portfolio. This evidence will be determined by the Social Studies/Career Preparation teacher and the job coach.

10th Grade Career Preparation (Social Studies) and Transition Major Curriculum Objectives

1. Identify four methods of finding labor information.
2. Demonstrate the ability to follow multiple directions.
3. Demonstrate use of various graphic organizers.
4. Define fringe benefits and evaluate common benefits offered by employees.
5. Describe job behaviors which lead to pay increases and promotions.
6. Know what to expect on the first day at a new job and be prepared for the typical first day activities.
7. Complete a job interest inventory.
8. Demonstrate how to interview for a job.
9. Explain the importance of attendance and punctuality.
10. Recognize reasons for leaving a job and describe the acceptable way to leave a job.
11. Demonstrate the ability to work in a team.
12. Explore support systems and their importance.

Each student's level of mastery will be determined by the IEP committee as outlined in the student's IEP. Evidence of successful completion needs to be placed in the student's portfolio. This evidence will be determined by the Social Studies/Career Preparation teacher and the job coach.

11th Grade Career Preparation (Social Studies) and Transition Major Curriculum Objectives

1. Discuss ways to deal with stress.
2. Demonstrate the proper respect for authority.
3. Know the basics of voting and register to vote. Register for selective service, if applicable.
4. Explore criminal law.
5. Write a resume.
6. Recognize and demonstrate the positive work ethic required by an employer.
7. Successfully complete error-free job applications.
8. List all personal skills and what jobs they could apply to.
9. Fill out sample W-2's and other pre-work forms.
10. Recognize the difference between proper and improper dress for job interviews.
11. Discuss the various dress codes for different jobs.

Each student's level of mastery will be determined by the IEP committee as outlined in the student's IEP. Evidence of successful completion needs to be placed in the student's portfolio. This evidence will be determined by the Social Studies/Career Preparation teacher and the job coach.

12th Grade Career Preparation (Social Studies) and Transition Major Curriculum Objectives

1. Identify what all deductions from paycheck are and their importance.
2. Demonstrate self-management skills.
3. Demonstrate proper communication and social skills for the workplace.
4. List possible solutions to difficulties on the job.
5. Discuss new skills learned while employed.
6. List and discuss the advantages and disadvantages of current employment.
7. Ask for letters of recommendation from employer, teachers, and administrators.
8. Sort through and complete the portfolio.
9. Secure and maintain employment.

Each student's level of mastery will be determined by the IEP committee as outlined in the student's IEP. Evidence of successful completion needs to be placed in the student's portfolio. This evidence will be determined by the Social Studies/Career Preparation teacher and the job coach.

PROJECT SUCCEED

SCOPE AND SEQUENCE

EMPLOYMENT ENGLISH
LANGUAGE ARTS
MODULE

Lake City High School

EMPLOYMENT ENGLISH

QUARTERLY UNIT 1—ESSENTIAL SKILLS

EMPLOYABILITY GOAL: To apply basic English/Language Arts, Math, Communication, Career Preparation/Social Studies, Life Skills Science, and Computer Skills.

AUGUST	9 TH	10 TH	11 TH	12 TH
Week 1	Administer pre-test and interest inventory.	Administer pre-test and interest inventory.	Administer pre-test and interest inventory.	Administer pre-test and interest inventory.
Week 1	Write and spell correctly from memory personal information. (CO-3)	Write and spell correctly from memory personal information.	Write and spell correctly from memory personal information.	Write and spell correctly from memory personal information.
Week 2	Use the basic conventions of standard English (mechanics, usage, syntax, and spelling). (CO-1)	Use the basic conventions of standard English (mechanics, usage, syntax, and spelling).	Use the basic conventions of standard English (mechanics, usage, syntax, and spelling).	Use the basic conventions of standard English (mechanics, usage, syntax, and spelling).
Week 3	Same as above.	Same as above.	Same as above.	Same as above.

September	9 th	10 th	11 th	12 th
Week 1	Use the basic conventions of standard English (mechanics, usage, syntax, and spelling). (CO-1)	Use the basic conventions of standard English (mechanics, usage, syntax, and spelling).	Use the basic conventions of standard English (mechanics, usage, syntax, and spelling).	Use the basic conventions of standard English (mechanics, usage, syntax, and spelling).
Week 2	Same as above.	Same as above.	Same as above.	Same as above.
Week 3	Same as above.	Same as above.	Same as above.	Same as above.
Week 4	Same as above.	Sound out new words based on word patterns. (CO-4)	Same as above.	Same as above.

October	9 th	10 th	11 th	12 th
Week 1	Use knowledge of roots and affixes to analyze the meaning of unfamiliar words. (CO-10)	Use knowledge of roots and affixes to analyze the meaning of unfamiliar words. (CO-6)	Use knowledge of roots and affixes to analyze the meaning of unfamiliar words.	Use knowledge of roots and affixes to analyze the meaning of unfamiliar words.
Week 2	Same as above.	Same as above.	Same as above.	Same as above.
Week 3	Use context clues to determine the meaning of unfamiliar or multiple-meaning	Use context clues to determine the meaning of unfamiliar or multiple-meaning	Use context clues to determine the meaning of unfamiliar or multiple-meaning	Use context clues to determine the meaning of unfamiliar or multiple-meaning

	words. (CO-11)	words. (CO-8)	words.	words
Week 4	Same as above.	Identify the main idea in reading selections and supporting details. (CO-5)	Same as above.	Same as above.

Materials for Quarter 1: *Reading assessment/ pre-test, Basic English Grammar, Using Parts of Speech, WYNN, Co-Writer, selected reading materials, word processing software, reading texts, telephone books, personal documents, etc.*

EMPLOYMENT ENGLISH

QUARTERLY UNIT 2—THE HOME

EMPLOYABILITY GOAL: To maintain and manage the home environment.

November	9 th	10 th	11 th	12 th
Week 1	Use and spell correctly vocabulary words related to food categories. (CO-12)	Use and spell correctly vocabulary words related to food categories. (CO-9)	Read about jobs related to food preparation. Compare and contrast information read.	Read about jobs related to food preparation. Compare and contrast information read.
Week 2	Use and spell correctly vocabulary words related to restaurants. (CO-12)	Use and spell correctly vocabulary words related to restaurants. (CO-9)	Read and respond to advertisements and special orders. (CO-5)	Write and respond to possible interview questions related to food preparation jobs. (CO-10)
Week 3	Write and follow specific, concise directions.	Write and follow specific, concise directions	Read and gather information from graphs, charts, and labels. (CO-6)	Read and gather information from graphs, charts, and labels.

December	9 th	10 th	11 th	12 th
Week 1	Use and spell correctly vocabulary words related to housekeeping. (CO-12)	Use and spell correctly vocabulary words related to housekeeping. (CO-9)	Locate and comprehend various types of information in the classified ads pertaining to housing.	Locate and comprehend various types of information in the classified ads pertaining to housing.
Weeks 1, 2, and 3	Write paragraphs that have a beginning, middle, and ending. (CO-2)	Write paragraphs that have a beginning, middle, and ending.	Express personal information in small groups, class discussions, and in writing. (CO-9)	Express personal information in small groups, class discussions, and in writing.
Week 3	Organize instructions and directions in sequential order. (CO-4)	Organize instructions in sequential order. (CO-10)	Write and follow specific, concise directions. (CO-7)	Communicate effectively in personal and employment situations. (CO-2)

January	9 th	10 th	11 th	12 th
Week 1	Use and spell correctly clothing vocabulary words. (CO-12)	Read to gain needed information. (CO-2)	Complete sales slips, order forms, etc. (CO-8)	Complete sales slips, order forms, etc.
Week 2	Write clear paragraphs to explain, inform.	Write clear paragraphs to explain, inform.	Write business letters and address	Write business letters and thank you letters--

	describe, and persuade. (CO-5)	describe, and persuade. (CO-7)	envelopes. (CO-11)	address envelopes. (CO-9)
Week 3	Same as above.	Same as above.	Type a letter of interest about a job.	Use the classified section to find jobs of interest. (CO-4)
Week 4	Follow multi-step directions. (Complete order forms.)	Follow multi-step directions. (Complete order forms.)	Write clear paragraphs to explain, inform, describe, and persuade. (CO-12)	Write paragraphs describing one's skills and interests. (CO-8)

Materials for Quarter 2: *Basic English Grammar, English for the Workplace, WYNN, Co-Writer, selected reading materials, Using Parts of Speech, newspapers, Internet, business documents/forms, envelopes, recipes, restaurant menus, ads, graphs, charts, labels, etc.*

EMPLOYMENT ENGLISH

QUARTERLY UNIT 3—SCHOOL TO WORK

EMPLOYABILITY GOAL: To attain competencies to secure and maintain employment.

February	9 th	10 th	11 th	12 th
Week 1	Make predictions, draw conclusions, and make inferences. (CO-13)	Determine the main idea and supporting details in reading selections based on various occupations. (CO-5)	Read and interpret workplace rules and regulations. (CO-1)	Compare and contrast findings from two or more texts. (CO-11)
Week 2	Same as above.	Same as above.	Same as above.	Same as above.
Week 3	Summarize, paraphrase, and analyze text. (CO-14)	Summarize, paraphrase, and analyze text. (CO-12)	Summarize, paraphrase, and analyze text.	Summarize, paraphrase, and analyze text.
Week 4	Evaluate author's use of stylistic elements (figurative language, irony, personification, simile)	Evaluate author's use of stylistic elements (figurative language, irony, personification, simile). (CO-13)	Develop an extended response around the central idea using relevant supporting details.	Develop an extended response around the central idea using relevant supporting details.

March	9 th	10 th	11 th	12 th
Week 1	Use and spell correctly vocabulary words related to the workplace. (Co-12)	Write business and personal letters, and address envelopes. (CO-1)	Scan workplace materials to get job information quickly. (CO-2)	Receive information about a job opening via the telephone. (CO-6)
Week 2	Read and compare information about different jobs.	Read and compare information about different jobs. (CO-11)	Use the Internet to find jobs of interest.	Write a resume and letter of interest for a job. (CO-13 and CO-5)
Week 3	Summarize, paraphrase, and analyze text.	Complete various workplace forms.	Write a resume and letter of interest for a job.	Same as above.
Week 4	Organize and classify information by categorizing and sequencing. (CO-15)	Same as above.	Same as above.	Exhibit appropriate job interviewing skills. (CO-1)

Materials for Quarter 3: *Workplace forms, selected reading materials, English for the Workplace, WYNN, Co-Writer, resume writing programs, Internet, telephone, newspapers, Business English text, secretarial reference guide, etc.*

EMPLOYMENT ENGLISH
QUARTERLY UNIT 4—THE COMMUNITY

EMPLOYABILITY GOAL: To demonstrate competencies in using community resources.

