VIRGINIA BOARD OF EDUCATION
AGENDA ITEM

Agenda Item: G

Date: September 15, 2022

Title: First Review of the Proposed Adoption of Board Guidance on the Applied Studies Diploma

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Purpose of Presentation:
Action required by state or federal law or regulation.

Executive Summary
During the 2021 legislative session, the Virginia General Assembly passed HB2299 and SB1288 requiring the Virginia Board of Education (Board) to adopt guidance for the statewide requirements for earning an Applied Studies Diploma for implementation at the beginning of the 2022-2023 school year.

The Applied Studies Diploma is a state recognized diploma outlined in the *Code of Virginia* (§ 22.1-253.13:4) and the Board's *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8VAC20-131).This option is available to students identified as having a disability who complete the requirements of their Individualized Education Programs (IEPs) and meet certain requirements prescribed by the Board pursuant to regulations, but do not meet the requirements for any named diploma. The Virginia Department of Education (VDOE) has developed an Applied Studies Curriculum Map based upon national research analysis and stakeholder input to meet the needs of students with disabilities more effectively and to align instruction to ensure student success over a variety of skill domains. The flexibility provided by current regulatory language is key as students eligible for this diploma often have unique and individualized needs and goals that are best captured at the individualized education program level. This guidance will ensure the structure for rigorous high quality instruction and supports while recognizing the unique needs of the student population and the ability to be responsive to changes in research based practices and development of high-quality supports.

This guidance and accompanying materials have been in use in the field, and the VDOE has supported targeted division-level pilots of the utilization of the materials across multiple school divisions during both the 2020-2021 and 2021-2022 school years. This support includes targeted technical assistance as well as professional development that will continue with the adoption of this Board guidance. The VDOE is aligning actions around the development of the Statewide Strategic Plan for Transition and ongoing studies such as the Virginia General Assembly's Commission on Youth's study on the transition process for students with disabilities. Annual data is also reviewed alongside assessment participation for students with significant cognitive disabilities to ensure alignment between early decisions regarding diploma options and corresponding instructional and assessment decisions and to inform federal program monitoring in special education.

Adoption of this guidance to support the implementation of statewide requirements for earning an Applied Studies Diploma will encourage high expectations for students with significant disabilities while ensuring maximum flexibility of IEP Teams to support students as they pursue this diploma option.

The Board's adoption of this guidance will emphasize high expectations for all students with disabilities. The Department will rely on federal guidelines, technical assistance, monitoring and utilization of the Virginia Alternate Assessment Program (VAAP) to ensure that all students with disabilities have access to high-quality instruction, materials, supports and the opportunity to pursue all diploma options available to non-disabled students.

The Department will ensure school divisions continue to prioritize the individualized assessment of student needs and monitor school division implementation of this guidance to ensure all students with disabilities have equal access to high-quality educational opportunities. The Department will work with school divisions and partners to ensure that parents are involved, well-informed, and included in all decision-making related to diploma options for students with disabilities.

Action Requested:
Action will be requested at a future meeting: Specify anticipated date below:
October 20, 2022

Superintendent's Recommendation
The Superintendent of Public Instruction recommends the Board of Education receive for first review the Applied Studies Curriculum Map and supporting materials.

Previous Review or Action:
No previous review or action.

Background Information and Statutory Authority:

The Applied Studies Diploma is a state recognized diploma outlined in the *Code of Virginia* (§ 22.1-253.13:4) and the Board's *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8VAC20-131). This option is available to students identified as having a disability who complete the requirements of their Individualized Education Programs (IEPs) and meet certain requirements prescribed by the Board pursuant to regulations, but do not meet the requirements for any named diploma. The flexibility provided by current regulatory language is key as students eligible for this diploma often have unique and individualized needs and goals that are best captured at the individualized education program level. This guidance will ensure the structure for rigorous high quality instruction and supports while recognizing the unique needs of the student population and the ability to be responsive to changes in research based practices and development of high-quality supports.

The purposes of the Applied Studies Diploma and the accompanying Curriculum Map are as follows:

1. To provide statewide guidance to IEP Teams to develop goals and objectives that will
   a. supplement instruction on state standards (Virginia Standards of Learning or Aligned Standards of Learning) and address real life application of skills;
   b. provide the student with instruction that directly address deficits leading to their post-secondary goals; and
   c. provide a mechanism for linking skills back to state standards.

2. To improve communication of skills and provide a common planning resource to
   a. increase student participation, self-determination and motivation;
   b. inform parents/guardians/advocates of critical skills; and
   c. assist with long-term planning beginning as the student enters transition age.

3. To promote the incorporation of evidence-based practices and predictors into student programs to
   a. support opportunities for instruction in real-life scenarios;
   b. provide resources related to evidence-based practices and data-based decision making; and
   c. increase the use of authentic assessment.

The Applied Studies Curriculum Map (PDF) consists of a Guide (Word) and six domains that outline skills and competencies that IEP Teams can use to identify the need for additional instruction to assist students in meeting their postsecondary goals. The domains include the following:

- English (Word)

- Mathematics (Word)

- Science (Word)

- History and Social Science (Word)

- Employment (Word)

- Independent Living (Word)

The skills outlined are not standards required to earn an Applied Studies Diploma but are intended to provide guidance to teams in aligning the student's postsecondary goals with annual IEP goals. The Applied Studies Curriculum Map provides a guide that teachers, students, families, and other team members can use to identify skills that will have a direct impact on the student achieving their postsecondary goals.

The VDOE has also created additional support resources including, a document titled Understanding the Applied Studies Diploma to assist families with understanding everything they need to know related to this specific diploma option. The VDOE website also hosts a four part asynchronous webcast on the Applied Studies Diploma that includes: an overview; a review of the curriculum map guide and competencies; a module focused on instruction including evidence-based practices and predictors for post-school success; and a final module detailing planning and reporting in order to ensure successful student outcomes.

Timetable for Further Review/Action:
Upon Board approval and any technical edits by VDOE staff, the Applied Studies Curriculum Map will be presented to the Board for final review at the October 20, 2022, meeting.

Impact on Fiscal and Human Resources:
No significant fiscal or human resource impact is expected for school divisions or the VDOE. VDOE staff members will provide technical assistance to school divisions through website documents, training events, and continued implementation support to local school divisions.

Understanding the Applied Studies Diploma

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Limitations of Applied Studies Diploma

- Not equivalent to a Standard Diploma.
- Difficult to change to other diploma options once pursued.
- May not qualify a child for higher education, federal financial aid and some employment opportunities.
- Eligible for FAPE through the age of 22.

Available only for children with disabilities:

- Complete the requirements of their IEP.
- Do not meet requirements for Standard or Advanced Studies Diploma.
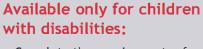
When Should I Begin Thinking About Diploma Options?

- Start thinking about diploma options as soon as child enters school.
- Chose diploma option that best meets goals for life after high school.
- Plan to achieve highest diploma option necessary to meet goals.

Testing Decision Options

- Determined by IEP Team.
- Documented in IEP.

Assessment Participation Options:

- Standards of Learning (SOL) test with no accommodations.
- SOL test with accommodations.
- Virginia Alternate Assessment Program (VAAP)

Key Curriculum Point Modifications vs Accommodations

MODIFICATIONS

- Expectations are different from other children.
- Content or task may be reduced in depth and complexity.
- Participates in VAAP assessment.

Diploma Options: Applied Studies Diploma

ACCOMMODATIONS

- Expectations are same as other children.
- Adaptations are made that support access to the general curriculum.
- Participates in SOL tests.

Diploma Options: All diplomas

Career Planning

Important People: School Counselor & IEP Team
Elementary & Middle School Activities:

- Explore Career Clusters and Pathways (CTE Career Clusters) and
- Create an Academic and Career Plan (Road map to goals) and
- Receive instruction in Career Investigations

Questions to Ask IEP Team

- How do the decisions that we are making in elementary school about a child's participation in state assessments relate to the diploma options that will be available?
- What are the key factors to consider in making decisions about diploma options?
- When is the latest point at which I will be able to change my mind about my child's diploma option?

FOR MORE ON THIS: Check out What you Need to Know About Assessments and What you Need to Know About Diploma Options

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APPLIED STUDIES CURRICULUM MAP

Contents

Applied Studies Curriculum Map

The mission of the Virginia Department of Education (VDOE) Department of Special Education is to, "provide children with disabilities the knowledge and skills they need to live, learn, work, and participate in communities of their choice with the maximum amount of independence as possible." The VDOE has developed an Applied Studies Curriculum Map based upon national research analysis and stakeholder input to meet the needs of students with disabilities more effectively and to align instruction with this mission.

The Virginia Board of Education's adoption of this guidance emphasizes high expectations for all students with disabilities. The Department will rely on federal guidelines, technical assistance, monitoring, and utilization of the Virginia Alternate Assessment Program (VAAP) to ensure that all students with disabilities have access to high-quality instruction, materials, supports, and the opportunity to pursue all diploma options available to non-disabled students.

The Department will ensure school divisions continue to prioritize the individualized assessment of student needs and monitor school division implementation of this guidance to ensure all students with disabilities have equal access to high-quality educational opportunities. The Department will work with school divisions and partners to ensure that parents are involved, well-informed, and included in all decision-making related to diploma options for students with disabilities.

Purpose

The purposes of the Applied Studies Diploma and the accompanying Curriculum Map are as follows:

1. To provide state-wide guidance to IEP teams to develop goals and objectives that will

    a. supplement instruction on state standards (Virginia Standards of Learning or Aligned Standards of Learning) and address real life application of skills;

    b. provide the student with instruction that directly address deficits leading to their post-secondary goals;

    c. provide a mechanism for linking skills back to state standards.

2. To improve communication of skills and provide a common planning resource to

    a. increase student participation, self-determination and motivation;

    b. inform parents/ guardians/ advocates of critical skills;

    c. assist with long-term planning beginning as the student enters transition age.

3. To promote the incorporation of evidence based practices and predictors into student programs to

    a. support opportunities for instruction in real-life scenarios

    b. provide resources related to evidence based practices and data-based decision making;

    c. increase use of authentic assessment.

Statewide Assessment

Students working toward or earning an Applied Studies Diploma are required to participate in statewide assessments. The skills in the curriculum map are in no way designed to replace the standards in Virginia's Standards of Learning or the Virginia Aligned Standards of Learning. Instead, the skills and competencies are designed to enhance instruction and provide guidance for the application of skills.

Criteria for Earning the Applied Studies Diploma

The Applied Studies Diploma is available to all students with an Individualized Education Program. The ***Code of Virginia*** (8VAC20-131-50 D) states that, "*In accordance with the requirements of the Standards of Quality, students with disabilities who complete the requirements of their Individualized Education Program (IEP) and do not meet the requirements for other diplomas shall be awarded Applied Studies Diplomas.*" This diploma is available to all students with an IEP. Students with an IEP who pursue a Standard Diploma but do not meet the criteria are still eligible to earn the Applied Studies Diploma.

Students may work on skills outlined in the Curriculum Map while pursuing a standard or Advanced Studies Diploma. The skills outlined may be supplemental to the academic standards and goals set for the student and may contribute to the development of the IEP. A decision to work toward the Applied Studies Diploma is a significant decision that will have an impact on the remainder of the student's high school experience as well as their postsecondary life. If the IEP team decides that the student will stop pursuing a standard diploma, a further analysis of the student's skills should be conducted to facilitate a more personalized and comprehensive plan. A decision to work toward the Applied Studies Diploma is essentially choosing to stop pursuing a Standard Diploma. Before making this very important decision, several factors should influence and guide the team when making this decision.

1. **Present Level of Performance** – Beyond the student's academic performance, IEP teams should base decisions on the student's performance on goals outlined within the curriculum map.

2. **Postsecondary Goals** – The student's postsecondary goals will provide additional guidance to the IEP to facilitate the development of meaningful goals. Additionally, the student's postsecondary goals may require the student to attend college. This postsecondary goal becomes more likely with a standard or advanced studies diploma.

3. **Learning Trajectory and Remaining Time in School** – Students require different levels of support and take varied amounts of time to master skills. Previous educational records can provide information regarding the student's skill acquisition rate. The IEP teams should use that information to make decisions regarding the student's course of study and school experiences.

4. **Level of External Support** – If the student requires a degree of external support in the form of another individual to assist with completing tasks or activities, it is critical to consider the development and use of alternative forms of support. Visual supports and assistive technology are critical in helping students develop independence. Specialized instruction may be required to teach the student to utilize supports when needed.

