

HS Employment Skills- Special Education

Business and Technology

Grade(s) 11th - 12th, 1 Credit
Elective Course

Course Description

This course provides the student an opportunity to develop skills necessary to make informed decisions regarding post high school outcomes. Skills necessary to secure and maintain employment are emphasized.

Scope And Sequence		
Timeframe	Unit	Instructional Topics
5 Week(s)	Self-Assessment	1. Self-assessment
3 Week(s)	Soft Job Skills	1. Communication 2. Collaboration and teambuilding 3. Professionalism and work ethics
3 Week(s)	Career Exploration	1. Career Interest Profiler - Missouri Connections 2. Overcoming barriers 3. Options for post-secondary transition
7 Week(s)	Work Experience	1. Applications and resumes 2. Interviewing Process 3. In-school business

Course Rationale

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

Enduring Understandings

Basic knowledge of post-secondary options is essential to all high school students.

Awareness of your interests and aptitudes helps make informed career decisions and post-secondary plans.

Experience with technology is essential for success in today's work force.

An understanding of soft skills is necessary to gain and maintain employment.

Board Approval Date

May 24, 2012

Course Details

Unit: Self-Assessment

Duration: 5 Week(s)

Unit Overview

Students will develop an understanding of the factors necessary to make personal career decisions through self-assessment.

Enduring Understandings

Interests, aptitudes and values provide the foundation for career choices.

Self-awareness provides self-reflection and leads to communication of personal strengths and weaknesses.

Essential Questions

Who am I?

How can I use self-awareness to make appropriate career choices?

Example Assessment Items

Given a series of self-assessments, students will develop a powerpoint on their interests, aptitudes and values to present to the class. (MO Connections)

Students will use the knowledge gained from the series of self-assessments to link to various careers.

Academic Vocabulary

aptitude

interest

self-awareness

strength

values

weakness

Topic: Self-assessment

Duration: 5 Week(s)

Learning Targets

The student will determine their personal values and link them to various careers.

The student will determine their aptitudes and link them to various careers.

The student will determine their interests and link them to various careers.

The student will communicate personal strengths and weakness in order to investigate career choices.

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Unit: Soft Job Skills

Duration: 3 Week(s)

Unit Overview

This unit provides information on soft job skills necessary for employment.

Enduring Understandings

Communicating ideas effectively is essential to successful interactions.

Working collaboratively is necessary for success in the work place.

Professionalism and work ethics are necessary for employment.

Essential Questions

How does communication help me interact with others?

Why is it important to work collaboratively?

How do my professionalism and work ethics effect my employment?

Example Assessment Items

Through role playing, students will model effective and ineffective communication examples in the workplace.

The students will work collaboratively to successfully operate an in-school work experience.

Given a scenario, the student will explain proper professionalism and work ethics.

Academic Vocabulary

collaboration

communication (verbal and nonverbal)

creativity

professionalism

work ethics

Topic: Communication

Duration: 1 Week(s)

Learning Targets

The student will gain knowledge and understand how communication is important and relevant to employment.

The student will exhibit creative and positive problem-solving techniques.

Employers are looking for potential employees that are also creative and positive problem-solvers.

Topic: Collaboration and teambuilding

Duration: 1 Week(s)

Learning Targets

The student will gain knowledge and demonstrate understanding of what it means to be a team member.

The student will exhibit creative and positive problem-solving techniques.

Employers are looking for potential employees that are also creative and positive problem-solvers.

Topic: Professionalism and work ethics

Duration: 1 Week(s)

Learning Targets

The student will gain knowledge of professionalism in various work places.

punctuality, professional dress, and professional etiquette/courtesy

The student will gain knowledge of work ethics.

The student will exhibit creative and positive problem-solving techniques.

Employers are looking for potential employees that are also creative and positive problem-solvers.

Unit: Career Exploration

Duration: 3 Week(s)

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Unit Overview

In this unit, students will gain knowledge and understand the difference between job, career, work and occupation. With this information they will be better prepared to make decisions necessary for their post-secondary training.

Enduring Understandings

There are similarities and differences between jobs, careers, work and occupations.
Knowing your options for post-secondary training opens more careers choices.

Essential Questions

How are jobs, careers, work and occupations similar and different?
Why is it important to know your various options for post-secondary training?

Example Assessment Items

Students will construct a presentation that includes jobs, careers, work and occupations based on their interests, aptitudes and values. The presentation will also include the necessary post-secondary training to obtain the identified job, career, work or occupation.

Academic Vocabulary

career
job
occupation
post-secondary training
work

Topic: Career Interest Profiler - Missouri Connections

Duration: 3 Day(s)

Learning Targets

The student will gain knowledge and understanding that will guide them when making post high school academic and career decisions.

Topic: Overcoming barriers

Duration: 1 Week(s)

Description

The topic Overcoming barriers will focus on the issues of what areas (i.e. strengths and weaknesses) the student may encounter in their personal academic and career goal planning.

Learning Targets

The student will gain knowledge and understanding of personal strengths and weakness related to their academic and career goals and the strategies to use to overcome the weaknesses.

The student will identify his/her disability and communicate how it impacts him/her in post-secondary life.

Topic: Options for post-secondary transition

Duration: 2 Week(s)

Learning Targets

The student will gain knowledge and understanding about apprenticeship program opportunities available to them upon graduation from high school.

The student will gain knowledge and understanding about the post secondary educational opportunities (college and technical) available to them after graduation from high school.

The student will gain knowledge and understanding about the various job opportunities available to them after graduation.

The student will gain knowledge and understanding about the various volunteer organizations.

The student will gain knowledge and understanding of the military and the opportunity it provides for a post secondary career.

Unit: Work Experience

Duration: 7 Week(s)

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Unit Overview

This unit gives the student the opportunity to simulate a work experience within the school environment.

Enduring Understandings

Applications and resumes need to be complete and well thought through.

The interviewing process takes time and skill to master.

Running a successful in-school business requires the application of soft skills.

Essential Questions

Why do applications and resumes need to be complete and well thought out?

How do I prepare for an interview?

How am I able to be successful in the work place?

Example Assessment Items

Through the completion of an application (paper and on-line), the student will show necessary skills.

Given interview questions, students will role play an interview.

Students will be evaluated through a secret shopper.

Academic Vocabulary

application

interview

resume

success

Topic: Applications and resumes

Duration: 2 Week(s)

Learning Targets

The student will complete both paper and on-line applications and resumes.

Topic: Interviewing Process

Duration: 2 Week(s)

Learning Targets

The student will practice interviewing skills and understand the importance of appearance and other non-verbal interviewing skills.

Topic: In-school business

Duration: Ongoing

Learning Targets

The student will apply soft skills during in-school work experience.