April	9th	10th	11th	12th
Week 1	Use and spell correctly vocabulary words related to the community. (CO-12)	Read to gain needed information from various sources such as the newspaper, phonebook, etc. (CO-2)	Demonstrate the ability to use common reference sources. (CO-4)	Demonstrate the ability to use common reference sources.
Week 2	Read to gain needed information from various references. (CO-9)	Read maps, business directories, and job descriptions. (CO-3)	Locate and use information in the classified section in the local newspaper. (CO-3)	Complete error-free job applications. (CO-7)
Week 3	Read to gain needed information from various sources located in the community. (CO-9)	Read and distinguish fact from fiction.	Complete error-free job applications.	Same as above.

May	9th	10th	11th	12th
Week 1	Identify the different sections in the newspaper. (CO-6)	Complete independent living forms (apartment leases, banking forms, accident reports, etc.). (CO-14)	Complete independent living forms (apartment leases, banking forms, accident reports, etc.). (CO-10)	Update and complete the portfolio. (CO-3)
Week 2	Read and identify between fact and opinion. (CO-8)	Same as above.	Same as above.	Same as above.
Weeks 2 and 3	Read and follow specific oral and written directions. (CO-7)	Identify, comprehend, and answer questions pertaining to various community resources (medical, legal, recreational, etc.).	Identify, comprehend, and answer questions pertaining to various community resources (medical, legal, recreational, etc.).	Same as above.

Materials for Quarter 4: Fliers and pamphlets found in the community, newspapers, banking forms, leases, housing applications, accident report, job applications, maps, directories, phonebook, reading selections, Co-Writer, WYNN, English for the Workplace, etc.

9th Grade Employment English Major Curriculum Objectives

1. Use the basic conventions of English (mechanics, usage, syntax, and spelling).
2. Write paragraphs that have a beginning, middle, and ending.
3. Spell and write correctly personal information from memory.
4. Organize instructions in sequential order; put words in alphabetical order.
5. Write paragraphs to inform, explain, persuade, and describe.
6. Identify sections of the newspaper.
7. Read and follow oral and written directions.
8. Read and identify between fact and opinion.
9. Read to find needed information from telephone books, reference books, workplace rules/regulations handbooks, and other sources.
10. Use knowledge of roots and affixes to determine the meaning of unfamiliar words.
11. Use context clues to determine the meaning of unfamiliar or multiple-meaning words.
12. Understand the meaning and correct spelling of vocabulary words related to food preparation, clothing, housekeeping, workplace, and community.
13. Make predictions, draw conclusions and make inferences.
14. Summarize, paraphrase, and analyze text.
15. Organize information by categorizing and sequencing.

10th Grade Employment English Major Curriculum Objectives

1. Write business and personal letters and address envelopes.
2. Read to gain needed information from newspapers, telephone books, etc.
3. Read maps, business directories, and job descriptions.
4. Sound out new words based on word patterns.
5. Identify the main idea in a reading selection and supporting details.
6. Use knowledge of roots and affixes to analyze the meaning of unfamiliar words.
7. Write paragraphs to inform, explain, describe, and persuade.
8. Use context clues to determine the meaning of unfamiliar words.
9. Demonstrate knowledge of vocabulary related to food preparation, housekeeping, clothing, workplace, and community.
10. Organize instructions in sequential order.
11. Read, contrast, and compare information.
12. Summarize and paraphrase text.
13. Evaluate author's use of stylistic elements (figurative language, irony, personification, simile)
14. Complete independent living forms.

11th Grade Employment English Major Curriculum Objectives

1. Read and interpret workplace rules and regulations.
2. Scan workplace materials to get job information quickly.
3. Locate and use information in the classified section.
4. Demonstrate the ability to use common reference sources.
5. Read and respond to advertisements and special offers.
6. Read and gather information from charts, graphs, indexes, and labels.
7. Write specific, concise directions.
8. Complete sales slips, invoices, inventory records, and order forms.
9. Express personal opinions in small groups, class discussions, and in writing.
10. Complete independent living forms.
11. Write different business letters and address envelopes.
12. Write clear paragraphs to inform, explain, describe, and persuade.

12th Grade Employment English Major Curriculum Objectives

1. Exhibit appropriate job interviewing skills.
2. Communicate effectively in personal and employment situations.
3. Update and complete the portfolio.
4. Use the classified ads to find jobs of interest.
5. Type a letter of interest about a job.
6. Receive information about a job opening via telephone.
7. Complete error-free job applications.
8. Write paragraphs describing one's skills and interests.
9. Write business letters and thank-you letters after job interviews.
10. Write and respond to possible job interview questions pertaining to field of interest.
11. Compare and contrast findings in two or more texts.
12. Write a resume.

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PROJECT SUCCEED

SCOPE AND SEQUENCE

EMPLOYMENT MATH
MODULE

Lake City High School

EMPLOYMENT MATH

QUARTERLY UNIT 1-ESSENTIAL SKILLS

EMPLOYABILITY GOAL:

To apply basic Reading, Math, English/Language Arts, Communication, Career Preparation/Social Studies, Life Skills Science/Health, and Computer Skills.

Month	Week	9 th	10 th	11 th	12 th
August	1	Administer pre-test and other math assessments.	Administer pre-test and other math assessments.	Administer pre-test and other math assessments.	Administer pre-test and other math assessments.
	1	Read and write whole numbers. Compare whole numbers in terms of less than, more than, and equal to. (CO-1)	Read and write whole numbers. Compare whole numbers in terms of less than, more than, and equal to.	Read and write whole numbers. Compare whole numbers in terms of less than, more than, and equal to.	Read and write whole numbers. Compare whole numbers in terms of less than, more than, and equal to.
	2	Same as above.	Same as above.	Same as above.	Same as above.
	3	Same as above.	Demonstrate proficiency in "simple" addition, subtraction, and multiplication problems (with and without a calculator).	Demonstrate proficiency in addition, subtraction, multiplication, and division problems (with and without a calculator).	Demonstrate proficiency in addition, subtraction, multiplication, and division problems (with and without a calculator).
	4	Same as above.	Same as above.	Same as above.	Same as above.
September	1	Demonstrate proficiency in basic addition and subtraction. (CO-2)	Same as above.	Same as above.	Same as above.
	2	Same as above.	Same as above.	Same as above.	Same as above.
	3	Same as above.	Same as above.	Same as above.	Same as above.
	4	Same as above.	Solve word problems involving addition and subtraction in a variety of situations. (CO-6)	Solve word problems involving money; read money correctly with decimals. (CO-11)	Determine and count correct change in word problems. (CO-4)
October	1	Use a calculator to correctly solve addition, subtraction, multiplication, and division problems. (CO-3)	Same as above.	Same as above.	Same as above.
	2	Same as above.	Round money values to the nearest dollar. (CO-8)	Same as above.	Same as above.
	3	Identify and count different coins and dollar amounts—give change back using the least amount of coins and bills. (CO-4)	Demonstrate basic calculator skills using decimals and percentages.	Use simple fractions ($\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$) in problem solving. (CO-5)	Demonstrate knowledge of using simple and common fractions in word problems.
	4	Same as above.	Same as above.	Same as above.	Same as above.

EMPLOYMENT MATH

QUARTERLY UNIT 2—THE HOME

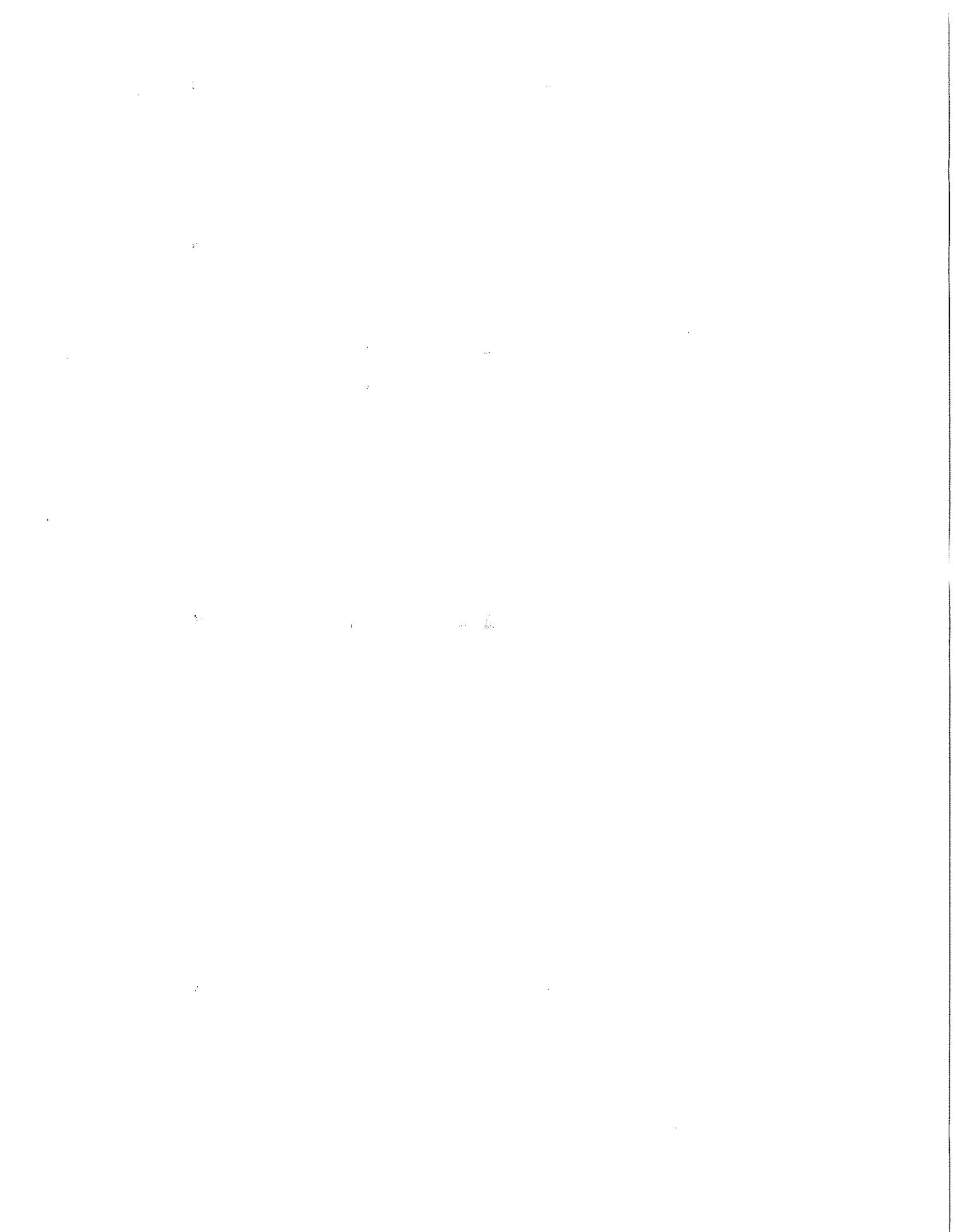
Employability Goal: To maintain and manage the home environment.

