



MISSISSIPPI
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EDUCATION

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**2020
Teacher Resource
Guide for
Career Readiness
III & IV**

Effective Date: 2020-2021 School Year



2020

Teacher Resource Guide for
MS AAAS for
Career Readiness III & IV

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The Standards

The different *2020 Mississippi Alternate Academic Achievement Standards (MS AAAS) for Career Readiness* are divided into three content strands: personal/social development, career development, and technology. The disciplinary core ideas subdivide the main content strands based on recurring ideas found in each strand. Conceptual understandings are provided to clarify the core ideas for which students should demonstrate an understanding. Some grade level and/or course topics include more than one conceptual understanding with each guiding the intent of the standards.

Remaining Material in the Teacher Resource Guide

The remaining materials in the teacher resource guide (performance objectives, real world connections, vocabulary, and resources) were developed through a collaboration of Mississippi teachers, administrators, the Mississippi Department of Education (MDE) Office of Special Education staff, and the Mississippi State University Research and Curriculum Unit staff.

Introduction

The MDE is dedicated to student success, improving student achievement and establishing communication skills within a technological environment. The Mississippi Alternate Academic Achievement Standards provides a consistent, clear understanding of what students are expected to know and be able to do by the end of the course. The purpose of the Alternate Standards is to build a bridge from the content in general education to academic expectations for students with the most significant cognitive disabilities. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that students need for success in postsecondary settings.

Purpose

In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward postsecondary settings, the *MS AAAS for Career Readiness III & IV* includes career development course-specific standards. This document is designed to provide a resource for special education teachers with a basis for curriculum development and instructional delivery.

The *Teacher Resource Guide for Career Readiness III & IV* contains prioritized content, which is presented as a matrix to show the continuum of the concept across complexity levels. The matrix shows varying access points to the prioritized content. A student's progression through content contained in the matrix is intended to be fluid. It is not the intent, nor should it be practice, for a student to be exposed to content in a straight vertical line through one of the columns. Every student, regardless of disability, comes to the learning environment with a different set of prior knowledge and experience. For this reason, a student may be able to access some content from the middle complexity level and access other concepts at the more complex level. Teachers should evaluate a student's ability in relation to the content and select the entry point based on that evaluation. Students should not be locked into receiving exposure to all content at the same entry point.