Curriculum Map

The curriculum map includes a coordinated set of skills for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, and integrated, competitive employment. Also included are supported employment, continuing and adult education, adult services, independent living, and community participation. School divisions should use the Applied Studies Curriculum Map as a resource for developing sound curricular and instructional programs for individual students. This map should guide but not limit the scope of instructional programs. Additional knowledge and skills that can enrich instruction and enhance students' understanding and application of skills should be included as part of quality learning experiences.

The curriculum map has a specific hierarchic structure. In each domain, each section is more specific than the next.

1. **Domains** are the content area of functioning. Domains within the curriculum map include, English, Mathematics, Science, History and Social Sciences, Independent Living and Employment.

2. **Competencies** are a combination of skills, abilities, and knowledge needed to perform a specific task.

   - **Levels** address the depth of understanding within each competency. Skills are differentiated by level. Level 1 skills are designed to provide a foundation of knowledge while Level 4 skills are focused on the application and generalization of skills.

3. **Skills** are a general statement of expected learner achievement upon exiting the school program at graduation or at age 22. Skills provide the most specific language within the framework.

Skills and competencies within each domain outline specific abilities that can result in students living as independently as possible. This may include teaching fundamental communication skills, as well as basic behavioral repertoires to facilitate future learning. Communication skills that focus on receptive and expressive language skills, reading and writing are embedded within each domain. When developing instructional programming and activities, teachers should be aware of long-term goals associated with the skill development. When teachers address fundamental and foundational skills, rather than only focusing on isolated skills, the students are more likely to generalize skills in new environments, under new contingencies. These critical skills will facilitate generalization and life-long application of skills.

Organization of the Curriculum Map

Within each domain are a set of competencies that outline broad skill areas, within these competencies, individual skills are labeled first by level (1-4) then by skill letter. For example:

   - The English skill, "Use search engine or other resources to select needed text material" is labeled,

Within each domain, a focus is placed on personal management, critical reasoning skills, problem solving, and decision making to insure that our students acquire 21st century skills. Also included are skills that enable students to work proficiently with computers and emerging technologies.

Domains

English

Reading, writing and language skills are addressed in this domain. Skills were selected based upon the necessity of mastery for successful transition into the workplace and community. The reading component assists students in developing skills needed for decoding and comprehending essential information leading to literacy. Competencies outline skills required to search, comprehend, and use a variety of texts, including job applications, payroll forms, transportation schedules, maps, tables, and drug or food labels. Writing instruction emphasizes both comprehension and formulation of written information to seek postsecondary opportunities including skills related to document creation and various forms of text communication.

Mathematics

This subject teaches functional math concepts needed for successful employment and independent living. Content standards include basic math skills such as numerical operations, decimals, and fractions; geometric concepts; and calculator and computer skills. Students are taught to use a calculator for more complex mathematical operations. The Curriculum Map also includes skills required for personal management tasks such as budgeting and banking; managing a household and independent living; and basic employment math operations, such as measurement and time management.

Social Studies

Social studies instruction will help students develop the knowledge, skills, and values that will enable them to become effective citizens" (NCSS Task Force on Revitalizing Citizenship Education, 2001, p. 319). History, geography, civics and economics are incorporated into this domain. Skills to be developed and applied include ones related to community orientation, mobility, basic geography, governmental concepts, and the individual's role as a citizen. Instruction in consumer responsibilities will prepare the student to demonstrate basic principles of prudent personal management, including paying taxes and saving for a planned, secure future.

Science

Science instruction is utilized to teach students to make informed decisions taking into account utilizing a process for decision making, the use of scientific reasoning and logic, respect for living things, and personal responsibility. Students will learn to apply scientific concepts to everyday experiences including identifying settings and supports necessary for their own success. Scientific dispositions including curiosity, demand for verification, attention to accuracy, precision, and patience and persistence underscore instruction. Students will utilize technology in a variety of settings to access and present information. Students will explore science-related careers and interests.

Independent Living

Independent Living includes teaching students about their disability and understanding their strengths and needs, identifying personal goals, knowing their legal rights and responsibilities, and communicating these to others. The ability to self- advocate is important for students to learn in order to be successful at all stages of their lives. Independent living addresses self-management, hygiene and grooming, goal setting, leisure, community participation, planning (meals, social and work appointments, multi-step tasks and projects), travel and mobility, and household maintenance. This domain includes personal health care skills, which, if not addressed, will become employment barriers for individuals with disabilities.

Employment

During the time that students are enrolled in school, the school setting can be used to teach foundational skills that have a direct relationship with successful em-

ployment. These skills include punctuality, following directions, following rules and standards, effective workplace communication and social skills, job readiness skills (following schedules and multi-step directions, working independently, time management). As students progress through high school and the curriculum map, providing instruction outside of the typical school setting will provide real-world experience and opportunity to apply their skills.

Competencies

Within each Domain, the content is organized by competencies. A competency is "a combination of skills, abilities, and knowledge needed to perform a specific task" (U.S. Department of Education 2001). Each competency provides a brief phrase of general expectations within the Domain regarding the knowledge and ability to demonstrate functions of the associated competency. Competencies are identified based upon their relevance and application in workforce and community. For example, Time, Task and Resource Management Competency is comprised of skills that range from identifying numbers to creating a schedule to plan for, participate in, and follow academic, work-related, and leisure activities.

Skills

Skills include the most specific information in the Curriculum Map. A skill is a statement of expectations about student knowledge and skill for each of four levels of complexity. Skills outlined in the curriculum framework are not exhaustive of all the skills that students will need as they enter the postsecondary world. However, the skills outlined have been identified as important by a group of stakeholders and educators. Students may or may not master, or need to master each skill to have a positive post-secondary outcome. Decisions about what skills to address are determined by the student and other members of the IEP team. Many students will require supplemental instruction to address skills outside of the curriculum map. Instruction should be provided using evidence based practices and tailored to a path guided by student interests and strengths. The incorporation of assistive technology in the instruction and long term planning for the student is critical in ensuring success.

Each skill has been assigned a letter label for quick identification of skills.

Levels

As levels increase, the complexity of skills increases. Levels provide flexibility and a pathway for students with varying prerequisite skills to work toward deeper understanding and application of skills. Levels are numbered and are based on the application and generalization level for each skill.

Level 1 – Recognize and Recall

Students working on level one skills may require systematic instruction to develop a basic behavioral repertoire that may include attending to stimuli, basic response categories (matching, pointing), imitation and development of motivation for learning. These skills should be addressed by utilizing age appropriate and domain specific vocabulary and materials.

Level 2 – Identify and Comprehend

Students working on level 2 skills will have developed a strong set of response skills and are able to work with a greater level of independence. Level 2 skills will focus on the acquisition of new knowledge and skills that will further facilitate lifelong learning. Targeted learning will include building vocabulary related to identified skills, employment and independent living.

Level 3 – Interpret and Understand

Level 3 skills will incorporate the knowledge acquired in level 2 to utilize skills in further applications of the skills. Students will bring out the meaning of previously learned knowledge through performance and execution of skills.

Level 4 – Apply and Generalize

Students are independently applying skills in a variety of environments and under varying contingencies. Students are able to independently apply skills and knowledge in novel circumstances as evidenced by demonstration of complex problem solving skills and creation of new applications in workplace environments.

Students' IEP teams will determine the level students are working on for each domain and competency annually. Students may work on different levels from year to year dependent on the student's present level of performance and IEP team consensus. Additionally, student may work on different levels for individual competencies and skills.

Skills within each level will provide general content for instruction. Students' IEP team will determine which skills from the Curriculum Map are addressed by creating goals to address the targeted skills. The student's instructional team will determine how skills are taught and applied to meet the student's individual educational needs. Additionally, the student's IEP team will need to assess and determine what foundational skills may be required for further mastery and application of skills.

Workplace Readiness Skills

In 2010, the Virginia Board of Education adopted the *21 Workplace Readiness Skills for the Commonwealth*. These skills were developed to better prepare students for employment. This list of skills, developed by the Career and Technical Education Resource Center outlines a set of skills that Virginia's employers seek in the labor market. These skills have also served as a foundation for, and are referenced within the curriculum map. Within the curriculum map, these skills are referenced by the letter "WRS," followed by a number to indicate which skill is addressed by the competency. For example, in the English domain, *WRS-9* is listed in the Community Literacy competency. This indicates that upon mastery of the competency, students will have skills that will allow them to "Read and interpret workplace documents and write clearly."

IEP Development

The skills outlined in the curriculum map constitute a set of skills that IEP teams may wish to address as part of long term planning. IEP teams are responsible for developing goals and objectives that

1. align with the students interests and long-term goals;

2. are appropriate to the student's ability;

3. will be meaningful to the student after graduation; and

4. include meaningful mastery criteria.

Additionally, educational teams are responsible for developing

1. teaching strategies and supports that will ensure long-term retention and application of skills; and

2. an instructional program that provides ample time to address student specific goals and objectives.

The curriculum map provides a guide for teams to utilize when developing an Individualized Education Program (IEP). The skills outlined provide a description of skills that may be necessary for students to be successful after graduation. The curriculum map does not list every skill a student will need. It will be up to the IEP team to determine:

1. What skills will be addressed.

2. How the skills will be addressed.

3. How the student will demonstrate mastery of the skill.

4. How instruction will prioritize individual skills.

5. What accommodations and supports may be used to teach the skill and how those supports will fade to foster independence.

Some students may require more than one IEP goal or objective to address a specific skill, while other students may have goals that address more than one skill. When developing IEP goals and objectives, teams will use existing data to identify deficits and strengths to guide the identification of skills in the curriculum map. It is not expected that each student will be assessed each year on each skill within the curriculum map. However, as the team plans and develops a course of study for the student, skills that align with postsecondary goals should be addressed and assessed.

Example:

- **Independent Living: Home Living/Management (IND-HOME 4a)**

    • Organize home and work space in a functional way.

    Example IEP goals

    1. Student **A** will, when given new materials, utilize organizational strategies to appropriately store and maintain the materials by successfully completing 80% of his daily checklist in 4 of 5 opportunities.

    2. Student **B** will arrive to class with all appropriate and/or required materials for 5 consecutive days.

    3. Student **C** will follow daily arrival routine to place personal items in designated areas and retrieve items before leaving in 4 of 5 consecutive days.

    4. Student **D** will independently complete 90% of a workplace organization routine including getting the supervisor's approval before moving to the next activity in 4 of 5 opportunities.

IEP Considerations

1. **Student Centered** – IEP goals and objectives should directly address goals outlined in the student's transition plan and relate to student preferences. Interest inventories, previous experiences, etc. will guide the IEP team's discussion.

2. **Present Level** – When addressing skills in the present level of performance (PLOP), it is important to be specific about how the student demonstrates the skill or part of the skill. The setting(s) and conditions in which the skill is demonstrated is important information in deciding how additional skills will be addressed or how mastery will be measured.

3. **Accommodations** – Students utilize accommodations for a variety of reasons and many are critical in helping students succeed. As students prepare to leave high school, it is critical to teach students what those supports are and how to ask for them. Additionally, accommodations should be developed and utilized in such a way that allows for maximum student independence. Independently requesting, accessing, and utilizing accommodations may be a topic that IEP teams discuss and may be goals for the student.

4. **Assistive Technology** – When planning for the use of assistive technology, it is critical to assess the student, the environment and the activities in which the student will participate. Planning activities that emulate real world scenarios, will assist the student with accessing and utilizing assistive technology in targeted environments. Additionally, this planning will assist the team in anticipating the student's future needs related to assistive technology so that instructors can plan instruction accordingly.

Teaching Strategies

Authentic Assessment

The purpose of the curriculum map is to provide educational teams with an outline of skills that will help an individual lead an indepenent life. To help facilitate the application of skills in real-world settings, assessment of skills needs to mirror the conditions under which the student may be expected to perform the skill. Beginning with the performance task and planning backwards allows the IEP team to plan for factors including where the student will need the skill, under what conditions is the student likely to need the skill, what supports will the student need to complete the skill, and what level of mastery is appropriate for the student.

Instructional Protocol for Authentic Assessment

Adapted from Virginia Association for School Superintendents Conference (March 2016). *Considering Assessment Practices that Enhance Learning,* McTighe, Jay.

1. Present the Authentic Performance task as *the* learning goal.

2. Plan backward from the task to assess knowledge skills and understandings.

    a. Break the skill down into component parts (task analysis).

3. Pre-assess student to find out prior knowledge and skills.

    a. What knowledge and skills does the student already possess?

    b. What areas will require additional instruction?

4. Provide direct instruction to develop needed knowledge and skills.

    a. The use of evidence-based practices to provide instruction addressing deficit areas

    b. What supports and instructional methods have been successful in the past?

    c. What supports can be utilized to enhance student independence?