November—Food, nutrition, and health practices

December—The home environment (interior, exterior, and grounds)

January—Clothing and clothing maintenance

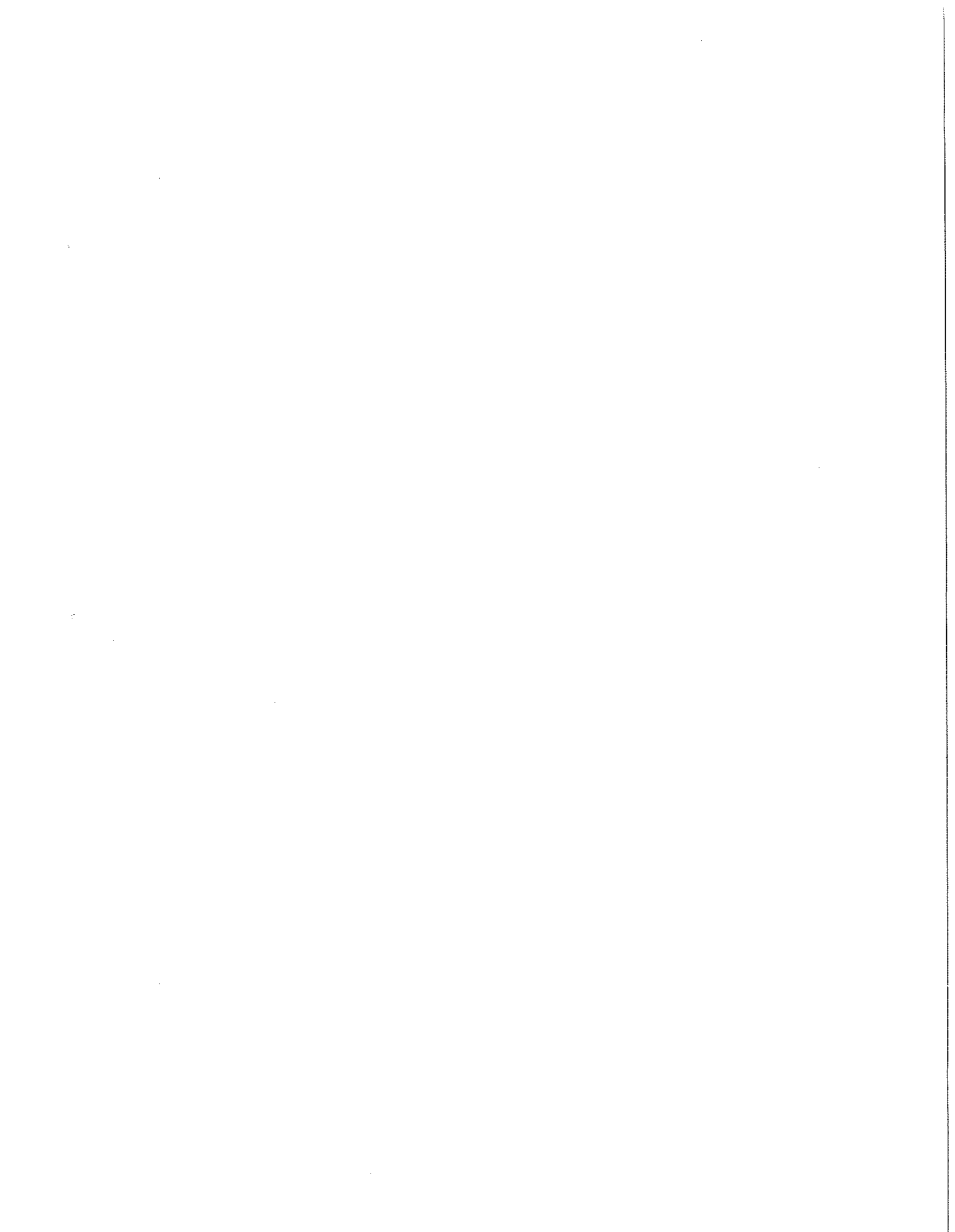
Month	Week	9 th	10 th	11 th	12 th
November	1	Use a calculator and newspaper ads to compare prices and make decisions about grocery store purchases. Collect coupons and tell how they can be used to purchase and save on food items.	Use a calculator and newspaper ads to compare prices and make decisions about grocery store purchases. Collect coupons and tell how they can be used to purchase and save on food items.	Convert recipes to different servings.	Calculate the number of calories consumed in different food groups and per serving.
	2	Relate daily events to time; read a clock. (CO-5) Calculate the times food should begin cooking to be ready at a given time.	Compute sales tax added to the cost of groceries, goods, etc. (CO-3)	Demonstrate time and calendar skills. (CO-6)	Identify equivalent units of time. (CO-7) Read work schedules and calculate hours. (CO-1)
	3	Same as above.	Find the amount saved on a percent off sale. (CO-4)	Add and subtract units of measurement. (CO-10)	Same as above.
	3 & 4	Read a thermometer. (CO-8)	Same as above.	Prepare a monthly budget based on a variety of incomes. (CO-4)	Apply math in the workplace as needed. (CO-6)
December	1	Measure accurately with a ruler. (CO-10)	Measure accurately with a ruler. (CO-12)	Same as above.	Solve problems involving the total monthly expenses for gas, electric, telephone, etc.
	2	Same as above	Calculate the cost of carpeting for rooms of different sizes.	Calculate weekly, monthly savings to plan for major purchases. (CO-7)	Open and manage a bank account. (CO-3)
	2 & 3	Compute area and perimeter to figure the amount of paint, carpet, etc. (CO-9)	Use various rules (renter's rule, banker's rule, etc.) to determine the amount needed for rent or mortgage payments.	Compute the amount of a down payment and mortgage for a house. Determine the total amount of money	Same as above.



				to be repaid on a mortgage.	
January	1	Determine the amount of money saved due to sale prices and discounts on clothes.	Compute catalog orders including sales tax and shipping charges. (CO-5)	Compute catalog orders including sales tax and shipping charges.	Use a pattern chart to find the amount of fabric needed for a sewing project and compute the cost.
	2	Demonstrate an array of banking skills including choosing a bank, opening an account, writing a check, recording transactions, reading a bank statement, etc. (CO-7)	Compute prices of similar quality. (CO-9)	Interpret the information on a charge card statement such as unpaid balance, interest charge, and new balance.	Figure interest charges and fees for credit cards. (CO-5)
	3	Same as above.	Analyze the advantages and disadvantages of paying with credit or cash. (CO-11)	Read and interpret information from pie, bar, and line graphs. (CO-3)	Read and interpret information from pie, bar, and line graphs, and design graphs using computer skills.
	4	Same as above.	Read and interpret information from pie, bar, and line graphs (including information on housing, clothing, food, etc.).	Same as above.	Same as above.

Materials/Resources for Quarterly Unit 1—Essential Skills: *Math Around the Town, Basic Work skills, Consumer Math, Applying Math in Daily Living, Using Dollars and Cents, Calculators, Working Makes Sense, PC Money Software, simulated money, etc.*

Materials/Resources for Quarterly Unit 2—The Home: *Banking information/documents, simulated banking information, Computer, newspaper, patterns, various catalogs, coupons, rulers, clock, calendars, Consumer Math, Math Around the Town, Working Makes Sense, Applying Math Skills to Daily Living, thermometer, simulated work schedules, etc*



EMPLOYMENT MATH

QUARTERLY UNIT 3—SCHOOL TO WORK

Employability Goal: To obtain competencies to secure and maintain employment.

Month	Week	9 th	10 th	11 th	12 th
February	1	Compute the number of hours worked per day and per week.	Compute gross wages from time worked, overtime, and tips. (CO-1)	Calculate the number of items produced and the piece rate to calculate wages.	Change decimals to percents and calculate total earnings from salary and commission.
	2	Same as above. ----- Rename hours to minutes.	Same as above.	Same as above.	Same as above.
	3	Calculate weekly wages based on hourly wages.	Figure deductions from gross salary to determine net pay. (CO-2)	Calculate yearly earnings and the amount paid during a pay period.	Calculate a monthly budget based on current job. (CO-2)
	4	Calculate overtime hours.	Same as above.	Evaluate various types of insurance (health, disability, life, car, home, etc.) based on need and cost.	Same as above.
March	1	Compute gross wages from time worked and overtime hours.	Identify and demonstrate understanding of tax-filing information (terms, exemptions, penalties, forms used, etc.).	Identify and demonstrate understanding of tax-filing information (terms, exemptions, penalties, forms used, etc.).	Identify and compute various types of taxes normally assessed in local geographic area.
	2	Same as above.	Same as above.	Same as above.	Same as above.
	3	Demonstrate basic computer skills. (CO-6)	Compute 1040-A, and E-Z tax forms. (CO-10)	Compute 1040-A, and E-Z tax forms.	Compute 1040-A and E-Z tax forms.
	4	Same as above.	Same as above.	Same as above.	Same as above.

Materials/Resources for Quarterly Unit 3—School to Work: *Tax forms, Consumer Math, Videos, Basic Work Skills, Applying Math in Daily Living, Math Around Town, Calculator, basic work-related documents, insurance documents, etc.*

EMPLOYMENT MATH

QUARTERLY UNIT 4—THE COMMUNITY

EMPLOYABILITY GOAL: To demonstrate competencies in using community resources.