Support Documents and Resources

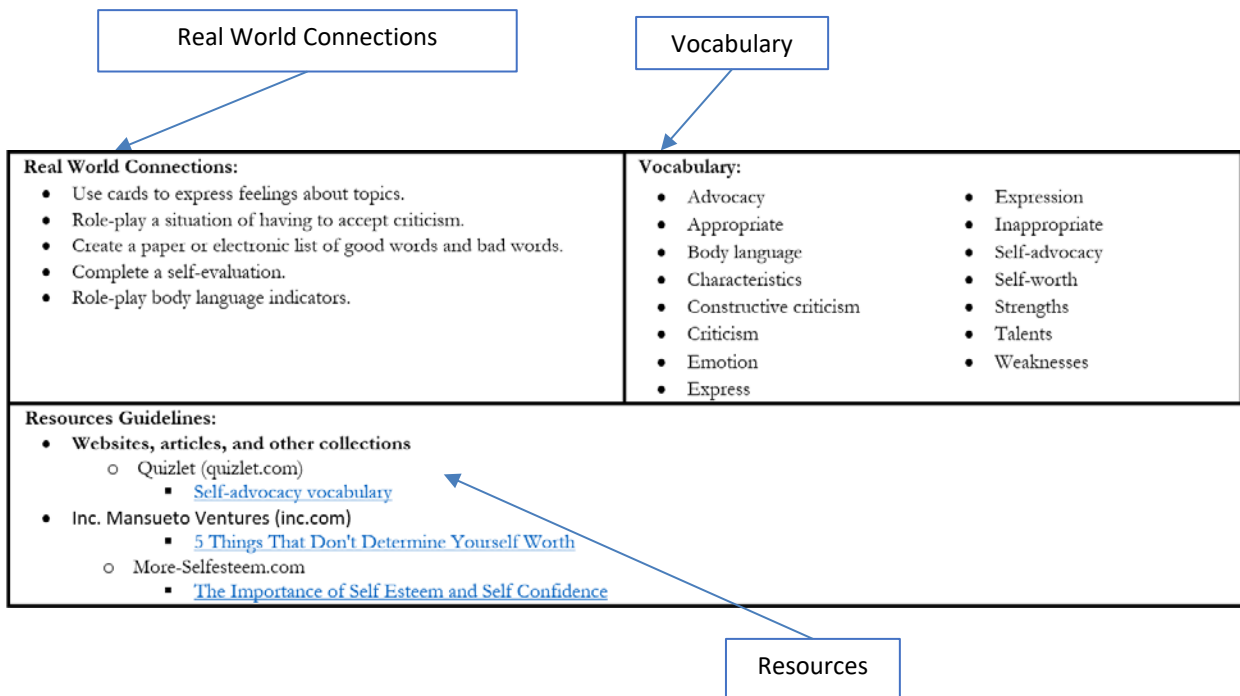
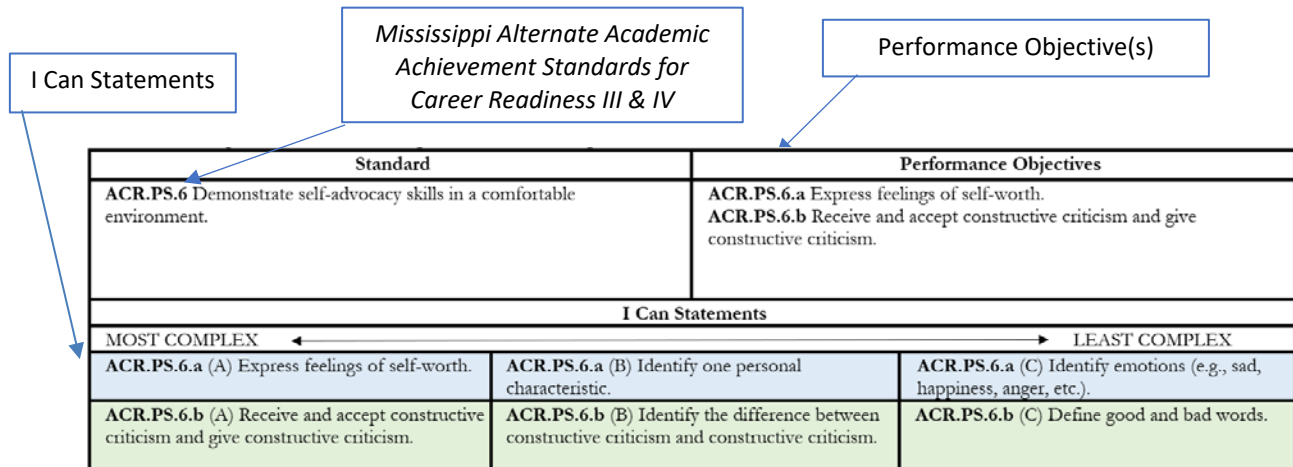
The MDE Office of Special Education aims to provide local districts, schools, and teachers supporting documents to construct standards-based instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs. The teacher resource guide includes suggested resources, instructional strategies, sample lessons, and activities. Additional sample activities and resources for selected standards may be added; this shall be a living document with ongoing updates based on educator feedback. The intent of these resources is to assist teachers in linking their instruction to the prioritized content. The teacher resource guide includes activity adaptations for students with a varying range of abilities within the classroom. There are many ways in which skills and concepts can be incorporated based on students' individual learning styles and needs. Professional development efforts are aligned to the *MS AAAS for Career Readiness III & IV* and delivered in accord with teacher resources to help expand expertise in delivering student-centered lessons

Structure of the Teacher Resource Guide for Career Readiness III & IV Document

The MS AAAS for Career Readiness III & IV is a general statement of what students with significant cognitive disabilities should know and be able to do because of instruction. This guide includes statements that describe in precise, measurable terms what learners will be able to do at the end of an instructional sequence; ways educators can link theory to real world activities; focused vocabulary banks; and additional teaching resources.

- **I Can Statement(s):** These statements include the Performance Objective(s) as the *Most Complex* and scaffolds the performance objectives two additional levels (B) and (C) to *Least Complex*. This matrix demonstrates the continuum of the concept across complexity levels. The purpose is to assist teachers in modifying to meet the unique diverse needs of learners with significant cognitive disabilities.
- **Real World Connections:** These items help facilitate learning that is meaningful to students and prepares them for their professional lives outside of school. When teachers move beyond textbook or curricular examples and connect content learned in the classroom to real people, places, and events, students can see a greater relevance to their learning. Real world connections are used to help students see that learning is not confined to the school, allow them to apply knowledge and skills in real world situations, and personalize learning to increase and sustain student engagement.
- **Vocabulary:** These lists include difficult or unfamiliar words students need to know and understand.
- **Resources:** These resources include instructional strategies, lessons, and activities. Additional sample activities and resources for selected standards may be added; this shall be a living document with ongoing updates based on educator feedback. The intent of these activities is to assist teachers in linking their instruction to the prioritized content.