5. Differentiate as needed.

    a. Incorporate needed accommodations and/or modifications. Ensure that when accommodations/modifications are utilized in instruction that (a) there is a plan to fade/modify the level or type of support provided or (b) that accomodation or modification is available in the setting in which the individual will be using the skill.

6. Provide models for students to emulate.

    a. Creating and sharing rubrics with students that include anchor points

    b. Provide examples at each level of the rubric

7. Engage students in mini-tasks to simulate the demands of the final task.

    a. Creating environments and conditions that are similar to the environments in which the student will be required to perform the task will (a) help the student learn the skill in a realistic environment and (b) provide strong evidence of the student's ability or inability to perform the task in real life scenarios.

Incorporating Predictors of Post-School Success

The predictors of post-school success are components of secondary transition programs that are empirically linked to improved post-school outcomes. These predictors are highly customizable and can be used to develop, expand, or evaluate secondary transition programs. These predictors can help IEP teams develop goals and service delivery options that will help students achieve their goals. Each of these predictors should be considered in the development of annual IEP goals and when planning instructional activities. Individuals can find more information and resources through the National Technical Assistance Center on Transition (NTACT) or through the Ohio Employment First Transition Framework Evidence Based Predictors Tool.

1. **Career Awareness** - Career awareness is learning about opportunities, education, and skills needed in various occupational pathways to choose a career that matches one's strengths and interests.

2. **Community Experiences** - Community experiences are activities occurring outside of the school setting, supported with in-class instruction, where students apply academic, social, and/or general work behaviors and skills.

3. **Exit Exams/ High School Diploma Status** - Exit exams are standardized state tests, assessing single content area (e.g., Algebra, English) or multiple skill areas, with specified levels of proficiency that students must pass in order to obtain a high school diploma. Diploma status is achieved by completing the requirements of the state awarding the diploma including the completion of necessary core curriculum credits.

4. **Goal Setting** – The essential characteristics of this predictor have not yet been identified in the manner that other "predictors" have been operationalized by Rowe et al., 2014.

5. **Inclusion in General Education** - Inclusion in general education requires students with disabilities to have access to general education curriculum and be engaged in regular education classes with peers without disabilities.

6. **Interagency Collaboration** - Interagency collaboration is a clear, purposeful, and carefully designed process that promotes cross agency, cross program, and cross disciplinary collaborative efforts leading to tangible transition outcomes for youth.

7. **Occupational Courses** - Occupational courses are individual courses that support career awareness, allow or enable students to explore various career pathways, develop occupational specific skills through instruction, and experiences focused on their desired employment goals.

8. **Paid work Experience** - Work experience is any activity that places the student in an authentic workplace, and could include: work sampling, job shadowing, internships, apprenticeships, and paid employment. Paid employment can include existing standard jobs in a company or organization or customized work assignments negotiated with the employer. These activities always feature competitive pay (e.g., minimum wage) paid directly to the student by the employer.

9. **Parent Expectations** - Expectations include parents and families planning and articulating an expectation that their child will participate in integrated postsecondary education and be employed in integrated settings in the community after high school.

10. **Parental Involvement** - Involvement means parents/families/guardian are active and knowledgeable participants in all aspects of transition planning (e.g., decision-making, providing support, attending meetings, and advocating for their child).

11. **Program of Study** - A program of study is an individualized set of courses, experiences, and curriculum designed to develop students' academic and functional achievement to support the attainment of students' desired post-school goals.

12. **Self-Advocacy/Self Determination** - Self-determination is the ability to make choices, solve problems, set goals, evaluate options, take initiative to reach one's goals, and accept consequences of one's actions.

13. **Self-Care/Independent Living Skills** - Self-care/independent living skills are skills necessary for management of one's personal self-care and daily independent living, including the personal management skills needed to interact with others, daily living skills, financial management skills, and the self-management of healthcare/wellness needs.

14. **Social Skills** - Social skills are behaviors and attitudes that facilitate communication and cooperation (e.g., social conventions, social problem-solving when engaged in a social interaction, body language, speaking, listening, responding, verbal and written communication).

15. **Student Support** - Student support is a network of people (e.g., family, friends, educators and adult service providers) who provide services and resources in multiple environments to prepare students to obtain their annual transition and post-secondary goals aligned with their preferences, interests, and needs.

16. **Transition Program** - A transition program prepares students to move from secondary settings (e.g., middle school/high school) to adult-life, utilizing comprehensive transition planning and education that creates individualized opportunities, services, and supports to help students achieve their post-school goals in education/training, employment, and independent living.

17. **Travel Skills** - The essential characteristics of this predictor have not yet been identified in the manner that other "predictors" have been operationalized by Rowe et al., 2014.

18. **Vocational Education** - Vocational education is a sequence of courses that prepares students for a specific job or career at various levels from trade or craft positions to technical, business, or professional careers.

19. **Work Study** - A work study program is a specified sequence of work skills instruction and experiences designed to develop students' work attitudes and general work behaviors by providing students with mutually supportive and integrated academic and vocational instruction.

20. **Youth Autonomy/Decision Making** - The essential characteristics of this predictor have not yet been identified in the manner that other "predictors" have been operationalized by Rowe et al., 2014.

Figure 1 aligns the evidence-based predictor with areas of improved student outcome. (NTACT, 2013)

Predictor/Outcomes	Education	Employment	Independent Living
Career Awareness	X	X	
Community Experiences		X	
Exit Exam Requirements/ High School Diploma Status		X	
Goal-Setting	X	X	
Inclusion in General Education	X	X	X
Interagency Collaboration	X	X	
Occupational Courses	X	X	

Predictor/Outcomes	Education	Employment	Independent Living
Paid Employment/ Work Experience	X	X	X
Parental Expectations	X	X	X
Parental Involvement		X	
Program of Study		X	
Self-Advocacy/ Self-Determination	X	X	
Self-Care/ Independent Living	X	X	X
Social Skills	X	X	
Student Support	X	X	X
Transition Program	X	X	
Travel Skills		X	
Vocation Education	X	X	
Work Study		X	
Youth Autonomy/Decision-Making	X	X	

Evidence Based Practices

Evidence Based Practices (EBPs) are instructional methods and strategies that have been shown to be effective through research to teach specific transition-related skills (Ohio Employment First). These practices can be used in a variety of settings including classrooms, work sites, community environments, social settings, etc. They are useful to teach a variety of skills and tasks including employment, daily living, communication, academics, job routines and tasks, independence and workplace behavior. The utilization of evidence-based practices is critical in providing effective and efficient instruction.

Importance of using EBPs

1. Ensuring effective and efficient instruction – EBPs provide a methodology that has been demonstrated to be effective through research studies. Evidence based practices can be modified to meet individual student needs but should maintain the core principles outlined.

2. Identifying effective practices for future instruction – When an EBP has been identified as being an effective methodology for teaching a student a specific skill, the same methodology can be employed to similar skills in the future. This can help the teacher develop plans more quickly and gives the student a sense of consistency in their lessons.

3. Providing a Foundation – EBPs are specific approaches to teaching a variety of skills. Training a variety of individuals on the use of EBPs can help ensure that the quality of instruction across settings remains consistent. Additionally, when staff develop and understanding of how to use specific evidence based practices, they also develop and understanding of the underlying principles including reinforcement, shaping, and providing consistent predictable feed-back to students.

Identified Evidence Based Practices for Transition Aged Youth

The National Technical Assistance Center on Transition (NTACT) has identified evidence-based practices based on high quality research. Evidence Based Practices provide teachers with information about the teaching practices have been effective in helping student with disabilities learn specific skills. When addressing skills outlined within this framework, teachers should choose one or more evidence-based practices to teach the skill. Practice summaries listed below are provided by Ohio Employment First Transition Framework Evidence Based Practices Tool unless otherwise noted.

1. **Chaining (Backward, Forward, Total Task)** - Chaining strategies are a way to teach individuals to perform a sequence of tasks or steps. The job coach, teacher, or trainer first analyzes the task to be performed, identifying each smaller step necessary to complete the task. This is known as task analysis. The teacher or trainer then guides the youth to learn each step. The goal is to have the youth successfully, accurately, and independently complete the entire activity.

    a. **Backward -** Backward chaining is defined by all behaviors identified in the task analysis initially completed by the trainer, except for the final behavior in the chain. When the learner performs the final behavior in the sequence at the predetermined criterion level, reinforcement is delivered and the next-to-last behavior is introduced (Cooper, Heron, & Heward, 2007).

    b. **Forward -** Behaviors identified in a forward chaining task analysis are taught in their naturally occurring order. Reinforcement is delivered when the predetermined criterion for the first behavior in the sequence is achieved then the next step in the task analysis is taught (Cooper, Heron, & Heward, 2007).

    c. **Total Task -** Total task chaining is defined as a variation of forward chaining in which the learner receives training on each step in the task analysis during each session (Cooper, Heron, & Heward, 2007).

2. **Community Based Instruction -** Community Based Instruction is training, teaching or coaching that takes place in the community in the location where the skills are expected to be performed. Community venues such as banks, grocery stores, post offices, etc. are ideal locations for teaching skills needed to access everyday services.

3. **Computer Assisted Instruction -** Computer assisted instruction offers an interactive format that can provide examples and feedback to youths, while including multiple components such as graphics, photographs, audio, and video.

4. **Extension of Career Planning Services -** Services extended beyond graduation include any individualized services focused on postsecondary achievement provided after a student completes the secondary program. Services included vocational assessment, agency contacts, IEP meetings, vocational training, employability counseling, job club, job interview assistance, job development, and job coaching. (NTACT)

5. **Mnemonics -** Mnemonics are memory devices or aids that help youth and adults recall larger pieces of information, especially in the form of lists, like characteristics, steps, stages, parts, phases, etc.

6. **One-More-Than Strategy -** The One-More-Than Strategy is defined as teaching individuals to pay one more dollar than requested. It is also referred to as "next dollar," "counting on," or "dollar more" strategy. (NTACT)

7. **Peer Assisted Instruction -** Teaching using peer assistance includes strategies such as:

    a. **Peer tutoring -** the delivery of academic instruction by another student, either older or the same age as the tutee (Scruggs et al., 1985).

    b. **Cooperative learning -** groups of students of different ability, sex, or ethnicity work together to achieve mutual goals (Tateyama-Sniezek, 1990).

c. **Peer instruction -** students are given specific roles to assist other students in completing an activity or teaching of a lesson (Hughes, Carter, Hughes, Bradford, & Copeland, 2002).

8. **Self-Monitoring and Self-Management -** Self-monitoring and self-management interventions provide youth the strategies to become less dependent of 'in-person' assistance, such as aides and coaches. Such strategies provide the youth with skills to become aware of their own needs and level of performance.

9. **Video Modeling -** Teaching specific behaviors or skills using a video recording to provide a visual model of the targeted behavior or skill. Video Modeling can be effectively implemented in home and school settings, according to the studies that serve as the foundation for the evidence base. This practice may be useful anywhere there is learner access to viewing equipment.

10. **Prompting -** Any assistance given that supports learning or initiates the use of a specific skill. Prompts are given before or as the youth attempts to use a skill. Effective prompting is deliberate in the way it is planned and implemented. This means determining a prompting hierarchy, selecting the appropriate type of prompt and deciding when to use prompts.

    a. **Least to Most -** A system of least-to-most prompts is a method used to transfer stimulus control from response prompts to the natural stimulus whenever the participant does not respond to the natural stimulus or makes an incorrect response. Least-to-most prompts begin with the participant having the opportunity to perform the response with the least amount of assistance on each trial. Greater degrees of assistance are provided with each successive trial without a correct response (Cooper, Heron, & Heward, 2007).

    b. **Most to Least -** A system of most-to-least prompts is a method used to transfer stimulus control from response prompts to the natural stimulus whenever the participant does not respond to the natural stimulus or makes an incorrect response. Most-to-least prompting starts with physically guiding the participant through the performance sequence, then gradually reducing the amount of physical assistance provided as training progresses from session to session (Cooper, Heron, & Heward, 2007).

    c. **Response Prompting -** Response prompting is defined as using a stimuli that later functions as extra cues and reminders for desired behavior. Response prompts can be visual, auditory, textual, or symbolic (Cooper, Heron, & Heward, 2007).

    d. **Simultaneous Prompting -** Simultaneous prompting involves the "presentation of a task direction followed immediately by the presentation of a controlling prompt (i.e., a prompt that ensures a correct response)." Once the instructional session is conducted, daily probe sessions are conducted immediately prior to instructional sessions on subsequent days so the instructor can determine when stimulus control, or acquisition of the target skill, has occurred (Morse & Schuster, 2004).