Month	Week	9 th	10 th	11 th	12 th
April	1	Read and interpret basic tax information from graphs, charts, tables, etc.	Calculate the cost of maintaining a car. (CO-7)	Using a map, compute mileage from one distance to another. (CO-1)	Identify and compute costs associated with leisure time activities.
	2	Same as above.	Using a map, compute mileage from one distance to another.	Same as above.	Demonstrate skills needed to evaluate the cost of purchasing a new car or used car, and the cost of maintenance.
	3	Identify cost associated with leisure and entertainment activities.	Identify cost associated with leisure and entertainment activities.	Determine travel schedules from charts and tables to figure fares. (CO-2)	Apply math skills used in a variety of jobs/careers that can be found in the community (examples: cook, carpenter, welder, auto mechanic, cosmetologist, brick mason, etc.). (CO-8)
May	1	Use appropriate measurement units to describe, compare, or contrast objects to the community and real world.	Identify geometric representations in the community and understand the relationship to real-life objects.	Read a car odometer and calculate distances traveled. (CO-8) Calculate and compare the cost of gasoline at different prices. (CO-9)	Same as above.
	2 and 3	Same as above.	Same as above.	Same as above.	Same as above.

Materials/Resources for Quarterly Unit 4—The Community: *Maps, Basic Geometry, Consumer Math, Math Around the Town, Videos, geometric shapes, Basic Work Skills, Applying Math in Daily Living, etc.*

9TH GRADE EMPLOYMENT MATH MAJOR CURRICULUM OBJECTIVES

1. Read, write, and compare whole numbers in terms of less than, more than, and equal to.
2. Demonstrate proficiency in simple addition and subtraction problems.
3. Use a calculator correctly to solve addition/subtraction/division/multiplication problems.
4. Identify and count different coins and dollar amounts—give change bank using the least amount of coins/bills.
5. Relate daily events to time, read a clock.
6. Demonstrate basic computer skills.
7. Demonstrate an array of banking skills including choosing a bank, opening an account, writing a check, recording transactions, reading a bank statement, etc.
8. Read a thermometer.
9. Compute area and perimeter to figure the amount of paint, carpet, etc.
10. Measure accurately with a ruler.

Each student's level of mastery will be determined by the IEP committee as outlined in the student's IEP. Evidence of successful completion needs to be placed in the student's portfolio. This evidence will be determined by the Employment Math teacher.

10TH GRADE EMPLOYMENT MATH MAJOR CURRICULUM OBJECTIVES

1. Compute gross wages from time worked, overtime, and tips.
2. Figure deductions from gross salary to determine net pay.
3. Compute sales tax added to the sale of goods and services.
4. Find the amount saved on a percent off sale.
5. Compute catalog orders including sales tax and shipping charges.
6. Solve simple word problems involving addition and subtraction.
7. Calculate the cost of maintaining a car.
8. Round money values to the nearest dollar.
9. Compute prices of items of similar quality.
10. Demonstrate the ability to complete 1040-A and/or E-Z tax forms.
11. Analyze the advantages and disadvantages of paying with credit or cash.
12. Measure accurately with a ruler.

Each student's level of mastery will be determined by the IEP committee as outlined in the student's IEP. Evidence of successful completion needs to be placed in the student's portfolio. This evidence will be determined by the Employment Math teacher.

11TH GRADE EMPLOYMENT MATH MAJOR CURRICULUM OBJECTIVES

1. Use maps to compute mileage from one distance to another.
2. Determine travel schedules from charts and tables to figure fares.
3. Read and interpret information from pie, bar, and line graphs.
4. Prepare a monthly budget based on a variety of incomes.
5. Use simple and common fractions in problem solving.
6. Demonstrate time and calendar skills.
7. Calculate weekly and monthly savings to plan for major purchases.
8. Read a car odometer and calculate distance traveled.
9. Calculate and compare the cost of gasoline at different prices.
10. Add and subtract units of measurement.
11. Solve word problems involving money; read money correctly with decimals.

Each student's level of mastery will be determined by the IEP committee as outlined in the student's IEP. Evidence of successful completion needs to be placed in the student's portfolio. This evidence will be determined by the Employment Math teacher.

12TH GRADE EMPLOYMENT MATH MAJOR CURRICULUM OBJECTIVES

1. Read work schedules and calculate hours.
2. Calculate a monthly budget based on current job.
3. Open and manage a bank account.
4. Determine and count correct change in word problems.
5. Figure interest charges and fees for credit cards.
6. Apply math in the workplace as needed.
7. Identify equivalent units of time.
8. Apply math skills used in a variety of jobs/careers (carpenter, welder, auto mechanic, cook, etc.).

Each student's level of mastery will be determined by the IEP committee as outlined in the student's IEP. Evidence of successful completion needs to be placed in the student's portfolio. This evidence will be determined by the Employment Math teacher.

EVIDENCE SHEETS

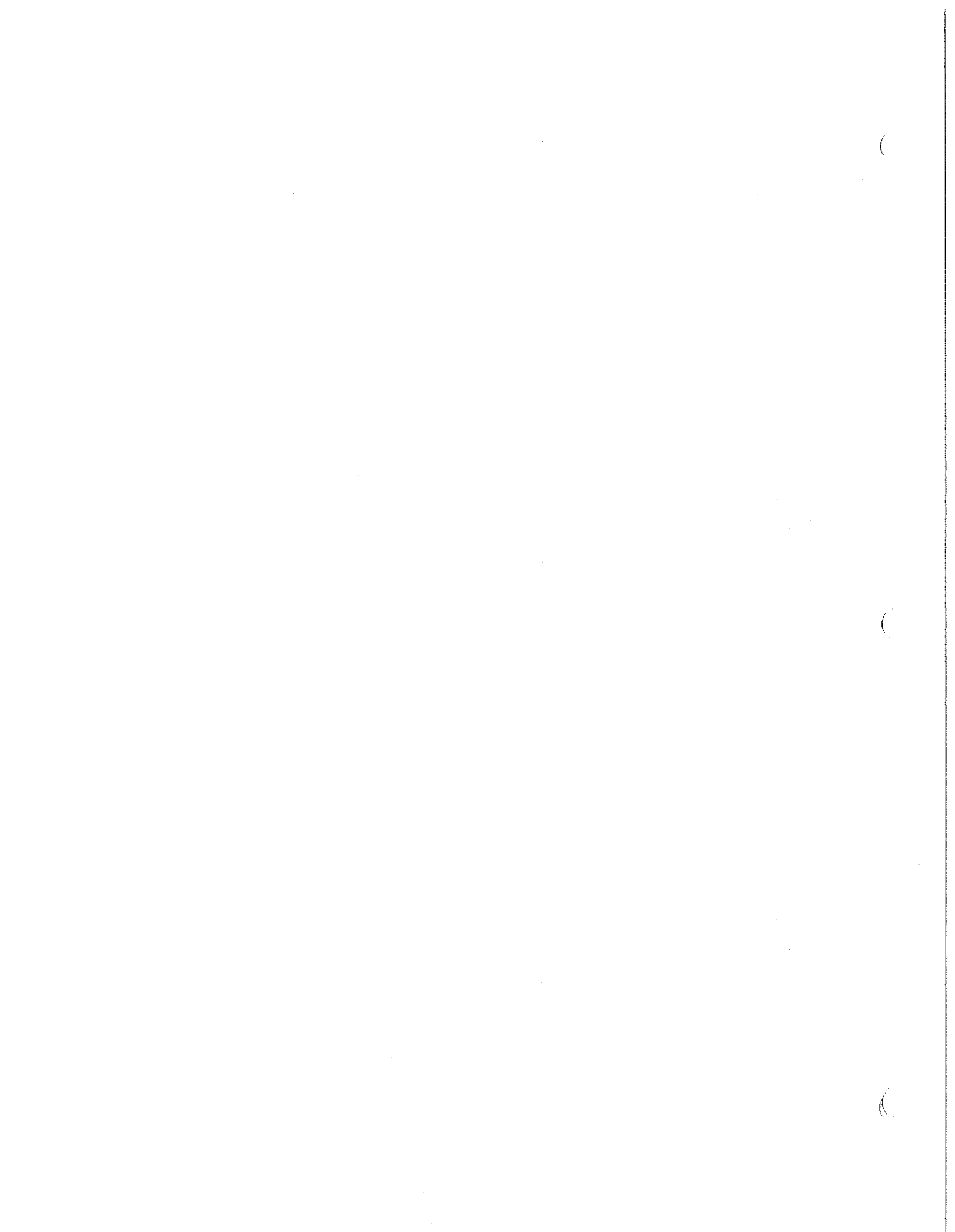
Life Skills Science/Health

Career Preparation (Social Studies)/Transition

Employment English

Employment Math

Note: Teachers, please update these evidence sheets as the student completes each objective. At the end of the school year, please send the updated sheets to the Career Preparation (Social Studies)/Transition teacher to be placed in a portfolio for each student. The updated sheets and/or the next level evidence sheet will be sent to the appropriate teacher at the beginning of the next school year. Please keep evidence of the objectives completed in a folder.



Life Skills Science/Health--Level One Evidence Sheet

Name _____ DOB _____

<i>Objectives</i>	<i>Date Obtained</i>	<i>Verifying Person</i>	<i>Evidence</i>
1. Identify the different body systems and their jobs.			
2. Describe the basic needs of humans: food, clothing, and shelter.			
3. Identify risks associated with smoking and substance abuse.			
4. Identify health practices that prevent/reduce the risk of disease.			
5. Identify foods necessary for good nutrition.			
6. Design healthy meals based on the food pyramid.			
7. State procedures for safe food handling.			
8. State procedures to obtain emergency help.			
9. State what to do in inclement weather.			
10. List safety precautions to eliminate health and safety hazards at the workplace.			
11. Identify ways to become a wise healthcare consumer.			

Life Skills Science/Health--Level Two Evidence Sheet

Name _____ DOB _____

<i>Objectives</i>	<i>Date Obtained</i>	<i>Verifying Person</i>	<i>Evidence</i>
1. Identify and describe the different stages of development occurring over a person's life.			
2. State personal responsibility for lifetime fitness.			
3. Increase awareness of sexually transmitted diseases.			
4. Demonstrate knowledge of the impact of the use and misuse of medicines and drugs on health.			
5. Demonstrate knowledge of preventing or reducing injuries in various settings including the workplace and home.			
6. Demonstrate basic first aid skills.			
7. Identify the states of matter and how they change.			
8. Demonstrate knowledge of reading and interpreting food labels.			

Name _____ DOB _____

<i>Objectives</i>	<i>Date Obtained</i>	<i>Verifying Person</i>	<i>Evidence</i>
9. Select appropriate clothing based on a variety of scenarios such as weather, occupation, etc.			
10. Identify reasons and ways to recycle.			
11. Describe the effects of pollution on resources and health.			
12. Explain legal consequences for drinking and driving.			
13. Identify 10 different jobs in the science field.			