Structure of the *Teacher Resource Guide for Career Readiness III & IV* Document (Graphic)



Levels of Support (LOS)

Students with significant cognitive disabilities require varying LOS to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the LOS provided and increasing student accuracy within the context of content to demonstrate progress.

The following chart describes the continuum of LOS. Appropriate LOS are important to increase student engagement and student independence and to track student achievement and progress.

Level of Assistance	Definition	Example	Non-Example
Non-Engagement (N)	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.	The student resists the teacher's physical assistance toward the correct answer.	The student does not look at the activity.
Physical Assistance (P)	The student requires physical contact from the teacher to initiate, engage, or perform.	The teacher physically moves the student's hand to the correct answer.	The teacher taps the correct answer and expects the student to touch where he/she tapped.
Gestural Assistance (G)	The student requires the teacher to point to the specific answer.	When presenting a choice of three pictures and asking the student which picture is a triangle, the teacher will point to or tap on the correct picture to prompt the student to indicate that picture.	The teacher moves the student's hand to gesture toward the right answer.
Verbal Assistance (V)	The student requires the teacher to verbally provide the correct answer to a specific item.	The teacher says, "Remember, the main character was George. Point to the picture of the main character."	The teacher says, "Who is the main character?" without providing the information verbally.
Model Assistance (M)	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.	The teacher models one-to-one correspondence using manipulatives and then asks the student to perform a similar item.	The teacher completes the exact same activity as the student is expected to perform.
Independent (I)	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.	The teacher asks the student, "Who is the main character of the book?" and the student meaningfully responds without any prompting or assistance.	The teacher asks the student, "Who is the main character?" and points to the picture of the main character.

Teacher Resource Guide for *MS AAAS For Career Readiness III*

COURSE: Career Readiness III

DOMAIN: Personal/Social Development

CONCEPT: Responsible Problem Solving and Decision-Making Skills

Standard		Performance Objectives	
ACR.PS.6 Demonstrate self-advocacy skills in a comfortable environment.		ACR.PS.6.a Express feelings of self-worth. ACR.PS.6.b Receive and accept constructive criticism and give constructive criticism.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ACR.PS.6.a (A) Express feelings of self-worth.	ACR.PS.6.a (B) Identify one personal characteristic.	ACR.PS.6.a (C) Identify emotions (e.g., sad, happiness, anger, etc.).	
ACR.PS.6.b (A) Receive and accept constructive criticism and give constructive criticism.	ACR.PS.6.b (B) Identify the difference between constructive criticism and constructive criticism.	ACR.PS.6.b (C) Define good and bad words.	
Real World Connections: <ul style="list-style-type: none"> • Use cards to express feelings about topics. • Role-play a situation of having to accept criticism. • Create a paper or electronic list of good words and bad words. • Complete a self-evaluation. • Role-play body language indicators. 		Vocabulary: <ul style="list-style-type: none"> • Advocacy • Appropriate • Body language • Characteristics • Constructive criticism • Criticism • Emotion • Express • Expression • Inappropriate • Self-advocacy • Self-worth • Strengths • Talents • Weaknesses 	
Resources Guidelines: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Quizlet (quizlet.com) <ul style="list-style-type: none"> ▪ Self-advocacy vocabulary • Inc. Mansueto Ventures (inc.com) <ul style="list-style-type: none"> ▪ 5 Things That Don't Determine Yourself Worth ○ More-Selfesteem.com <ul style="list-style-type: none"> ▪ The Importance of Self Esteem and Self Confidence 			