11. **Self-Determined Learning Model of Instruction -** Self-advocacy and self-determination skills are related skills sets that provide the means for youth to take charge of their own lives. A person with a disability may call upon the support of others; however, the individual is entitled to be in control of their own resources and how they are directed. All people have the right to make life decisions without undue influence or control by others.

    a. The I'm Determined project, a state directed project funded by the Virginia Department of Education, focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior. This project facilitates youth, especially those with disabilities to undertake a measure of control in their lives, helping to set and steer the course rather than remaining the silent passenger.

12. **Simulations -** Simulation uses materials and situations in instructional settings that approximate the natural conditions and the expected responses associated with applying performance skills and behaviors expected in community and work settings.

13. **Time Delay (Constant and Progressive) -** Time delay is a prompting procedure that uses variations in the time intervals between presentation of the

natural stimulus and the response prompt. Time delay transfers stimulus control from a prompt to the natural stimulus by delaying the presentation of the prompt following the presentation of the natural stimulus.

    a. Constant time delay is implemented by presenting several trials using a 0-second delay between the presentation of the natural stimulus and the response prompt. The trials that follow the simultaneous prompt condition apply a fixed time delay (e.g., 3 seconds or 5 seconds; Cooper, Heron, & Heward, 2007).

    b. Progressive time delay is implemented by presenting a trial with a 0-second delay between the presentation of the natural stimulus and the response prompt and then gradually and systematically extending the time delay, often in one second intervals (e.g., 0 sec to 2 sec to 3 sec; Cooper, Heron, & Heward, 2007)

14. **Visual Supports -** Visual Supports and displays are tools used to represent the complexity of the mental and physical world in which we live to help people function more efficiently, effectively and independently. Everyone uses visual supports and displays in daily life and work. They are so routine in today's world that they should not be considered a 'crutch' but instead a valuable tool for independence, efficiency and productivity.

While most educators are familiar with these terms and have an understanding of what these practices entail, the National Technical Assistance Center on Transition provides comprehensive resources for implementing these practices with fidelity. Consistent implementation of these practices across settings and teachers is critical for maximizing learning and independence and ensuring that the intervention is having the desired effect on the students' behavior.

For more information on Evidence Based Practices and Predictors, visit the National Technical Assistance Center on Transition at http://transitionta.org and/or Ohio Employment First Transition Framework, you will find various resources including EBPs organized by the type of skill taught.

Measurement and Reporting

Virginia Regulations, (8 VAC 20-81-110 G. 8), require that each child's IEP must include a "statement of…when periodic reports on the progress the child is making toward meeting the annual goals will be provided; for example, through the use of quarterly or other periodic reports, concurrent with the issuance of report cards, and at least as often as parents are informed of the progress of their children without disabilities.

Reporting on skills outlined in the curriculum map differs slightly from customary reporting on IEP progress. The IEP progress reporting provides codes for signifying if the student has mastered the goal or objective, or the likelihood of the student mastering the goal or objective within the term of the IEP. Reporting on skills outlined in the curriculum map provides a snapshot of the student's progress that does not take into account the student's learning trajectory, only their proficiency at that given time. This information can provide supporting evidence in reporting on IEP goals as well as informing the present level of performance.

The purpose of reporting in this manner is to provide consistent language across classrooms, schools, and divisions. Clear reporting criteria will help communicate important information to the student, other teachers, parents, internship supervisors, mentors, potential employers, vocational rehabilitation counselors, and others.

Performance Accuracy - Performance accuracy incorporates several pieces of data, including

    1. The student's knowledge of the content or skill,

    2. The student's proficiency with demonstrating the skill,

    3. The environments and conditions under which the student is able to display the skill,

    4. The student's ability to utilize the skill in new or novel situations, and

5. The number and types of errors made.

By assessing each of these pieces of information, a teacher can determine if the student is able to perform the skill in one of four categories.

- Consistently – The student demonstrates a thorough understanding or proficiency of content and skills taught nearly all of the time and across multiple people, settings, and opportunities. The student makes NO major errors or omissions.

- Usually – The student demonstrates a general understanding of content or general skill proficiency most of the time, across multiple people, settings, or opportunities. The student makes few major errors or omissions.

- Sometimes – The student demonstrates a partial understanding of content or partial skill proficiency some of the time, across some people, settings, or opportunities. The student makes some errors or omissions.

- Not Yet – The student demonstrates emerging to developing skills but is unable to complete critical components.

Level of Support

The level of support is a critical factor in reporting student skills because many students may require additional support when entering the workplace, or living independently. Accurately reporting on the level of support that a student requires allows the teachers and/or IEP team to plan around either building new skills, fading the level of support needed, or both. When planning for independence, it is important to consider what environmental factors are influencing the student's behaviors.

When the presence of an authority figure or adult is required for the student to be successful, the IEP team should consider instructional practices and supports that reduce the need for the presence of additional person. (See Evidence Based Practices)

- Independent (3) - When students use supports such as graphic organizers, checklists, timers, etc. they should be considered independent in demonstrating the task as long as the student is able to recognize the need for, initiate the use of, and independently utilize the support.

- Some Support (2) - When students require external assistance or support to complete some portions of a skill or task, or require support to access their accommodations they should be considered needing "some support."

- Full Support (1) - If the student is unable to complete the critical components of a particular skill without external support, they are considered needing "full support."

Reporting Key

Performance Accuracy	Level of Support
Consistently Demonstrates a thorough understanding or proficiency of content and skills taught nearly all of the time and across multiple people, settings, **and** opportunities. Makes NO major errors or omissions.	**3**-Independent The student self-manages task completion from beginning to end. Self-management includes use of visual prompts, schedules, assistive technology, or other cueing systems or accommodation that supports independent functioning when the student is able to recognize the need for, initiate the use of, and independently utilize the support.
Usually Demonstrates a general understanding of content or general skill proficiency most of the time, across multiple people, settings, **or** opportunities. Makes few major errors or omissions.	**2**-Some support External support required for portions of task completion. May include the use of visual supports, schedules, assistive technology, or other cueing system or accommodation that is initiated, prompted, or manipulated by another person.
Sometimes Demonstrates a partial understanding of content or partial skill proficiency some of the time, across some people, settings, **or** opportunities. Makes some errors or omissions.	**1**-Full support External support necessary for task completion.
Not Yet Emerging to developing skill demonstration	

Report Generator

In an effort to facilitate consistent reporting across the Commonwealth, teachers may choose to utilize the online report generator. This tool allows teachers to report on student performance for individuals working on skills outlined in the Curriculum Map.

The report generator provides space for the teacher to report on both skill proficiency as well as the level of support needed. The report generator also provides an option for additional notes that may help inform the team regarding the student's progress. Teachers may choose to input data related to relevant activities and experiences that the student engaged in during that reporting period. For example, if the student participated in some job sampling activities during the reporting period, and was able to demonstrate targeted skills in new environments, the teacher may provide additional information related to those experiences. Teachers have the option of saving and/or printing the report as either a PDF or Microsoft Word document.

This tool will not store or use any personal data related to the student. Due to privacy and confidentiality concerns, teachers will need to save the document each time skills are reported. The person reporting is responsible for entering identifying information as well as any pertinent data related to the student's performance.

The report generator can be found on TTAC Online. https://ttaconline.org/Applied-Studies-Curriculum

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Applied Studies Curriculum Map
ENGLISH

Competency and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Self -selected reading/reading as leisure **ENG-SSR** The student identifies preferences and engages with text as an independent leisure activity.	a) Sort preferred texts by type (book, magazine, electronic text, book on cd, brochure, menu, etc.) b) Choose a text to read or have read to them	a) Compare & contrasts text types and gives examples of various text types b) Consistently communicate preferences for specific texts, text types, and genres c) Identify a specific text as being fiction or nonfiction d) Demonstrate awareness of how and where to acquire preferred texts and text types	a) Identify the genre of a selected fiction and nonfiction text (adventure, romance, science fiction, mystery, fables, drama, biography, self-help, travel, history, how-to books, etc.) b) Independently acquire texts through one or more of the following means: *- borrow from school or public library* *- access online text* *- make in store purchases* *- trade texts with friends.*	a) Compare & contrast genres and gives examples b) Independently acquire texts through one or more of the following means: *- library, social media, Web site, borrowing from a friend* *- maintain magazine/newspaper subscription* *- make online purchases* c) Use search engine or other resources to select needed text materials d) Demonstrate an ability to generalize information e) Discuss a chosen text with others

Applied Studies Curriculum Map
ENGLISH

Competency and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Community Literacy **ENG-CL** The student uses literacy skills and an understanding of various community texts to solve problems and meet needs of adult life. WRS:9, 10	a) Recognize and find signs in the community b) Recognize and find various community texts (menu, map, label, sign, etc.) when asked	a) Identify and respond appropriately to safety signs in the community b) Identify a variety of resource texts used in the community & determine situations for using each. Examples may include electronic or printed texts (menu, map, labels, signs, etc.)	a) Identify a need and the corresponding text that may provide needed information b) Identify and locate needed text by function	a) Independently fill a need or solve a problem using community texts b) Use various resources (online, hardcopy, spoken language) to locate needed information, which may include *-finding and using the contact information for a local business* *-getting directions to a location* *-utilizing the menu of a restaurant to make choices based on personal preference and budget* *-finding times for events (movies, concerts, etc.)* *-getting a local bus schedule*

Applied Studies Curriculum Map
ENGLISH

Competency and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Comprehension **ENG-COMP** The student demonstrates an understanding of fiction and non-fiction texts. WRS: 9,13	a) Answer simple yes/no or true/false questions concerning a short passage that has been read b) Sequence the beginning, middle, and ending events of a story or personal experience c) Identify a favorite character from a story d) Identify facts learned from a nonfiction text	a) Use pictures and information about a story to predict what will happen next b) Answer content related questions after reading or listening to a passage c) Use information in graphs, charts, and images to relay information d) Retell a familiar story or experience using text e) Make connections between character and self f) Make connections between a nonfiction text and previously learned information	a) Identify the main idea of a passage b) Use cues within a text to make predictions about content c) Answer who, what, where, when, and how questions after reading or listening to a short passage d) Retell a story including characters, setting, and chronological sequence of events e) Use graphs, charts, and images to make predictions f) Make connections between characters from different stories	a) Identify the main idea and several supporting details b) Ask and answer who, what, where, when, and how questions after reading or listening to a short passage c) Identify important themes from a story and examines from multiple points of view d) Make connections between information in a nonfiction text and real life experiences e) Utilize instructional documents to complete a novel series of steps. f) Summarize nonfiction

ENGLISH

		g) Use documents to complete single step activities	g) Make connections between a nonfiction text and a fiction text h) Use documents to complete multistep activities and routines	materials

Applied Studies Curriculum Map
ENGLISH

Competency and Definition	1 **Recognize and Recall**	2 **Identify and Comprehend**	3 **Interpret and Understand**	4 **Apply and Generalize**
Written Correspondence **ENG-WC** The student uses a variety of methods to deliver information through text. WRS: 9, 14, 17, 18,19, 21	a) Recognize a variety of means of written communication b) Choose appropriate application (written note, formal letter, electronic mail, etc.) to send a message to a selected recipient c) Recognize correspondence that is addressed to them by identifying the addressee	a) Access e-mail by logging in and selecting an e-mail to read b) Mail letters/bills	a) Compose a note or letter that includes the following parts: greeting, body, and signature b) Read correspondence from another party and determines whether a reply is needed c) Address letters and uses appropriate postage d) Create an e-mail account e) Take initiative to regularly check e-mail f) Manage e-mail, text, and/or social media account by responding to messages and organizing mailbox	a) Compose a note or letter that includes the following parts: heading, greeting, body, closing, and signature b) Utilize multiple features of email account in a variety of formats (mobile device, desktop) c) Select a recipient and draft a message via text, e-mail, social media d) Send and respond to e-mail by including the appropriate people (copy, blind copy) e) Use appropriate language for audience, role, and relationship (personal vs. work,

			g) Practice internet safety, recognizes and avoids suspicious e-mails/links	peer vs. supervisor)

Applied Studies Curriculum Map
ENGLISH

Competency and Definition	1 **Recognize and Recall**	2 **Identify and Comprehend**	3 **Interpret and Understand**	4 **Apply and Generalize**
Composition **ENG-COMPOSE** The student composes thoughts and ideas in written form using a writing utensil, keyboard, or other means. Writing is published and shared with others. WRS: 9, 18, 19, 21	a) Compose written work using letter approximations and/or symbols/pictures b) Choose topics to write about c) Provide additional details related to writing d) Sequence real-life events	a) Use a variety of resources to compile relevant information b) Organize information for a variety of purposes (persuasive, informative) c) Share previous experiences through writing	a) Utilize strategies to compose draft documents in a variety of forms b) Communicate simple messages through writing (phone messages, personal notes, etc.)	a) Compose a variety of written documents to include references b) Adapt writing style to meet specific standards and purposes (technical documents, informative essays, explanation and defense)

Applied Studies Curriculum Map
ENGLISH

Competency and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Documents and Forms **ENG-DOCS** The student accurately completes forms and documents requiring personal information WRS:14, 19	a) Communicate emergency contact information (full name, address, phone number) b) Provide general information needed on a resume, and various applications	a) Write or type contact information (full name, address, phone number, DOB, parent/guardian names) b) Write or type personal information that belongs on a resume	a) Provide additional information (allergies, medications, family medical history, SS#, ID#, license, insurance) b) Research and select a format for a resume c) Complete a draft of a resume	a) Accurately complete forms (applications, tax, DMV, etc.) b) Complete written vs. online (dropdown box, form fields, etc.) c) Protect identifying information and maintains confidentiality of sensitive personal information d) Identify opportunities to make edits and revises resume when appropriate e) Produce and deliver a complete resume f) Write a cover letter for a resume. Language should be appropriate to the situation (job being pursued).