*Life Skills Science/Health—Level Two
Evidence Sheet*

Life Skills Science/Health--Level Three Evidence Sheet

Name _____ DOB _____

<i>Objectives</i>	<i>Date Obtained</i>	<i>Verifying Person</i>	<i>Evidence</i>
1. Identify common diseases and their treatment.			
2. Demonstrate the ability to read and gain knowledge from medicine labels.			
3. Explain the responsibilities of being married.			
4. Understand the dynamics of pregnancy.			
5. Know how to be a good parent.			
6. Identify the impact of weather as it relates to work, health, and safety.			
7. Describe how machines make tasks easier at the workplace.			
8. Demonstrate knowledge of occupational health and safety practices.			
9. Identify an awareness of gender and cultural differences in the workplace.			
10. Describe losses that can occur due to accidents at the workplace.			
11. Develop community health advocacy skills.			

Life Skills Science/Health—Level Four Evidence Sheet

Name _____ DOB _____

<i>Objectives</i>	<i>Date Obtained</i>	<i>Verifying Person</i>	<i>Evidence</i>
1. Describe common health concerns of teenagers and young adults and describe strategies for reducing risks.			
2. Select the appropriate healthcare providers for various health issues.			
3. Discuss and identify school and community officials who can assist with personal and professional decisions.			
4. Demonstrate safety precautions in a variety of settings such as in the pool, traffic, kitchen, and workplace.			
5. Perform home maintenance tasks: interior, exterior, and grounds.			
6. State causes of accidents in the workplace, and the appropriate procedures to use in reporting an accident.			
7. Use different types of models, such as graphs, sketches, and diagrams to represent real situations.			
8. Use appropriate technology for job tasks (computer, photocopier, telephone system, etc.).			
9. Demonstrate the ability to work cooperatively with others.			

Career Preparation (Social Studies)/Transition—Level One Evidence Sheet

Name _____ DOB _____

<i>Objectives</i>	<i>Date Obtained</i>	<i>Verifying Person</i>	<i>Evidence</i>
1. Learn about three jobs which best meet the student's specific interests, experiences, and abilities.			
2. Demonstrate an awareness of local government and the names of the mayor, governor, president, and vice-president.			
3. Demonstrate various self-determination and self-advocacy skills.			
4. Analyze at least three reasons businesses are concerned about the ethical behavior of employees.			
5. Explain and list the many roles of a citizen.			
6. Learn about the effects of racism, ageism, and sexism on society.			
7. Evaluate workplace behavior to determine ethically correct decisions.			
8. Develop the ability to recognize responsible behaviors.			
9. Identify both intrinsic and extrinsic reasons for working.			

Name _____ DOB _____

<i>Objectives</i>	<i>Date Obtained</i>	<i>Verifying Person</i>	<i>Evidence</i>
10. Recognize how selected jobs will help you meet your personal and professional goals.			
11. Demonstrate knowledge about civil rights.			
12. Develop map and globe skills.			
13. Know the basics of South Carolina history.			
14. Know the difference between good and poor customer service.			

*Career Preparation (Social Studies)/Transition—Level One
Evidence Sheet*

Career Preparation (Social Studies)/Transition—Level Two Evidence Sheet

Name _____ DOB _____

<i>Objectives</i>	<i>Date Obtained</i>	<i>Verifying Person</i>	<i>Evidence</i>
1. Identify four methods of finding labor information.			
2. Demonstrate the ability to follow multiple directions.			
3. Demonstrate the use of various graphic organizers.			
4. Define fringe benefits and evaluate common benefits offered by employees.			
5. Describe job behaviors which lead to pay increases and promotions.			
6. Know what to expect on the first day at a new job and be prepared for the typical first day activities.			
7. Complete a job interest inventory.			
8. Demonstrate how to interview for a job.			
9. Explain the importance of attendance and punctuality.			

Name _____ DOB _____

<i>Objectives</i>	<i>Date Obtained</i>	<i>Verifying Persona</i>	<i>Evidence</i>
10. Recognize reasons for leaving a job and describe the acceptable way to leave a job.			
11. Demonstrate the ability to work in a team.			
12. Explore support systems and their importance.			

***Career Preparation—Level Two
Evidence Sheet***

Career Preparation (Social Studies)/Transition—Level Three Evidence Sheet

Name _____ DOB _____

<i>Objectives</i>	<i>Date Obtained</i>	<i>Verifying Person</i>	<i>Evidence</i>
1. Discuss ways to deal with stress.			
2. Demonstrate the proper respect for authority.			
3. Know the basics of voting and register to vote. Register for selective service, if applicable.			
4. Explore criminal law.			
5. Write a resume.			
6. Recognize and demonstrate the positive work ethic required by an employer.			
7. Successfully complete error-free job applications.			
8. List all personal skills and what jobs they could apply to.			
9. Fill out sample W-2's and other pre-work forms.			
10. Recognize the difference between proper and improper dress for job interviews.			
11. Discuss the various dress codes for different jobs.			

Career Preparation (Social Studies)/Transition—Level Four Evidence Sheet

Name _____ DOB _____

<i>Objectives</i>	<i>Date Obtained</i>	<i>Verifying Person</i>	<i>Evidence</i>
1. Identify what all deductions from paycheck are and their importance.			
2. Demonstrate self-management skills.			
3. Demonstrate proper communication and social skills for the workplace.			
4. List possible solutions to difficulties on the job.			
5. Discuss new skills learned while employed.			
6. List and discuss the advantages and disadvantages of current employment.			
7. Ask for letters of recommendation from employer(s), teachers, and administrators.			
8. Sort through and complete the portfolio.			
9. Secure and maintain employment.			

Employment English—Level One Evidence Sheet

Name _____ DOB _____

<i>Objectives</i>	<i>Date Obtained</i>	<i>Verifying Person</i>	<i>Evidence</i>
1. Use the basic conventions of standard English (mechanics, usage, syntax, and spelling).			
2. Write paragraphs that have a beginning, middle, and ending.			
3. Spell and write correctly personal information from memory.			
4. Organize instructions in sequential order; put words in alphabetical order.			
5. Write paragraphs to inform, explain, persuade, and describe.			
6. Identify sections of the newspaper.			
7. Read and follow oral and written directions.			
8. Read and identify between fact and opinion.			
9. Read to find needed information from telephone books, reference books, workplace rules/regulations handbooks, and other sources.			

Name _____ DOB _____

10. Use knowledge of roots and affixes to determine the meaning of unfamiliar words.			
11. Use context clues to determine the meaning of unfamiliar or multiple-meaning words.			
12. Understand the meaning and correct spelling of vocabulary words related to food preparation, clothing, housekeeping, workplace, and community.			
13. Make predictions, draw conclusions and make inferences.			
14. Summarize, paraphrase, and analyze text.			
15. Organize information by categorizing and sequencing.			

***Employment English—Level One
Evidence Sheet***

Employment English—Level Two Evidence Sheet

Name _____ DOB _____

<i>Objectives</i>	<i>Date Obtained</i>	<i>Verifying Person</i>	<i>Evidence</i>
1. Write business and personal letters and address envelopes.			
2. Read to gain needed information from newspapers, telephone books, etc.			
3. Read maps, business directories, and job descriptions.			
4. Sound out new words based on word patterns.			
5. Identify the main idea in a reading selection and supporting details.			
6. Use knowledge of roots and affixes to analyze the meaning of unfamiliar words.			
7. Write paragraphs to inform, explain, describe, and persuade.			
8. Use context clues to determine the meaning of unfamiliar words.			
9. Demonstrate knowledge of vocabulary related to food preparation, housekeeping, clothing, workplace, and community.			

Name _____ DOB _____

<i>Objectives</i>	<i>Date Obtained</i>	<i>Verifying Person</i>	<i>Evidence</i>
10. Organize instructions in sequential order.			
11. Read, contrast, and compare information.			
12. Summarize and paraphrase text.			
13. Evaluate author's use of stylistic elements (figurative language, irony, personification, and simile).			
14. Complete independent living forms.			

*Employment English—Level Two
Evidence Sheet*

Employment English—Level Three Evidence Sheet

Name _____ DOB _____

<i>Objectives</i>	<i>Date Obtained</i>	<i>Verifying Person</i>	<i>Evidence</i>
1. Read and interpret workplace rules and regulations.			
2. Scan workplace materials to get job information quickly.			
3. Locate and use information in the classified section.			
4. Demonstrate the ability to use common reference sources.			
5. Read and respond to advertisements and special offers.			
6. Read and gather information from charts, graphs, indexes, and labels.			
7. Write specific, concise directions.			
8. Complete sales slips, invoices, inventory records, and order forms.			
9. Express personal opinions in small groups, class discussions, and in writing.			
10. Complete independent living forms.			

**FLORENCE SCHOOL DISTRICT THREE EMPLOYABILITY DIPLOMA
CAREER PREPARATION (SOCIAL STUDIES)/TRANSITION
PORTFOLIO REQUIREMENTS**

<i>Evidence</i>	<i>Date Submitted</i>	<i>Teacher's Initials</i>
Copy of completed voter registration form or copy of registration card		
Copy of completed selective service form (if applicable)		
Completed resume		
Completed pocket job card (showing prior jobs, education, personal information, etc.)		
Transition word list (accommodations, ADA, IDEA, advocacy, etc.)		
Documentation of basic knowledge of laws pertaining to Special Education (including transfer of rights)		
Statement of disability and personal learning style along with statement of accommodations		
Product of personal community resource file (personal directory for agencies, medical care, local emergencies, family, friends, employment, local housing, and transportation) for self-advocacy		
Responses from participation in classes using community resource speakers and/or field trips (written summaries, oral reports, projects, etc.)		
Teacher selected tests (at least 5)		
Samples of completed work (at least 10 items—student selected)		
Documentation of researched jobs (at least 10)		
Documentation of awards/certificates/commentations		

<i>Evidence</i>	<i>Date Submitted</i>	<i>Teacher's Initials</i>
Copy of high school transcript and/or records card		
Post-secondary recommendations (from teacher)		
Other		
<i>Evidence (To be Collected by the Job Coach)</i>		
Job-related training progress reports/ratings/assessments (employer, job coach, school personnel)		
Letters of recommendations and/or references from employers, teachers, school personnel, and/or administrators (at least three)		
Documentation of completed paid and non-paid work hours as delineated by the Employability Diploma		
Documentation of awards/certificates/commendations		
Product of mock job interview (audio tape, video, summary, rating scale, written structured interview)		
Student/Job Coach selected materials		
Documentation of knowledge of appropriate work habits and behaviors (examples: working with others, following directions, attendance/ punctuality, occupational safety, etc.)		
Personal information data bank (address, copy of social security card, date of birth, copy of a picture ID, etc.)		
School information including extra curricular activities		
Other		