Applied Studies Curriculum Map
MATHEMATICS

Competencies and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Time, Task and Resource Management **MATH – TTRM** The student utilizes mathematical concepts to coordinate and plan daily activities. WRS: 1, 15, 16 Note: The use of a calculator is permitted for all math activities.	a) Identify numbers 1-60, days of the week, months of the year b) Respond to timer-based systems during daily activities	a) Find a specified date on a calendar b) Access and follow a personalized daily schedule (e.g. visual, auditory) c) Identify the time using digital and/or analog clocks (hours, half hours minutes) d) Calculate elapsed time using digital or analog clocks	a) Prioritize activities, from a given set, to develop a personal daily, weekly, and/or monthly schedule b) Use digital and analog clocks at all intervals (hour, half-hour, minute) to comment on the time, estimate time needs, and solve real-life problems c) Demonstrate knowledge of equivalent units of time (i.e., 1 hour = 60 minutes; 1 day = 24 hours) d) Predict the length of time a given event will take	a) Utilize a calendar to plan for and participate in a variety of activities b) Use a calendar to coordinate events or activities with others c) Create a schedule to plan for, participate in and follow academic, work-related, and leisure activities (daily, weekly and monthly) d) Use clocks and watches or other electronics to understand time, predict, and prepare for events

Applied Studies Curriculum Map
MATHEMATICS

Competencies and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Data Sense **MATH-DATA** The student demonstrates ability to collect and use data to make informed decisions. WRS: 16	a) Gather data by counting and tallying b) With information provided, sort necessary from unnecessary data c) Recognize that a graph provides information	a) Identify various forms of data collection (reflective of daily activities), using graphs b) Categorize data to put in usable format c) Insert data into a pre-constructed template d) Use graph data to answer questions e) Compare two sets of data within a single data display	a) Collect and organize data, using surveys, observations, measurements, or experiments b) Determine most appropriate form of data representation c) Given a model, interpret data on a graph in order to explain the information it provides d) Interpret and explain information displayed in a graph, using the vocabulary *more, less, fewer, greater than, less than,* and *equal to* e) Calculate and describe the mean, median, mode, and range of a set of data	a) Given a problem situation, collect, organize, display, and draw conclusions from the data b) Compile data to construct a simple graph and explain the data c) Use data to make hypotheses about the information d) Summarize data distributions on a graph or table e) Analyze data from a variety of graphs to answer questions f) Use calculations and descriptions of the mean, median, mode, and range of a set of data to solve real life problems

Applied Studies Curriculum Map
MATHEMATICS

Competencies and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Mathematical Reasoning **MATH-MR** The student uses mathematical principles and reasoning to accomplish tasks. WRS: 16	a) Count by twos, fives and tens b) Recognize wholes, halves, and one-quarters c) Discriminate between equal and unequal groups of objects d) Sort like and unlike items e) Locate a number on a number line f) Recognize the place value of a digit within a number g) Identify numbers 1-100 in numerals h) Transpose numbers in written or typed format into a calculator i) Transpose numbers in written or typed format into a	a) Solve real world division problems with equal and unequal groups of countable objects. Numbers used in the problems should be within 1000 without remainders b) Partition sets or groups into equal shares c) Describe the shares using fraction language d) Identify when two amounts have equivalent values, including whole and rational numbers e) Comprehends math directional words f) Recognize different types of patterns (shape, color, number) g) Classify different types of patterns (i.e.,	a) Understand inverse operations b) Build decimals using multiple representations c) Given a division problem, solve for the whole or a part d) Describe lengths on a number line using fractions e) Solve equivalence problems and determine if each person received an equal amount f) Identify the output when given the input and a given function g) Interpret and extend patterns h) Compare two fractions (the fractions could be equivalent) by creating common	a) Use whole numbers and decimals to solve multiplicative comparison problems that describe a proportion in a real world application b) Solve ratio problems in a real world application using fractions where the ratio describes a part-part relationship c) Generate equivalent fractions, decimals, and percentages d) Compare fractions, decimals, and percentages by using equivalencies or by comparing to a benchmark e) Analyze the general form of a pattern and apply it/make predictions f) Demonstrate problem solving that includes part-whole and ordering relationships

	software programs j) Recall, repeat and protect identifying numbers (i.e., phone number, parent's phone number, address, and birthday) k) Recognize use of software programs for mathematical use	A, B, A; A, B, B, A.; A, B, C) h) Represent fractions as a number on a number line including mixed numbers i) Recognize and identify multiple representations of a number j) Build whole numbers using multiple representations k) Identify place value of decimals l) Sequence 1-100 m) Count to 100 with one-to-one correspondence n) Use a variety of calculators to solve basic mathematical functions o) Identify personal or descriptive variables in multiple number	denominators, or by comparing to a benchmark fraction (0, ½, 1, etc.) i) Compare values of numbers 1-100,000 j) Add and subtract numbers between 1 and 100 k) Use a calculator to compute sums and differences when given mathematical problems l) Use a software program to compute problems and order lists of numbers m) Identify what mathematical whole number skills and prerequisites are necessary to achieve post-secondary goals (i.e., community college, vocation)	g) Solve real world problems using decimals h) Recognize, order, and compare numbers through 100,000,000 i) Multiply and divide whole numbers up to the thousandths place j) Demonstrate understanding of how to use a calculator (which functions to choose) to solve mathematical problems requiring division and multiplication k) Use a software program to analyze data l) Complete practice activities specific to post-secondary goals (i.e., Take the whole number math portions of practice tests for college entrance exams or word problems related to vocation)

MATHEMATICS

		formats, (i.e., Birthday = July 19 or 7/19, it is May 15, 2016 or 5/15/2016 or 5/15/16, or Phone: (804)555-5555 or 804-555-5555 or 555-5555) p) Define math vocabulary (i.e., more than, less than, solve, estimate)		

Applied Studies Curriculum Map
MATHEMATICS

Competencies and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Geometric and Spatial Reasoning **MATH-GSR** The student uses geometric properties to solve real-world problems. WRS: 16	a) Sort 2-dimensional plane figures by a variety of basic properties (size, shape, angles, name) b) Determine inside, outside, and edge of a given shape c) Distinguish between a shorter or longer distance d) Recognize when two figures are congruent by matching congruent sides and/or angles	a) Identify plane figures with more than four vertices b) Find the area and perimeter of plane figures c) Compare the steepness of two or more lines d) Compare distances, lengths, areas and volumes on comparable items e) Find the midpoint of a given line f) Calculate slope (i.e., rise/run) by counting blocks on a coordinate plane g) Identify the number of sides and angles on a plane figure h) Identify the concept of middle for a variety of figures	a) Determine whether to use perimeter or area based on a given real-life situation b) Construct a variety of figures that have similar area or perimeter c) Measure a given line to determine length/distance (i.e., scale on a map) d) Interpret a given problem to determine whether to calculate slope, midpoint, and distance	a) Describe attributes of plane figures and apply those attributes to draw basic conclusions (i.e., I know this is a square so the angles must be 90°) b) Apply formulas for perimeter and area of a given shape to solve for unknown real-world values c) Find the slope, midpoint, and distance to solve real-life problems in a variety of ways d) Demonstrate understanding of spatial planning and reasoning

Applied Studies Curriculum Map
MATHEMATICS

Competencies and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Measurement **MATH-MEAS** The student uses different systems of measurement to solve real-world problems. WRS:16	a) Determine how objects compare to one another based on length and height b) Recognize tools used to measure mass/weight c) Compare two items based on relative weight d) Compare which container can hold more or less of a given substance e) Recognize tools used to measure temperature f) Compare the relative temperature with the terms cold, warm, or hot g) Recognize multiple ways to measure various items or elements such as weight, height,	a) Measure a given object using a ruler to the nearest half-unit b) Determine the weight of a given object or objects using a scale c) Measure volume in containers through given unit (i.e., cups, pints, quarts, gallons) d) Using a thermometer, determine the temperature in Celsius and Fahrenheit e) Identify smaller and larger units of measure in customary system f) Identify smaller and larger units of measure in metric system g) Identify the most appropriate unit of measurement to solve a problem	a) Determine length by drawing a non-scale model and utilizing basic operations to solve for length (i.e., length of a trip) b) Measure a given object to its exact length c) Estimate the weight of an object, then through measurement, compare and contrast the weights of two given objects d) Compare volume of two given figures e) Determine the implication of relative temperature values on daily life (i.e., it is 60° so long sleeves may be appropriate) f) Recognize equivalent measures within the standard measurement system	a) Apply various methods (i.e., distance formula) to determine the length of an unknown value without using a ruler. b) Through estimation, compare and contrast the weights of two given objects c) Given a problem involving mass, predict the number of units required for an item of different magnitude d) Determine the shape of a given real-world figure and then locate the correct formula to determine volume of the given figure e) Determine temperature change (including moving from negative to positive temperatures) in a given real world situation

	volume, temperature, etc. h) Recognize tools used to measure liquid, solid, temperature and other physical attributes of objects i) Recognize the type of measurement used by the designation of measurement j) Recognize approximate size of common items by type and amount of measurement used k) Recognize equivalent measures	h) Recognize that there are multiple ways to measure a given object i) Read and comprehend measurement vocabulary and what symbols go with which measurement tools j) Recognize freezing and boiling temperatures in both customary and metric systems	g) Apply knowledge of equivalent measures within the metric measurement system	f) Convert various measures into other appropriate units of measurement g) Estimate appropriate measures between customary and metric measurement systems

Applied Studies Curriculum Map
MATHEMATICS

Competencies and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Money Management **MATH-MONEY** The student uses money appropriately to purchase goods and services, plan a personal budget, and make financial decisions.	a) Recognize available forms of currency: cash, credit, debit, check book b) Discriminate values of commonly used coins c) Discriminate between commonly used bills d) Arrange multiple representations of money values. (e.g., 25 cents = 25 pennies, or 2 dimes and a nickel) e) Recognize real or model ATM and credit cards f) Pay for simple purchases using debit or credit card g) Pay for purchases using next dollar strategy	a) Identify value of commonly used coins and bills b) Find sums and differences of money with like units (all nickels, all dollar bills, etc.) c) Identify patterns associated with making change from whole number values (subtraction with re-grouping) d) Counts a variety of combinations of coins and bills up to five dollars e) Compares values of two or more products to identify which is more and less expensive f) Pays for simple choice purchases independently in at least 3 different	a) Find products and quotients of money with like units (all nickels, all dollar bills, etc.) b) Apply concepts for making change in the most efficient manner (i.e., using 2 quarters and 2 dimes as opposed to 70 pennies c) Investigate patterns for making change with mixed number values up to thousands of dollars (subtraction with re-grouping and division) d) Counts a variety of combinations of coins and bills up to fifty dollars e) Counts and records values of coins and bills to find sum of money	a) Find sums, differences, products, and quotients of money with mixed units b) Identify qualifications to obtain credit or bank account c) Analyze credit card features and their impact on personal financial planning d) Compare and contrast terms and conditions of various sources of consumer credit e) Finds total from a list of items and services to adjust and prioritize spending based on available funds or estimated costs associated with independent living (grocery list, bills) f) Interpret and analyze interest rates on purchases made with a credit card

		environments g) Understands association between ATM cards and credit cards and payment	f) Makes change from given amount of money g) Use a calculator to compute sums and differences when given a word problem relating to money and purchase with an ATM and credit card h) Use a software program to compute problems and order lists of values i) Use software template to populate values in a simple budget j) Locate, select, and purchase necessary items such as food and/or personal care items k) Explain the steps for opening and maintaining a checking account l) Stores and responsibly manages checks, cards	g) Interpret and analyze purchases made with ATM cards based on real or model banking account information h) Express preferred method of payment for a variety of large and small purchases for needs and wants i) Use online tools and banking to monitor account (e.g., personal checking and/or savings; returns/investments accounts) j) Comparison shops based on multiple factors k) Explains benefits and costs of using a line of credit; Avoids opening multiple lines of credit

			and cash	
			m) Explain the steps for opening and maintaining a savings account	
			n) Calculate tip/tax/discount using percentages (including percent of increase, percent of decrease)	
			o) Calculate interest rates on loans	

Applied Studies Curriculum Map
MATHEMATICS

Competencies and Definition	1 **Recognize and Recall**	2 **Identify and Comprehend**	3 **Interpret and Understand**	4 **Apply and Generalize**
Ratios and Proportions **MATH-RATIO** The student uses proportions to solve real-world problems. WRS:16	a) Compare numbers and determine which is greater or smaller b) Define percent as part of a whole, where the whole is 100	a) Identify parts of a ratio b) Represent or model percentages c) Compare and contrast percentages using models	a) Calculate, compare, and contrast unit rates (per mile, per ounce, per gallon, etc.). [The concept of per.] b) Solve rate division problems involving constant speed and pricing. Numbers used in the problems should include whole numbers and decimals c) Calculate the percent of a number (tip, tax, interest, discount, etc.) d) Determine the total amount based on tip, tax, interest, discount, etc.	a) Explore the multiplicative relationships between the parts of a ratio to make predictions (e.g., if x/y = ¼ then y = 4x; if it takes x minutes to do this one task how long will it take to do 20 tasks) b) Determine the percent increase and the percent decrease c) Apply and construct concepts of percentage to graphical representations d) Construct circle graphs using percentage data e) Estimate total costs of purchases, taxes and/or tips

Applied Studies Curriculum Map
HISTORY AND SOCIAL SCIENCE

Competency and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
The Structure of Government and Organizations **HIST-GVNT** The student demonstrates an understanding of the basic values, principles, and operations of government and other organizations.	a) Recognize that there are rules to keep us safe b) Recognize that there are people in charge c) Recognize authority figures in different contexts d) Recognize people who are responsible for making and enforcing laws	a) Identify government figures and their responsibilities b) Identify the difference between and rule and a law c) Identify rules for planned events and unknown environments d) Identify and describe various people responsible for enforcing rules e) Identify possible consequences for not following rules and laws f) Identify supports and/or adaptations for individuals with disabilities (handicapped parking, guide dogs, elevators, ramps)	a) Understand that there is a process for making, enforcing and interpreting laws b) Describe how laws and rules are made and enforced c) Describe the role of citizen advocates in making laws and rules	a) Understand and apply knowledge of government to understand *1. Three levels of government* *2. Three branches of government* *3. and How they interact with one another to help citizens* b) Understand and advocate for personal rights guaranteed by the *Americans with Disabilities Act* (ADA) c) Determine how ADA pertains to life after graduation d) Advocate for laws and rules that are under consideration by writing letters, visiting law makers, and/or making speeches to voice personal opinion

Applied Studies Curriculum Map
HISTORY AND SOCIAL SCIENCE

Competency and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Financial aspects of government **HIST-FINANCE** The student demonstrates an understanding of basic economic principles and the role of the United States government in the economy.	a) Recognize that people have jobs that pay money b) Recognize and/or name community services (fire, police)	a) Identify people and careers that earn income in the form of wages, salaries and tips b) Understand that people work to purchase goods and services c) Understand that people pay various taxes to pay for public goods and services	a) Distinguish between payroll deductions including social security and state and federal taxes and take-home pay b) Describe and understand ways in which the government provides services to assist people (unemployed, elderly, disabled, or low income)	a) Demonstrate knowledge and economic reasoning skills to make sound financial and career decisions b) Identify sources of personal income, deductions, and taxes c) Apply knowledge to prepare documents related to paying taxes and choosing a financial institution d) Understand and apply knowledge related to funding of their disability; and processes involved with applying for social security, Medicaid, grants and student loans

Applied Studies Curriculum Map
HISTORY AND SOCIAL SCIENCE

Competency and Definition	1 **Recognize and Recall**	2 **Identify and Comprehend**	3 **Interpret and Understand**	4 **Apply and Generalize**
Laws and rules of good citizenship **HIST-LAWS** The student demonstrates characteristics of a good citizen by participating in various settings, respecting individual rights of others, staying informed, obeying rules and the law, and voting. WRS- 2, 4, 6, 12	a) Recognize and follow a set of "universal" rules in a variety of settings b) Identify situations in which people act as good citizens in the school community *- respect for the rights of others* *- voting* *- volunteering* *- honesty*	a) Demonstrates an awareness of rules specific to locations such as home, work, and school b) Understand the role of rules and laws in daily life c) Understand the basic structure of the government d) Understand the voting process by recognizing that others may have different interest or opinions and participating in a group activity	a) Explain the basic purpose of government is to make, carry out, and interpret laws b) Understand and take appropriate action to seek help when rules and laws have been broken c) Differentiate between individual and civic duties/responsibilities of American citizens d) Research topics to make informed decisions e) Understand the voting process to register to vote, identify local polling place, and vote	a) Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others b) Practice civic responsibilities including voting and community service c) Participates effectively in civic life through knowing how to stay informed and understanding governmental processes

Applied Studies Curriculum Map
HISTORY AND SOCIAL SCIENCE

Competency and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Map Skills **HIST-MAPS** The student demonstrates an awareness of where places are located and utilizes resources find, navigate, and describe locations.	a) Recognize that a map is a drawing of a place and where things are located b) Identify pictures of local public buildings c) Recognizes simple location words	a) Distinguish symbols, direction and physical features identified on a map b) Use a map to locate a variety places within a community including but not limited to grocery stores, restaurants, gas station, police station, hospitals, entertainment establishments c) Locates street addresses d) Demonstrates an understanding of vocabulary related to directionality e) Create a simple map or directions to a place or location	a) Use a map to apply understanding of directionality, location, and place b) Use speech generated devices, printed text/map or own voice, to give simple, accurate directions c) Use maps and guides in a variety of formats (paper, digital, drawn) to navigate various settings	a) Uses a variety of maps including but not limited to satellite images, photographs and/or diagrams to arrive at a selected location b) Use available technology to access a variety of maps and apply knowledge of maps to access directions to a variety of locations c) Applies knowledge of maps, vocabulary, and known landmarks to give directions to familiar locations and/or work related destinations d) Uses electronic systems or global positioning systems to find various locations

Applied Studies Curriculum Map
HISTORY AND SOCIAL SCIENCE

Competency and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Economics **HIST-ECON** The student demonstrates a basic understanding of economics to make reasonable economic decisions about their own lives and become effective consumers, employers, and workers.	a) Recognize and make choices b) Recognize and identify wants versus needs c) Recognize and practice the concept of saving. Saving means choosing not to spend money in order to buy something in the future.	a) Recognize that people work to earn money to make purchases b) Recognize the choices people have to make about the goods and services they buy and sell and why they have to make choices c) Actively participates in a mini-economy as part of classroom activities as a means to earn currency to purchase desired items d) Identify needs of consumers	a) Identify examples of income sources that are product-related and that are service-related b) Identify and understand the components and choices in a personal spending plan, including income, planned saving and expenses c) Understand how payroll deductions including social security and state and federal taxes impact personal spending plans and saving	a) Understand and apply knowledge and economic reasoning skills to make sound financial and career decisions by identifying sources of personal income and likely deductions that will impact their financial plan b) Understand and use appropriate forms of payment (credit, debit, layaway, checks, cash) when making purchases c) Apply knowledge and economic reasoning skills to create and use a plan to set and manage spending and achieve financial goals, and save for the future d) Demonstrate how to schedule and effectively manage bill payments

Applied Studies Curriculum Map
HISTORY AND SOCIAL SCIENCE

Competency and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Interpersonal Skills **HIST-PERS** The student demonstrates ability to work collaboratively, communicate effectively, develop and maintain relationships, and utilize feedback. WRS: 3, 5, 8, 17, 21	a) Recognize peers, coworkers, supervisors by name b) Return greetings appropriate to context (familiar vs. unfamiliar people) c) Waits his/her turn in a variety of contexts d) Recognizes personal space and items belonging to others	a) Follows directions from supervisor b) Ignores inappropriate or unsafe instructions, refuses requests appropriately c) Maintains personal space and asks before using others' belongings d) Initiates conversions with appropriate topics for setting e) Identifies when others may need assistance and offers to help f) Interrupts conversations appropriately and when necessary g) Initiates and ends conversations h) Identifies unfriendly individuals and bullying behavior	a) Contributes to team by completing assigned tasks and assisting others b) Communicates politely with all communication partners c) Accepts corrective feedback with a regulated emotional response d) Talks about others' behavior in appropriate settings and contexts e) Displays appropriate behavior when attracted to others or others are attracted to them f) Explains consequences of positive social influence vs. inappropriate peer pressure	a) Tactfully offers suggestions and feedback b) Utilizes conflict resolution strategies to reach solutions c) When given corrective feedback, develops and uses plan to change behavior d) Maintains a variety of positive relationships (friends, co-workers, supervisors) through regular correspondence

HISTORY AND SOCIAL SCIENCE

		i) Changes or alters behavior to match behavior of others within the same setting j) Reports situations in which the student feels uncomfortable or unsafe	g) Disagrees by presenting evidence or opinion without criticizing others h) Asks for modifications in the environment when needed	

Applied Studies Curriculum Map
SCIENCE

Competency and Definition	1 **Recognize and Recall**	2 **Identify and Comprehend**	3 **Interpret and Understand**	4 **Apply and Generalize**
Classification **SCI- CLASS** The student uses various classification methods to organize information	a) Sort things based on similarities and differences b) Match basic characteristics of living and non-living things	a) Identify where different organisms/item live/belong b) Sort items into groups with similar characteristics c) Categorize items based on features, functions and class	a) Group items by harmful and not harmful. (i.e., toxic plants, dangerous equipment) b) Explain the differences and similarities between various plants and animals c) Identify organisms based on their environment (i.e., Specific plants need certain conditions to grow) d) Describe similarities between items	a) Apply knowledge of items to real world situations (e.g., knowing difference between venomous and non-venomous animals, identifying appropriate tools to complete a job) b) Use knowledge of a variety of items/concepts to problem solve real world problems c) Use categorization to sort and explain various pieces of information

Applied Studies Curriculum Map
SCIENCE

Competency and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Ecology **SCI-ECO** The student utilizes knowledge of natural resources to practice conservation of resources. WRS: 15	a) Find natural and unnatural items in their environment b) Sort between different recyclable and non-recyclable materials	a) Recognize which are consumers and which are producers b) Name specific things in the environment needed to live (i.e., Water, food, shelter) c) Label and sort recyclable materials	a) Verify the importance of the sun in the ecosystem b) Identify sources of energy in the environment c) Perform resource management tasks (i.e., recycling, reusing, reducing waste) d) Understand impact individuals' behavior has on environment and opportunities to conserve resources	a) Apply knowledge of how the ecosystem works to real life experiences b) Apply recycling knowledge to own environment c) Apply knowledge of energy sources when making decisions about places to live, work, etc. d) Utilizes opportunities to conserve resources within household/living routines e) Practice habits that will prevent negative human impact on the earth (recycling, planting plants)

Applied Studies Curriculum Map
SCIENCE

Competency and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Chemical Reactions **SCI-CHEM** The student identifies and applies chemical characteristics and interactions in a variety of environments. WRS: 11	a) Match pictures or objects of chemicals b) Select picture or example of a chemical reaction c) Show that you can build larger things from smaller things d) Choose individual ingredients in cooking e) Recognize hazardous materials	a) Identify hazardous chemical label pictures b) Identify the difference between physical and chemical reactions c) Recognize that all matter is made up of smaller particles d) Label the difference between individual ingredients and solutions and compounds in cooking	a) Examine a variety of chemicals and verify bottles with hazardous labels and ones without b) Perform a variety of safe chemical reactions and explain what happened in the reaction c) Practice utilizing understanding of compounds and solutions by participating in cooking and science experiments that create various compounds and solutions d) Identify and appropriately use chemicals/solutions for completing common household tasks	a) Apply chemical safety knowledge by identifying household and workplace chemicals; where to find more information about the chemicals; and practicing chemical safety by using personal protective equipment when interacting with chemicals b) Apply knowledge of chemicals, reactions, and hazardous to demonstrate chemical safety in a variety of scenarios c) Safely perform household and job related tasks involving common household chemicals