**FLORENCE SCHOOL DISTRICT THREE EMPLOYABILITY DIPLOMA
EMPLOYMENT ENGLISH
PORTFOLIO REQUIREMENTS**

<i>Evidence</i>	<i>Date Submitted</i>	<i>Teacher's Initials</i>
Completed insurance application form		
Completed housing application form		
Portfolio statement of introduction		
Documentation of knowledge of the development and presentation of research (oral or written)		
Functional word checklist		
Teacher selected tests (at least 5)		
Samples of completed work (at least 10 items--student selected)		
Personal statement/goal statement for portfolio		
Teacher observation (written comments)		
Telephone message samples		
Job application letter /letter of interest		
Thank-you letter		
Completed job application		
Completed personal letter with addressed envelope		
Completed business letter with addressed envelope		
Documentation of awards/certificates/commendations		
Other		

**FLORENCE SCHOOL DISTRICT THREE EMPLOYABILITY DIPLOMA
EMPLOYMENT MATH
PORTFOLIO REQUIREMENTS**

<i>Evidence</i>	<i>Date Submitted</i>	<i>Teacher's Initials</i>
Completed checkbook register		
Completed credit/loan application		
Completed application to open a bank account		
Completed catalog order including sales tax and shipping charges		
Completed 1040A and/or EZ form		
Completed W-2 form and other pre-employment forms		
Completed monthly sample budget		
Teacher selected tests (at least 5)		
Samples of completed work (at least 10 items—student selected)		
Teacher observation (written comments)		
Personal financial folder with individual record information (receipts, warranties, insurance policies, etc.)		
Documentation of knowledge of salary deductions		
Documentation of knowledge of how to use a calculator or ten-key (basic four functions, decimals, and percentages)		
Checklist of math computer skills		
Documentation of awards/certificates/commendations		
Other		
Other		

EMPLOYMENT REQUIREMENTS

Students who are in the Employability Diploma Program must complete the following career/employment requirements:

Employability Diploma Academic Classes

Beginning in the 9th grade, students should successfully pass their classes according to the mastery levels set by the students' IEPs. Ninth grade students will acquire the basic skills necessary to begin shadowing the following year.

School-Based Career Shadowing

Beginning in the 10th grade, students will be placed in several on-campus shadowing jobs. Students must successfully complete a minimum of 30 hours of job shadowing. Students will be placed and directly supervised by the job coach and/or transition personnel.

Career and Technology Courses

Beginning in the 10th grade, students will be able to take Career and Technology courses in areas of interest to them. Students are required to successfully complete a minimum of three (3) Career and Technology courses over the course of three years. When possible, school based and/or community-based training will relate to the course(s) taken.

Community-Based Career Training

Beginning in the 11th grade, students will train with employees at local businesses. The students must have acceptable work performance evaluations in two to four different work-training assignments. The students will be directly supervised by employees of local businesses and the job coach/transition coordinator. A total of 90 successful hours is required for the Employability Diploma. All work training will be conducted in accordance with the Fair Labor Standards Act.

Competitive Employment

Beginning in the 12th grade, students that have successfully completed all three previous steps will be placed in compensated employment as early in the school year as possible. The job coach will assist students in all aspects of finding and maintaining employment throughout the school year. Each student must have his/her employer sign a district time sheet or provide a copy of their pay stub to verify hours worked. Job evaluations will be filled out by the employer and be collected every 4 ½ weeks. Each student will meet weekly with the job coach to discuss problems/concerns about employment. The students will successfully complete a minimum of 100 hours of paid employment.

Successful completion of each requirement will be determined by evaluations completed by supervisors and fulfilling the required hours. In addition, the following documents must be signed and given to the transition coordinator before any shadowing assignment: training agreement, student agreement, training site agreement, and work site notification.

**FLORENCE COUNTY SCHOOL DISTRICT #3
GRADUATION REQUIREMENT CHECKLIST**

Name _____ Lake City High School

Academic Requirements (Please enter a numerical grade for each year.)

Course Title	Units	Year	Grade	Year	Grade	Year	Grade	Year	Grade	Total Units
<i>Employment English</i>	4 units									
<i>Employment Math</i>	4 units									
<i>Life Skills Science/Health</i>	3 units									
<i>Career Preparation (Social Studies)/Transition</i>	4 units									
<i>Career and Technology Training (one subject area)</i>	3 units									
<i>Physical Education or JROTC</i>	1 unit									
<i>Electives</i>	5 units									
<i>Attendance Requirements</i>	District Policy	<i>Absent Days =</i>		<i>Absent Days =</i>		<i>Absent Days =</i>		<i>Absent Days =</i>		
Total	24 units									

Training and Employment Requirements (To be completed by the Job Coach) Enter dates and hours completed

Training/Employment	9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	Date	Hours	Date	Hours	Date	Hours	Date	Hours
Training								
Training								
Training								
Paid Competitive Employment								
Total Hours Completed								

Portfolio Requirements (To be completed by Career Preparation (Social Studies)/Transition Teacher and the Student)

Resume	Goal Statement	Evaluations	Transcript	Other
References (3)	Sample Job Search Letters	Awards	Life Skills Science/Health Evidence	Other
Community Resource Files	Career Interest	Certificates	Employment Math Evidence	Other
Introduction Letter	Job Application(s)	Student-selected work	Employment English Evidence	Other
Personal Info. & Work Record History (Job Coach)	Competitive Employment 100 hours met	Teacher-selected work	Career Prep. (Social Studies) Evidence	Job-related assessments, ratings, etc.

Note: Some items may overlap.

Needed to Graduate:

Comments:

Principal or Designee Signature: _____ Date _____

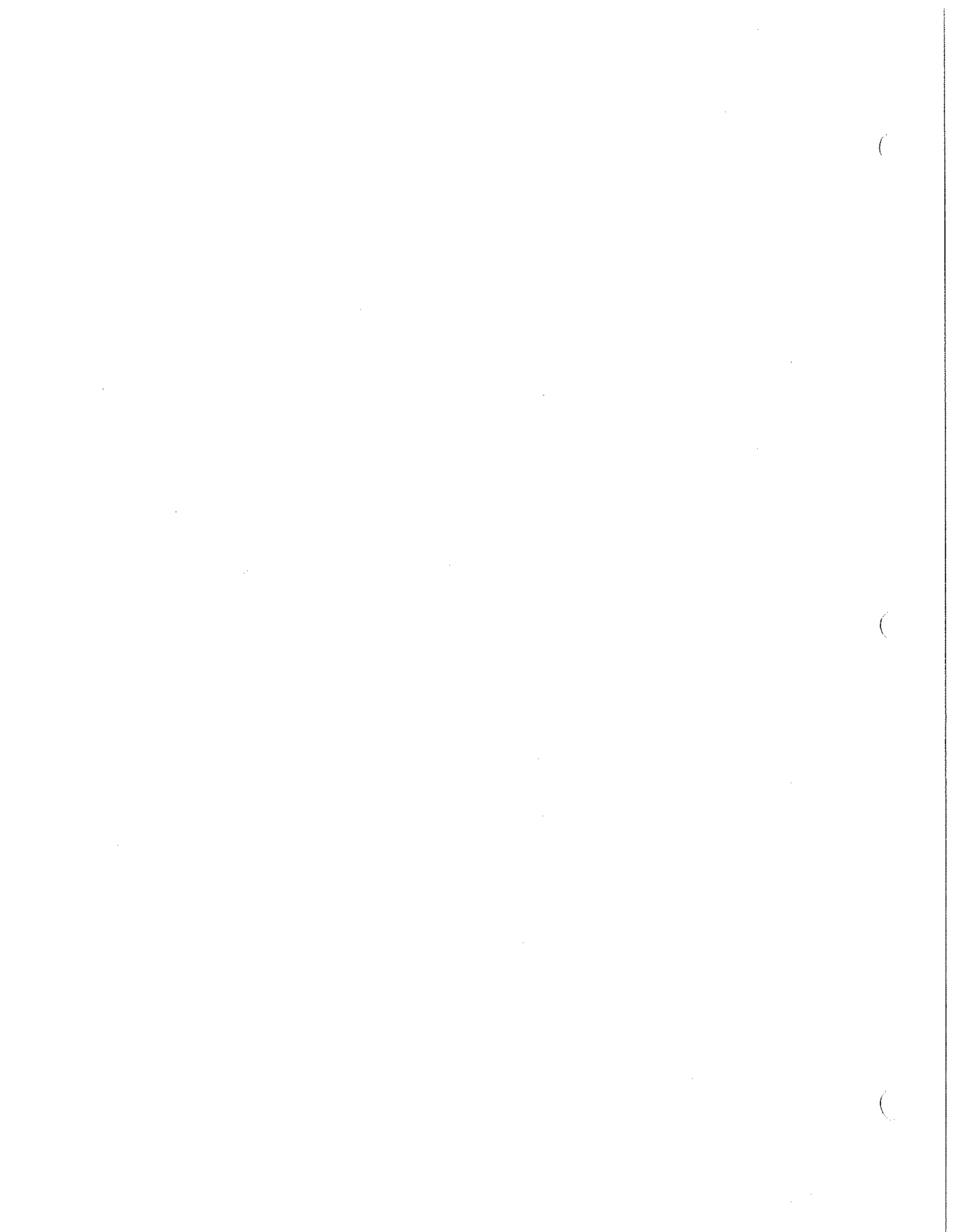
Coordinator Signature: _____ Date _____

**Florence School District 3
Lake City High School**

***PERSONAL INFORMATION
AND WORK RECORD PORTFOLIO***

Name _____

Date of Completion _____



Purpose of Your Personal Information and Work Record Portfolio

You will complete these pages with your Job Coach throughout your years at Lake City High School. The information in this booklet will enable you to complete a job application and other forms you will need as an adult with ease. You will have the information you need at your fingertips instead of having to search for it.

Please complete these pages carefully because they are designed to help you gain employment. After graduation, keep this booklet somewhere where you can easily locate it because you can take it with you when you apply for jobs or even on a job interview.

PERSONAL INFORMATION PAGE

Complete Name _____
First Middle Last

Address _____
Street

City State ZIP

How long at this address? _____
Years Months

Previous address _____
Street

City State ZIP

Telephone number _____
Area code Number

Mother's full name _____
First Middle Last

Mother's maiden name _____

Father's full name _____
First Middle Last

Social Security Number _____ - _____ - _____

Are you a citizen of the United States? _____
yes or no

Emergency contact information:

Name _____
First Last

Address _____
Street

City _____ State ZIP

Phone number _____
Area code Number

Relationship _____

Optional information that may be asked about you:

Birthdate _____
Month Day Year

Race _____

Sex _____

Height _____

Weight _____

Do you wear glasses? _____ yes _____ no

Have you ever been convicted of a felony? _____ yes _____ no

School Information

Name of high school attended _____

Address _____
Street

_____ City State ZIP

Telephone Number _____
Area code Number

Years attended _____
From To

Did you graduate? _____
yes or no

School Information

Name of high school attended _____

Address _____
Street

_____ City State ZIP

Telephone Number _____
Area code Number

Years attended _____
From To

Did you graduate? _____
yes or no

School Information (cont.)

Middle school attended:

Name of middle school attended _____

Address _____
Street

_____ City State ZIP

Telephone Number _____
Area code Number

Years attended _____
From To

Elementary school attended:

Name of elementary school attended _____

Address _____
Street

_____ City State ZIP

Telephone Number _____
Area code Number

Years attended _____
From To

References

Name _____
First Last

Address _____
Street

City State ZIP

Telephone number _____
Area code Number

Position/Title _____

How long known _____

Name _____
First Last

Address _____
Street

City State ZIP

Telephone number _____
Area code Number

Position/Title _____

How long known _____

References

Name _____
First Last

Address _____
Street

City State ZIP

Telephone number _____
Area code Number

Position/Title _____

How long known _____

Name _____
First Last

Address _____
Street

City State ZIP

Telephone number _____
Area code Number

Position/Title _____

How long known _____

Extra Curricular Activities

School clubs/organizations

1.
2.
3.
4.

Church activities

1.
2.
3.
4.

Community organizations

1.
2.
3.
4.

Hobbies

1.
2.
3.
4.

Special classes for job training

1.
2.
3.
4.

SECTION V

WORK EXPERIENCE FORMS

Participation in Shadowing, Training, and Employment Agreement

Business Agreement for School Shadowing and Community Training

Student Contract for School Shadowing and Community Training

Community-Based Training Agreement

School-Based Shadowing Assignment

Community-Based Training Assignment

Compensated Employment Application

Work Assignment

Work Area Orientation Checklist

Compensated Employment Cumulative Time Sheet

Compensated Employment Student Evaluation

Student Evaluation

Shadowing/Training/Employment Disciplinary Form

FLORENCE COUNTY SCHOOL DISTRICT THREE
EMPLOYABILITY DIPLOMA
Participation in Shadowing, Training, and Employment Agreement

Section I—Participation Agreement

I have discussed the Employability Diploma with the IEP Committee and my child, and I want my child to participate fully in the Employability Diploma Program.

I understand that my child will be involved in shadowing, training, and employment at various locations—both within the school and community. I also understand that my child will be supervised by school district personnel and/or business supervisors and staff while participating in the transition program.

_____ has my permission to participate fully in all required shadowing, training, and employment portions of the Employability Diploma. My child has permission to be transported to and from all community assignments by a member of the transition team.

I will not hold the school district, school district personnel, or the work site responsible for any injury incurred during participation in the Employability Diploma Program.

Section II—Media Release

My child may be identified and/or photographed/videotaped for use by the media and/or school district regarding the Employability Diploma.

Yes _____ No _____

My child may be interviewed by the news media and/or school district regarding the Employability Diploma Program. Yes _____ No _____

Section III—Release of Information

I authorize and give my permission for the release of any information concerning my child (test results, special education records, and school transcript) to community assignments, federal, and state agencies as pertinent to the participation in the Employability Diploma Program.

Section IV—Emergency Information

In case of an emergency, I give Florence County School District Three permission to have my child transported to the nearest hospital. Yes _____ No _____

Insurance company's name _____ Policy number _____

I have read the above agreement and want my child to fully participate in the Employability Diploma Program.

Signature of parent/guardian

Date

FLORENCE COUNTY SCHOOL DISTRICT THREE
EMPLOYABILITY DIPLOMA
Business Agreement for School Shadowing and Community Training

All parties jointly agree to the following for all job shadowing/job training sites.

1. No employee of the business will be displaced nor will any employee receive a reduction in hours due to the student's training.
2. Students who participate in the job shadowing/job training will not receive payment for work performed during the training period.
3. The business is under no obligation to hire the student being trained.
4. The business and the job coach/transition coordinator will agree upon the hours and the days.
5. The type of work required, and location will be agreed upon by the business and job coach/transition coordinator.
6. The business will assist in evaluating the student by filling out the evaluation form.
7. Students will be under supervision by transition personnel. The business may, however, assign an employee to work with and assist the student being trained.
8. Students will be accepted to a shadowing/job training site without regard to race, color, sex, religion, or disability.
9. The business will follow all federal, state, and local labor laws as they apply to the shadowing/training program.

As a representative of the business, we agree to abide by the above statements. We understand that this agreement may be canceled by either party upon notice to the other.

(a) Business Representative Signature	Date
(b) Parent/Guardian Signature	Date
(c) Job Coach Signature	Date
(d) Transition Coordinator Signature	Date

FLORENCE COUNTY SCHOOL DISTRICT THREE
EMPLOYABILITY DIPLOMA
Student Contract for School Shadowing and Community Training

I, _____, agree to the following rules as a participant in
(Student's name printed)
the Employability Diploma Program.

1. To train at my assigned shadowing/training sites
2. To take directions from my supervisor and job coach with a good attitude
3. To wear clean, neat and appropriate clothes; and have good personal hygiene
4. To use appropriate language at the shadowing/training site
5. To follow all safety, work, and school rules at all times
6. To work cooperatively with others
7. To share any problems or concerns with the job coach or my teacher
8. To show up on time and be ready to learn
9. To do the best job that I can do
10. To inform my supervisor and job coach when I know I will be absent
11. To have good school and shadowing/training attendance
12. To complete all assignments

I understand that if I do not follow all of the rules above, I may receive the following:

1. A written warning
2. A lower grade
3. A parent conference
4. A suspension from the shadowing/training site
5. Being removed from the shadowing/training site which would result in a failing grade

I understand that I will not be paid while I am shadowing/training, and that I am not guaranteed employment at the shadowing/training sites.

Student signature

Date

Parent/guardian signature

Date

Job Coach signature

Date

Transition Coordinator signature

Date

FLORENCE COUNTY SCHOOL DISTRICT THREE
EMPLOYABILITY DIPLOMA
Community-Based Training Agreement

<i>Student's name:</i>	<i>DOB:</i>
<i>Student's address:</i>	<i>SSN:</i>
<i>Parent/guardian name:</i>	<i>Phone #:</i>
<i>Training site name:</i>	<i>Phone #:</i>
<i>Training site address:</i>	

This agreement is to define all responsibilities of the parties involved.

STUDENT WILL:

1. Attend school and the job-training site regularly
2. Maintain acceptable performance at school and on the job-training site
3. Abide by all rules and regulations of school and the job-training site
4. Inform the job coach/transition coordinator of any problems that could interfere with job performance
5. Work together with the job coach and training supervisor to make the job-training experience a true educational experience

PARENT/GUARDIAN WILL:

1. Grant permission for job-training participation
2. Inform the transition coordinator or job coach of any information that could interfere with the performance of the student
3. Grant permission for the child to be transported to and from all community training sites

JOB TRAINER WILL:

1. Provide the student with opportunities to practice and improve existing work skills
2. Provide a written evaluation of the student's training performance
3. Provide the opportunity for the student to interact with other workers in the work environment
4. Provide the student with Workman's Compensation while the student is at the job-training site

JOB COACH WILL:

1. Coordinate supervision of the student at the training site
2. Inform parents and the transition coordinator of the student's progress and/or problems
3. Develop the transition objectives in the student's IEP

Community-based job training is intended for training purposes only and not for compensation. The student is not guaranteed a job after training is completed. During the training time, the student will not displace or relieve any regular employees from their assigned duties. The student will not exceed 120 hours per job-training site.

Signature of Parent/guardian

Signature of Student

Signature of Training Supervisor

Signature of Transition Coordinator

Signature of Job Coach

Date

FLORENCE COUNTY SCHOOL DISTRICT THREE
EMPLOYABILITY DIPLOMA
School-Based Shadowing Assignment

Student's Name _____ Date of Birth _____

Student's Address _____ SS# ____ - ____ - ____

Parent/Guardian Name _____ Phone # _____

Name of person or department shadowing _____

School location of shadowing _____

Brief description of job that is shadowed _____

Schedule (days/hours) _____

Beginning date _____

Please complete the section upon the student's completion of this job shadowing assignment. It is suggested that the student successfully complete a minimum of 10 hours per shadowing assignment.

PERFORMANCE EVALUATION

	<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Needs Improvement</i>
<i>Prompt and regular attendance</i>				
<i>Personal appearance</i>				
<i>Attitude towards others and supervision</i>				
<i>Follows instruction</i>				
<i>Quality of work</i>				
<i>Knowledge of assignment</i>				
<i>Willingness to learn</i>				
<i>Overall progress made</i>				

Signature of Shadowing Supervisor

Date

FLORENCE COUNTY SCHOOL DISTRICT THREE
EMPLOYABILITY DIPLOMA
Community-based Assignment

Student's Name _____ Date of Birth _____

Student's Address _____ SS# _____ - _____ - _____

Parent/Guardian Name _____ Phone # _____

Training Site Name _____

Training Site Address _____

JOB DESCRIPTION:

Schedule (days/hours) _____

Beginning Date: _____ Ending Date _____

COMMENTS:

Job training is intended for training purposes only. It is not for compensation, nor does it guarantee employment after the training is completed.