Applied Studies Curriculum Map
SCIENCE

Competency and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
WEATHER **SCI-WEA** Demonstrate application of changes and patterns related to weather.	a) Recognize current, past and future weather conditions b) Match common weather conditions to seasons c) Select processes that show that the earth changes (seedling to tree, clean street to polluted street) d) Select the differences between day and night	a) Label what clothing someone would wear in various weather conditions b) Identify characteristics of seasons c) Identify activities and characteristics of day and night	a) Plan appropriate activities and clothing based on a weather report b) Decide what activities and clothing is appropriate for the seasons c) Understand procedures to follow during emergency weather conditions	a) Demonstrate an understanding of weather and seasons by explaining why weather and seasons occur and how to react in a variety of weather and seasonal situations. (Tornado, thunderstorm, hurricane, snow, rain, heat) b) Explain what causes a variety of changes on earth and demonstrate behaviors that address these changes c) Take correct actions during emergency weather situations

Applied Studies Curriculum Map
SCIENCE

Competency and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Measurement **SCI-MEAS** The student compares and analyzes a collection of quantitative data in relation to specific scientific investigations.	a) Sort between something that is a number and something that is not (Quantitative and Qualitative data) b) Choose two different objects (big to small, heavier to lighter, longer to shorter) c) Tell whether it is day or night d) Tell which season we are currently in e) Recognize money f) Identify common measurement tools (ruler, scale, measuring cups and spoons, thermometers)	a) Choose and identify quantitative data b) Label objects or numbers from smallest to largest and vice versa c) Tell time by the hour by digital clock d) Identify all seasons by images e) Sort money from highest amount to the least amount f) Identify methods for measuring length, weight, volume, and temperature g) Recognize measuring tools by labeling	a) Practice lab methods skills while interpreting, organizing, and understanding the corresponding data b) Create a graph or image by applying appropriate data c) Tell time by the hour by digital and analog clocks d) Accurately measure with appropriate measuring tools while incorporating accurate abbreviations e) Recognize the difference between acidic and basic examples	a) Demonstrate measurement skills by observing and analyzing data in a variety of settings b) Use a variety of information to verify statements, construct number types of graphs with sets of data and demonstrate understanding of graphs and images c) Apply acquired measurement skills to daily activities d) Verify the acidity and basic measurement in a variety of settings

Applied Studies Curriculum Map
SCIENCE

Competency and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Safety **SCI-SAFETY** The student follows safety guidelines and demonstrates proper safety techniques. WRS: 11	a) Discriminate between a safe and non-safe environment b) Match guidelines to equipment c) List different safe and non-safe scenarios d) Point to incorrect and correct safety techniques being demonstrated by teacher and students e) Follow safety rules in all environments	a) Identify safety guidelines and techniques that accompany safety equipment b) Label safety rules and procedures c) Recognize and use caution around known hazards (electricity, poison) at all times d) Label appropriately safe and non-safe situations e) Identify emergency and non-emergency situations	a) Practice safety methods by incorporating acquired safety knowledge to create and maintain a safe environment b) Maintain a clean safe environment to prevent accidents c) Verify all instructions before beginning tasks d) Apply safety rules and procedures and consistently use all necessary safety equipment	a) Maintain a safe environment by demonstrating safety guidelines in appropriate settings b) Follow guidelines with safety equipment at all times and in all settings c) Apply safety precautions to all situations and environments d) Verify with teacher/employer/job coach that work areas are in a safe and working manner e) Actively demonstrate ways to avoid injury to self and others in all environments

Applied Studies Curriculum Map
SCIENCE

Competency and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Science as Inquiry **SCI-INQ** The student demonstrates an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations.	a) Respond and list steps to scientific investigations with assistance b) Sort picture cards based on a variety of features, functions and classes c) Match concepts with images	a) Identify specific steps to scientific investigation through logical reasoning b) Identify the question/problem through scientific investigation c) Follow steps to conduct research d) Identify a hypothesis in a group setting e) Recognize respect for living things	a) Apply informed decisions regarding contemporary issues b) Describe respect for living things c) Utilize a costs/benefits analysis when making decisions (pros/cons) d) Apply question/problem; compile pertinent information; form a hypothesis. (make educated guess as to why an event occurred) e) Make and justify decisions based on pertinent data f) Maintain proper use of technology and equipment	a) Apply an experimental design in scientific inquiry b) Demonstrate the language of science c) Demonstrate respect for living things d) Apply and demonstrate acquired scientific skills to everyday experiences independently (using gathered information to make decisions) e) Maintain proper use of technology and equipment

Applied Studies Curriculum Map
INDEPENDENT LIVING

Competencies and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Personal Management **IND- PERS** The student engages in coordinated decision-making and actions that affect personal appearance, such as hygiene, grooming, and outward behavior. WRS: 4, 5, 6	a) Participate and respond to others in externally managed self-care routines b) Indicate SPIN(strengths, preferences, interests, and needs) c) Seek assistance when help is needed d) Communicate need to use the bathroom or need for assistance e) Recognize appropriate and challenging behavior identified in rules, laws and personal positive behavior support system	a) Express preferences and perform portions of self-care routines b) Identify clothing appropriate to the weather c) Complete all components of getting dressed d) Complete several grooming tasks e) Make adjustments to appearance when notified f) Follow rules and routines in response to a positive behavior support system g) Make choices in a variety of situations and identifies reasons for making the choice	a) Make choices and complete most self-care routines b) Adhere to most expectations c) Use a self-management system to follow rules, complete routines, regulate sensory needs, and/or manage individual stress d) Utilize and describe a decision making process e) Use time wisely f) Communicate calmly and directly when there is conflict g) Utilize strategies to deal with stress and anxiety	a) Maintain, manage and modify appearance and self-care as needed b) Regularly check appearance and make adjustments as needed c) Follow rules and procedures d) Self-manage behavior and stress e) Self-advocate in adverse situations f) Recognize a "bad day" and determine how to impact it in a way that turns negative into positive g) Set priorities h) Find ways to handle conflict

INDEPENDENT LIVING

		h) Understand causes of conflict i) Identify changes and stress caused by changes j) Identify strategies to deal with stress k) Communicate anger, frustration or disapproval		i) Handle stress in an appropriate manner

Applied Studies Curriculum Map
INDEPENDENT LIVING

Competencies and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Safety and Health **IND-SAFETY** The student takes action that impacts the well-being of self or others including safety (prevents and reduces accidents and/or exposure to harm) and health knowledge. WRS: 2, 11	a) Participate in and responds to another during health care routines and safety protocols b) Recognize safety hazards and health concerns c) Recognize personal boundaries d) Identify names and faces of family, peers, teachers, and employers e) Identify personal information (written or verbal to include, name, phone number, address, age, social security number) f) Recognize warnings, hazardous materials, and dangerous	a) Respond to questions and expresses choices about health concerns b) Identify personal boundaries and inappropriate and appropriate touching c) Protest exploitative behaviors d) Respond to questions about interpersonal violations e) Identify community people, places, and functions f) Identify emergency and non-emergency situations g) Identify public and private information h) Identify persons to	a) Respond to safety hazard warnings b) Report health concerns c) Take care of some personal health needs d) Maintain personal boundaries e) Seek help when needed f) Know persons to contact for assistance in emergency and non-emergency situations g) Follow learned routine during emergency and non-emergency tasks (i.e., accessing services) h) Relay information about hazardous situation by	a) Recognize and respond to safety hazards b) Follow safety protocols c) Warn and assist others in emergency situations d) Practice self-care for minor injuries and illness e) Seek information and medical help as needed f) Follow prescribed medical treatments g) Adhere to interpersonal boundaries and protocols h) Escape or stop intrusive behavior i) Report violations of self or witnessed to others j) Integrate information and problem solves during emergency and non-

	situations g) Recognize personal physical conditions (i.e. fever, dizzy tired, hungry) h) Recognize people that can help	contact or when to remove oneself from a dangerous environment, hazardous situation i) Identify ways to maintain safety in common environments j) Communicate personal medical information (allergies, current medications)	independently seeing assistance in situations (i.e., physically locating persons or calling family members or emergency personnel) i) Safely self-administer medication using script, product labels, or task list. j) Engage in exercise activities on a regular basis k) Go to the doctor/ dentist on a regular basis l) Avoid tobacco and other harmful substances	emergency situations in the community, home or school k) Identify situations to relay personal information and situations to withhold information l) Independently terminate hazardous situation within control and seeks assistance in situations requiring additional assistance m) Independently arrange to refill medications, make appointments, or identify necessary medical providers

Applied Studies Curriculum Map
INDEPENDENT LIVING

Competencies and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Social and Communication **IND-SOCIAL** The student demonstrates skills necessary for positive interpersonal interactions and relationships. WRS: 3, 5, 6, 8	a) Share space and tolerate the presence of others b) Display positive expressions when sees a familiar face c) Greet others with a smile or appropriate gesture d) Display basic functions of communication: (making choices, requesting, gaining attention and/or rejecting) to interact with others within the context of familiar routines e) State likes and dislikes f) Gain attention of others	a) Display basic functional communication in a variety of novel situations with a variety of communication partners b) Effectively communicate need for clarification c) Identify positive peer interactions d) Identify meaning of body language and responds appropriately e) Introduce self to others f) Identify conversational topics appropriate for different relationships	a) Initiate and respond in communication exchanges with others b) Demonstrate positive social interactions with both familiar and unfamiliar people c) Seek information from others in a variety of settings d) Discuss activities from the immediate past e) Offer corrections politely or not at all f) Make predictions about result of social interactions (social mapping) g) Relay pertinent information from social exchanges	a) Reciprocally communicate b) Elaborate upon information and seeks clarification as needed c) Apply and generalize effective communication and social conventions with a variety of people in a variety of settings and activities d) Take control of aversive situations, advocates with peers e) Demonstrate empathy toward others f) Detect level of interest of others within activities, adjusts behavior as needed

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	g) Invite others to participate in recreational activities h) Allow peers to join in an activity	g) Accept being corrected h) Refuse requests by others appropriately i) End conversations appropriately j) Establish peer relationships based on shared interest k) Help others when needed and appropriate	h) Maintain privacy for information that has been shared with them	

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INDEPENDENT LIVING

Competencies and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Mobility **IND-MOBILITY** The student demonstrates skills required to travel from one place to another.	a) Respond to or follows another in movement from one place to another in a familiar environment b) Navigate the school building by independently moving from one place to another c) Recognize travel and safety signs	a) Navigate from current location to a desired destination in a familiar environment/ community b) Identify personal transportation services or needs c) Identify the function of various community locations d) Understand the meaning of travel and safety signs e) Obey traffic laws as a pedestrian	a) Access public transportation services to travel to and from familiar places within the community with assistance b) Participate in travel training and/or is in possession of learner's permit for driving c) Secure and maintain personal transportation services d) Obey traffic laws as a pedestrian or cyclist	a) Use maps, signs, technology, and other resources to plan and navigate safe travel from one place to another b) Estimate travel time c) Modify and adapt travel plans as needed d) Contact others to report changes in travel plans/times as necessary e) Demonstrate driving skills and possess a driver's license OR navigates community with public/private transportation

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Competencies and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Recreation and Leisure **IND-REC** The student demonstrates a repertoire of skills for alone time, personal development and/or community involvement.	a) Respond in structured recreation, leisure activities facilitated by another b) Participate in Health and Physical Education Classes c) Participate in a variety of leisure activities with others	a) Express choices and engages in highly preferred recreational/leisure activities b) Participate in self-directed leisure activities as part of a schedule (start and terminate activities independently) c) Actively participate in new activities	a) Self-initiate and engage in preferred recreation and leisure activities during alone or down time b) Attend community events as participant or spectator	a) Act on preferences to develop, engage and expand personal interests and hobbies b) Effectively self-manage expected and unexpected free time c) Seek and maintain membership and participation in groups that develop personal interests and pursuits