Date Mailed/Given to Parent or Guardian _____

_____ **I have read this to the student and explained what the job-training duties are.**

Signature of Job Coach _____ *Date* _____

_____ **I understand where my assignment is and what my job-training duties are.**

Signature of Student _____ *Date* _____

FLORENCE COUNTY SCHOOL DISTRICT THREE
EMPLOYABILITY DIPLOMA
Compensated Employment Application

Student's Name _____ Date of Birth _____

Student's Address _____

Social Security # _____ -- _____ -- _____ Phone _____

Parent/Guardian Name _____

Emergency Phone Number and Contact _____

List any medical or physical limitations:
Medications:

After your child's senior year, will he/she remain in school until the age of 21?
Yes _____ No _____

Does your child receive any Social Security or SSI Benefits? Yes _____ No _____

Will you or your child be able to provide transportation to and from work?
Yes _____ No _____

Are there any hours/days that your child is unable to work? _____

Please list your work interests and any special talents you have: _____

FLORENCE COUNTY SCHOOL DISTRICT THREE
EMPLOYABILITY DIPLOMA
Work Assignment

Student name _____

Training site _____ Training area _____

Position/Job title _____

Job supervisor(s) _____

Job Duties/Tasks Trained

<i>Daily (tasks remain the same day-to-day)</i>	<i>Varies (tasks vary day-to-day)</i>
a.	a.
b.	b.
c.	c.
d.	d.
e.	e.
f.	f.
g.	g.
h.	h.

Dates of Training _____

Days of Training _____

Time of Training _____

Dress code _____

Necessary skills/abilities _____

Safety precautions and emergency procedures _____

Other/Supports _____

This form should be reviewed with the student and the work supervisor.

FLORENCE COUNTY SCHOOL DISTRICT THREE
EMPLOYABILITY DIPLOMA
Work Area Orientation Checklist

Name _____ Starting date _____

Training site _____ Training area _____

A check indicates that the student has received instruction in that area.

- ____ 1. Locates training site
- ____ 2. Enters at the entrance for employees
- ____ 3. Locates appropriate restroom
- ____ 4. Locates employee telephone and/or telephone use procedures
- ____ 5. Locates time clock or sign-in location
- ____ 6. Locates work area/station
- ____ 7. Identifies supervisor
- ____ 8. Locates work supply area
- ____ 9. Locates supervisor's work/station
- ____ 10. Knows where to obtain assistance
- ____ 11. Exits at appropriate exit
- ____ 12. Reviews safety and emergency procedures
- ____ 13. Reviews training site's policies and procedures

Additional Environment

- ____ 14. _____
- ____ 15. _____
- ____ 16. _____
- ____ 17. _____
- ____ 18. _____
- ____ 19. _____
- ____ 20. _____

Student signature _____ Date _____

Completed by _____ Date _____

FLORENCE COUNTY SCHOOL DISTRICT THREE
EMPLOYABILITY DIPLOMA
Compensated Employment Cumulative Time Sheet

Student's name _____ Job Title _____

Employer _____ Supervisor _____

Week Beginning: _____

	Week 1	Week 2	Week 3	Week 4	Week 5
<i>Monday's date</i>					
Hours					
<i>Tuesday's date</i>					
Hours					
<i>Wednesday's date</i>					
Hours					
<i>Thursday's date</i>					
Hours					
<i>Friday's date</i>					
Hours					
<i>Saturday's date</i>					
Hours					
<i>Sunday's date</i>					
Hours					

Total hours of employment: _____

I verify that the above hours of employment are correct.

Signature of Supervisor

Date

FLORENCE COUNTY SCHOOL DISTRICT THREE
EMPLOYABILITY DIPLOMA
Compensated Employment Student Evaluation

Student's name _____ Job Title _____

Business Name _____ Supervisor _____

Behavior	<i>Excellent</i>	<i>Above Average</i>	<i>Satisfactory</i>	<i>Below Average</i>	<i>Poor</i>
1. Relates to peers/co-workers	5	4	3	2	1
2. Accepts constructive criticism	5	4	3	2	1
3. Completes tasks correctly	5	4	3	2	1
4. Works unsupervised	5	4	3	2	1
5. Attends regularly	5	4	3	2	1
6. Punctual	5	4	3	2	1
7. Seeks assistance when appropriate	5	4	3	2	1
8. Dress appropriately	5	4	3	2	1
9. Displays appropriate manners	5	4	3	2	1
10. Uses and cares for equipment appropriately	5	4	3	2	1
11. Follows directions	5	4	3	2	1
12. Completes tasks in a timely manner	5	4	3	2	1
13. Exhibits self-confidence	5	4	3	2	1
14. Makes sound judgments and decisions	5	4	3	2	1
15. Displays frustration tolerance	5	4	3	2	1
16. Displays initiative	5	4	3	2	1
17. Follows workplace rules	5	4	3	2	1
18. Exhibits flexibility	5	4	3	2	1
19. Exhibits a desire to learn/improve	5	4	3	2	1
20. Overall work habits	5	4	3	2	1

 Signature of Supervisor

FLORENCE COUNTY SCHOOL DISTRICT THREE
EMPLOYABILITY DIPLOMA
Student Evaluation

Training Site _____ Telephone Number _____

Student's Name _____ Home Telephone Number _____

Total Number of Hours Completed _____ Date _____

Please complete the following:

	<i>Excellent</i>	<i>Good</i>	<i>Average</i>	<i>Below Average</i>	<i>Poor</i>
<i>Quality of Work</i>					
<i>Attendance</i>					
<i>Punctuality</i>					
<i>Work Interest</i>					
<i>Cooperation</i>					
<i>Neatness</i>					
<i>Attitude</i>					
<i>Dependability</i>					
<i>Progress</i>					

Comments:

 Signature of Job Site Supervisor

 Date

 Signature of Transition Coordinator

 Date

FLORENCE COUNTY SCHOOL DISTRICT THREE
EMPLOYABILITY DIPLOMA
Shadowing/Training/Employment Disciplinary Form

Check one school-based shadowing job training employment

Student's Name: _____ Date _____

Supervisor's Name _____

Site where problem occurred _____

Description of offense:

Action taken:

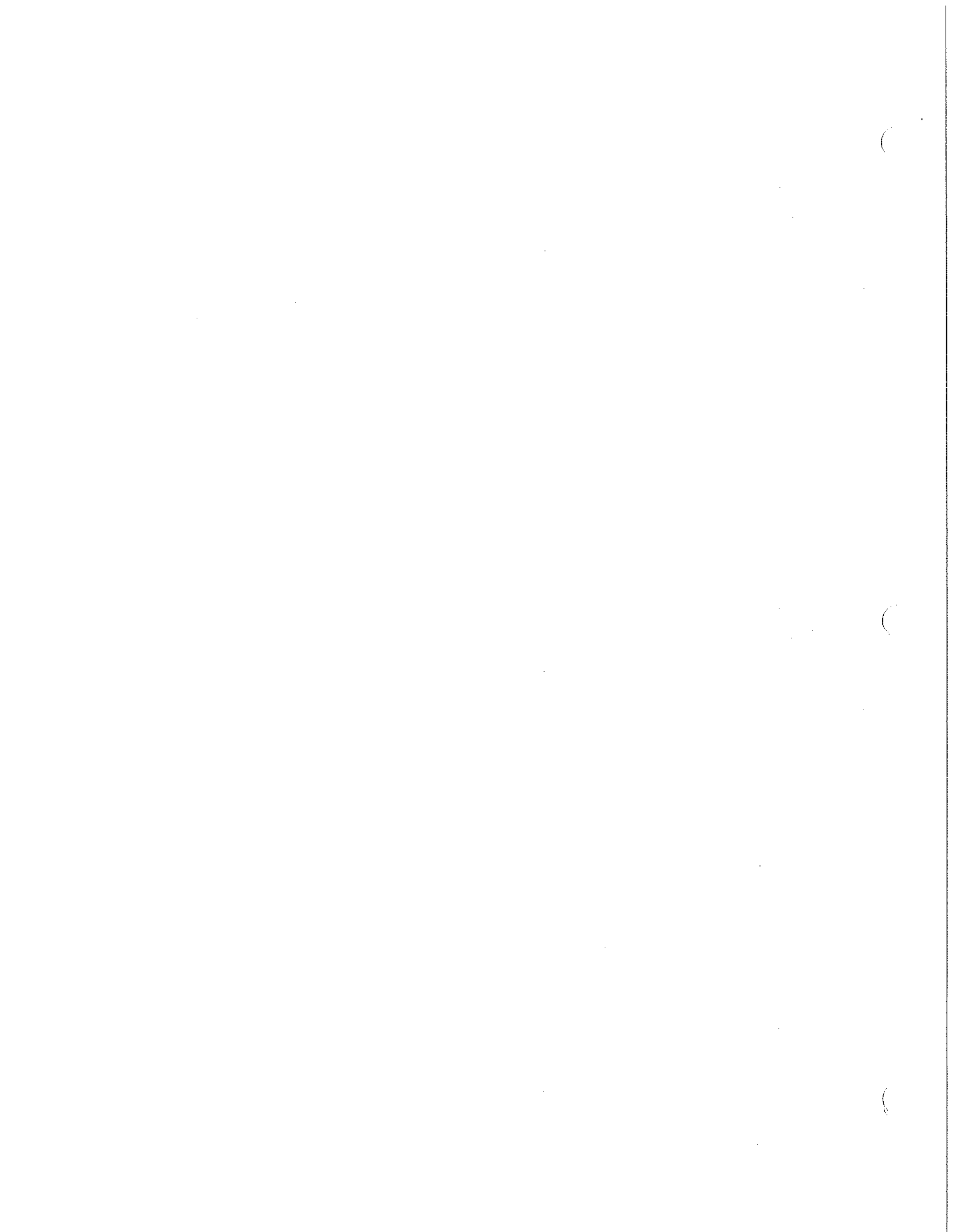
Results:

Student's signature

Supervisor's signature

Job Coach's signature

Transition Coordinator's signature



SECTION VI

References

Key to Acronyms and Abbreviations

Acronyms and abbreviations are taken from the following documents:

Florence County School District Three Employability Diploma Core Curriculum

CO = Career Objective

SS = Social Studies

SCI = Science

Numeral = Objective number

Example: CO SS-1 = Career Objective Social Studies #1

Life Centered Career Education (LCCE) Curriculum

First numeral = Competency

Second numeral = Subcompetency

Example: 3.13 = Competency #3; Subcompetency #13

Practical Assessment Exploration System

PAES

South Carolina English Language Arts Curriculum Standards

E1- E4 = English One – English Four

EE = Employment English

R1- R3 = Readng Standards #1, #2, #3

W1-W4 = Writing Standards #1, #2, #3, #4

C1-C3 = Communication Standards #1, #2, #3

RS1-RS3 = Research Standards #1, #2, #3

Example: E1W1 = English One, Writing Standard #1