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INDEPENDENT LIVING

Competencies and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Food Preparation **IND-FOOD** The student demonstrates skill that include organizing, planning, and preparing food including food safety and storage.	a) Recognize common materials and items related to food prep (kitchen items, foods) b) Avoid potential dangers in the kitchen c) Eat a variety of healthy foods d) Clean up eating area when finished e) Use appropriate materials to eat food f) Sort food by storage requirements	a) Categorize food by storage type, food group b) Prepare a simple snack c) Choose nutritious foods d) Safely manage all kitchen materials and equipment e) Identify different methods for cooking f) Safely manage and stores food items g) Maintain clean work areas. h) Identify food by nutrient (protein, carbohydrate, fiber, sugar, etc.)	a) Prepare a variety of simple meals for self b) Store food appropriately c) Plan snacks and meals for self d) Eat balanced meals e) Follow recipes to shop for meals f) Identify and dispose of food based on smell, appearance, and/or expiration date g) Determine appropriate time to reheat using a microwave	a) Plan and prepare a variety of meals for self and others utilizing a variety of cooking techniques b) Simultaneously manage multiple components of meal preparation c) Clean up after meals

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Competencies and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Home Living/Management **IND-HOME** The student demonstrates independence with completing routine cleaning, laundry, minor repairs, and other common tasks.	a) Clean up activities when complete b) Return materials to designated places within structured routines c) Identify examples of tools, cleaning supplies d) Sort clean and dirty laundry	a) Maintain organized living space b) Return materials to designated places out of the context of routines c) Utilize correct materials to clean (dishes, clothes, bathrooms, floors, etc.) d) Clean as part of guided routines (dishes, laundry, dusting, vacuuming, etc.) e) Recognize a mess and clean it up	a) Maintain a clean living space through regular cleaning b) Complete laundry by identifying appropriate wash cycle, washing, drying, and folding c) Independently clean specified areas d) Plan and abide by household maintenance schedule (cleaning, emptying trash, collecting mail, changing sheets, etc.) e) Effectively clean a variety of rooms typically found in a home	a) Organize home and work space in a functional way b) Make minor home repairs/adjustments (clear a clogged drain, setup Wi-Fi, tighten loose accessories, change light bulbs) c) Recognize need for additional help d) Maintain a cleaning schedule e) Utilize a variety of resources to troubleshoot household problems

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Competencies and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Using Services **IND-SERVICES** The student utilizes services and community resources such as a laundromat, post office, library, hair salon, take out, banks, etc.	a) Identify common locations by function/service provided	a) Use library b) Order and pick up take-out food c) Ask for assistance in stores	a) Pay bills on time b) Maintain a bank account c) Use laundromat/dry cleaner routine d) Utilize movie rental services	a) Identify and utilize services for home maintenance and repair (calling landlord or contractor) b) Make and keep appointments c) Order and manage utilities and bills (electric, water, phone, cable, etc.) d) Utilize customer service to address needs

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INDEPENDENT LIVING

Competency and Definition	1 **Recognize and Recall**	2 **Identify and Comprehend**	3 **Interpret and Understand**	4 **Apply and Generalize**
Wellness **IND-WELLNESS** The student demonstrates knowledge and engages in healthy practices in everyday life.	a) Practice healthy habits and routines to limit spread of germs for a number of everyday tasks (bathroom use, washing hands, eating food, and blowing nose) b) Identify signs, words and symbols associated with poisonous products c) Use a prompt (visual or auditory) to increase independence with daily routines (i.e., picture task analysis, notes on iPad, timer or alarm reminders) d) Recognize signs of illness in self and/or others	a) Express rules and guidelines related to intake of potentially poisonous or poisonous products used in your everyday life (i.e., mouthwash, bleach, detergent, aspirin, and nail polish) b) Identify who to call when feeling ill	a) Practice advanced skills to promote cleanliness and hygiene (wash clothing, clean surfaces, staying away from others who are sick, covering mouth/nose) b) Demonstrate understanding of germs/germ safety and associated risks c) Store and use protective gear to ensure safety and generalize knowledge about commonly used poisonous products to unfamiliar products (i.e., paint, gasoline, oil, turpentine) d) Use portable devices to provide task analysis of novel tasks and reminders (i.e., alarm for medicine intake, bathroom use)	a) Demonstrate understanding of healthy habits by generalizing steps in routines to novel situations or environments b) Demonstrate understanding of germs/germ safety and associated risks c) Demonstrate proper selection, use, storage, and disposal of various poisonous products (safety guidelines) d) Independently create and use task analyses or reminders to ensure safe and healthy practices (input medicine reminders) e) Exercises universal precautions f) Demonstrate understanding of who or how to contact

				others in an emergency or when feeling ill

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Competency and Definition	1 **Recognize and Recall**	2 **Identify and Comprehend**	3 **Interpret and Understand**	4 **Apply and Generalize**
Nutrition **IND-NUTRITION** The student demonstrates understanding of proper nutrition in order to lead a healthy life.	a) Differentiate between food items (food vs. non- food items) b) Find menus of favorite restaurants on the internet c) Sample a variety of healthy food choices	a) Identify food you need for health (fruit and vegetables vs. candy and chips) b) Demonstrate knowledge of labels and vocabulary (reading or site words) related to healthy eating (vitamin, calorie, sugars, fat, and salt) c) Identify nutritional information provided for select food on internet or on food labels (i.e., calories, fat, and saturated fat) d) Identify a variety of preferred healthy foods	a) Identify portion size and nutritionally balanced meals (i.e., Knowledge of food pyramid, ability to identify healthy portions, ability to develop daily menu) b) Read labels to select healthy foods based on two to three key nutritional values c) Compare and contrast nutritional information provided for select food on internet (i.e., calories, fat, saturated fat, vitamins, cholesterol, and salt) d) Purchase preferred healthy food or share healthy food choices with persons purchasing food in household and	a) Plan, prepare and consume at least two nutritionally balanced meals daily b) Make selections based on labels and individualized health needs (high cholesterol- look for low salt content, overweight - look for low calorie or fat or high fiber values, maintaining health- look for foods with Vitamins and fiber) c) Analyze differences in foods in terms of nutrition listed by researching food nutritional values on the internet d) Use knowledge of healthy food preferences to prepare

			teachers or cooks/clerks in school cafeteria	and cook meals

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EMPLOYMENT

Competency and Definition	1 **Recognize and Recall**	2 **Identify and Comprehend**	3 **Interpret and Understand**	4 **Apply and Generalize**
Career Awareness **EMPL-AWARE** The student understands the importance of work and aligns personal skills, interests, and aptitudes with the requirements of available job opportunities. WRS 1, 11, 12	a) Demonstrate personal interests and preferences for a work task or activity b) Complete an appropriate transition assessment such as an interest inventory c) Contribute to an academic and career plan d) Complete a One-Pager by identifying preferences, strengths, needs, and interests	a) Identify personal assets and describes examples of jobs b) Complete age appropriate transition assessment and identify areas of interest c) Recognize that people work at a job to make money d) Complete an academic and career plan e) Revise an academic and career plan- annually f) Describe interests and attitudes g) Identify how career and work can meet personal needs h) Identify long and short term goals that relate to working	a) Examine the integration of personal assets into various structures such as school, community and work settings b) Understand personal strengths and preferences in relation to work options. c) Complete appropriate assessment d) Explore various career clusters e) Complete/Revise personal academic and career plan- f) Distinguish the differences in work, job, and career g) Analyze training/education required for various employment h) Understand how	a) Relate the value of interest, skills and values to various careers b) Identify potential jobs that align with their skills, interests, and aptitudes c) Explain the relationship between careers and education d) Set and refine goals based on their skills and interests and takes steps to get closer to those goals e) Revise academic and career plan f) Revise long and short term goals g) Analyze requirements for specific career options

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			education and training can develop job skills.	
		i) Identify specific careers in a chosen career cluster j) Identify SKAs for needed for employment		

Applied Studies Curriculum Map
EMPLOYMENT

Competency and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Job-seeking skills **EMP-SEEK** The student completes the process of identifying available jobs, crafting a resume, following application and interview procedures to obtain desired employment. WRS: 1, 4, 14	a) Independently participate in work activities b) Select several work related tasks that are enjoyable	a) Identify resources for finding potential employment b) Identify work places in the community c) Identify preference for different work places d) Develop a personal information card e) Complete informational research and interview for potential employment f) Identify the agencies that help people find employment g) Identify ways people apply for find work	a) Make informed occupational choices b) Understands how to apply for a job c) Develop talking points for an interview that cover your skill and preferences d) Communicate necessary accommodations e) Understand that job seekers and employees have rights	a) Utilize job acquisition skills and knowledge to apply for a job b) Apply for services through an agency that helps people find employment c) Complete an application-paper and e-application d) Prepare for interviews and follow-up communication e) Participate in interviews f) Demonstrate knowledge of job seeker and employee rights

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Competency and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Social/Communication **EMP-COMM** The student demonstrates work appropriate social interactions and communication to complete tasks, meet personal needs and meet the needs of the employer. WRS:3, 4, 8, 17, 18, 19, 20, 21	a) Respond to greetings b) Communicate needs and wants c) Recognize and list workplace communication etiquette for communication with supervisor, co-worker, and customer d) Request help when needed	a) Respond to questions and social exchanges appropriately b) Follow basic instructions c) Demonstrate skills needed to work on a team d) Greet co-workers, supervisors e) Ask for assistance f) Demonstrate respect for others g) Identify times when employee must contact supervisor (e.g., sick, late, request assistance, request time off) h) Identify appropriate and inappropriate topics of conversation at work	a) Interpret multi-step instructions b) Engage in appropriate social interactions c) Seek and provide accurate information and requests clarification when needed d) Use appropriate communication within the workplace e) Demonstrate appropriate conversation skills with peers, co-workers, supervisors, customers	a) Generalize and apply effective communication across a variety of professional settings b) Follow and give directions to others c) Evaluate the impact of positive and negative personal choices d) Request time off of work for vacation e) Call in sick f) Accept correction from supervisor g) Uses workplace technology within guidelines and policies of the employer h) Engages in appropriate break-time communication at work

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EMPLOYMENT

Competency and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Employability **EMPL-ABILITY** The student displays the desired skills and worker traits that make one competitive in the workplace such as work rate, quality standards, safety standards, attendance, punctuality, grooming, and attire. The student can meet deadlines, organize data, and communicate. The student adheres to workplace rules and code of ethics and can work cooperatively with others. WRS: 2, 3, 12, 15	a) Attend to a preferred activity for a specified duration. b) Readily prepare and participate in work activities. c) Follow work schedule d) Accept feedback from a supervisor	a) Demonstrate effort to complete work tasks. b) Start and return from breaks on time c) Demonstrate a positive work ethic d) Consistently performs at defined level e) Follow through with promises f) Follow workplace policies and procedures	a) Explain workplace expectations. b) Complete work tasks according to established quality and quantity criteria. c) Resolves conflict at work according to protocol d) Participate in additional career development activities/training e) Demonstrate customer service according to workplace expectations f) Make adjustments in behavior when requested by a supervisor	a) Exhibit employability skills that meet employer expectations for competitive work standards. b) Demonstrate ability to utilize given resources to accomplish tasks c) Set employment goals and making a plan to reach those employment goals d) Critic own performance and make adaptations as needed. e) Prepare for advancement by independently engaging in additional education and training opportunities f) Identify and anticipate needs g) Prioritize tasks based on importance, due date, etc.

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EMPLOYMENT

Competency and Definition	1 **Recognize and Recall**	2 **Identify and Comprehend**	3 **Interpret and Understand**	4 **Apply and Generalize**
Self-Advocacy **EMP-ADVOC** The student understands rights, personal strengths, challenges, and preferences, requests accommodations and help as needed and makes choices and decisions based on their needs and preferences. WRS: 4, 6, 8, 10	a) Communicate a need using a preferred communication method b) Identify needed accommodations c) Recognize unfair work practices d) Recognize personal strengths and challenges	a) Identify how to meet personal needs within the context and policies of the workplace	a) Initiate request for assistance or accommodation b) Describe self-advocacy strategies c) Understand their right to disclose or not disclose personal information d) Describe personal and a professional goals e) Effectively communicate strengths, challenges and supports needed	a) Apply skills of self-advocacy across settings b) Request accommodations as needed c) Ask for professional references d) Negotiate pay, responsibilities and benefits

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Competency and Definition	1 Recognize and Recall	2 Identify and Comprehend	3 Interpret and Understand	4 Apply and Generalize
Problem Solving **EMP-PROBL** The student independently takes a systematic approach to solving problems. WRS: 8, 10	a) React appropriately to an uncomfortable situation.	a) Recognize or acknowledges that there is a problem b) Identify possible solutions to problems	a) Use available resources and problem solving strategies to identify solutions b) Evaluate the possible outcomes of all possible solutions c) Select the best solution to solve the problem d) Evaluate the outcomes of the chosen decisions	a) Independently take initiative to identify and solve a given a problem or conflict b) Demonstrate flexibility and adaptability