COURSE: Career Readiness III

DOMAIN: Personal/Social Development

CONCEPT: Responsible Problem Solving and Decision-Making Skills

- TED Conferences LLC (ideas.ted.com)
 - [5 Ways to Build Lasting Self Esteem](#)
- Handy Handouts (handy.handouts.com)
 - [Handy Handouts on Using Constructive Criticism to Help Children learn at School](#)
- Utah Education Network ([uen.org](#))
 - [Body Language Worksheet](#)
- **Activities**
 - Use constructive criticism at school.
 - Tell about or draw a picture representing a time you felt proud versus ashamed, happy versus sad, and brave versus scared.
 - Use cards to express feelings about topics.
 - Discuss different types of body language.
- **Videos**
 - YouTube by Career and Life Skills Lessons
 - [Self-Advocacy Skills – Self Advocacy Strategies](#)
 - TED Conferences LLC (ideas.ted.com)
 - [5 Ways to Build Lasting Self Esteem](#)
 - YouTube by Improvement Phil
 - [3 Reasons Why Learning How to Read Body Language is Important](#)

Standard	Performance Objectives	
ACR.PS.7 Resolve conflict(s) using critical thinking skills leaving room for more than one solution.	ACR.PS.7.a Be aware of and communicate individual needs for accommodations. ACR.PS.7.b Demonstrate independent behaviors for resolving conflict (e.g., self-control, walk away, ask for time out, etc.).	
I Can Statements		
MOST COMPLEX ←————→ LEAST COMPLEX		
ACR.PS.7.a (A) Be aware of and communicate individual needs for accommodations.	ACR.PS.7.a (B) Be aware of and communicate individual needs for accommodations using the student’s mode of communication.	ACR.PS.7.a (C) Be aware of and identify one need for accommodations using the student’s mode of communication.
ACR.PS.7.b (A) Demonstrate independent behaviors for resolving conflict (e.g., self-control, walk away, ask for time out, etc.).	ACR.PS.7.b (B) State three strategies for resolving conflicts using the student’s mode of communication.	ACR.PS.7.b (C) Discuss strategies for resolving conflicts using the student’s mode of communication in one setting.
Real World Connections: <ul style="list-style-type: none"> • Use personal Individual Education Plan (IEP) to identify accommodations student is receiving. • Role-play behaviors for resolving conflict in various places (e.g., home, school, bus, work, etc.). • Make a paper or digital presentation on strategies for resolving conflicts. • Generate ideas on situations that often result in conflict (e.g., home, school, work, public places). 		Vocabulary: <ul style="list-style-type: none"> • Accommodations • Behavior • Conflict • Control • Cool down • Needs • Resolve • Self-control • Strategies • Walk away • Wants
Resources Guidelines: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ PBS Kids (pbs.org) <ul style="list-style-type: none"> ▪ 5 Strategies to Resolve Conflict ○ Counselor Keir (counselorkeri.com) <ul style="list-style-type: none"> ▪ How to Teach Conflict Resolution ○ Free Spirit Publishing (freespiritpublishingblog.com) <ul style="list-style-type: none"> ▪ Conflict Resolution for Students with Special Needs ▪ Talk and Work It Out Learning to Get Along by Cheri J. Meiners M.Ed. ▪ Let’s Be Enemies by Janice May Udry ○ Education World Inc. (educationworld.com) 		

- [Pretzel game](#)
- Western Justice Center's School Tools (schooltools.info)
 - [Role Playing | Conflict Resolution Elementary Exemplars](#)
- Kids Health in the Classroom (kidshealth.org)
 - [Grade 3-5 Personal Health Series | Conflict Resolution](#)
- **Videos**
 - Brain Pop (www.brainpop.com)
 - [Conflict Resolution Video](#)
 - YouTube by KPR Schools
 - [Resolving Conflict](#)
 - Morningside Center (morningsidecenter.org)
 - [Video Library for Resolving Conflict](#)
 - Study.com
 - [How to Resolve Conflict](#)

COURSE: Career Readiness III
 DOMAIN: Personal/Social Development
 CONCEPT: Communication

Standard		Performance Objectives	
ACR.PS.8 Demonstrate appropriate communication and social skills in multiple settings.		ACR.PS.8.a Articulate thoughts and ideas effectively in oral, written, or nonverbal skills using the student’s mode of communication in multiple settings. ACR.PS.8.b Demonstrate ability to work with and accept diverse thoughts, opinions, and beliefs.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ACR.PS.8.a (A) Articulate thoughts and ideas effectively in oral, written, or nonverbal skills using the student’s mode of communication in multiple settings.	ACR.PS.8.a (B) Articulate thoughts and ideas effectively in oral, written, or nonverbal skills using the student’s mode of communication in two settings.	ACR.PS.8.a (C) Articulate thoughts and ideas effectively in oral, written, or nonverbal skills using the student’s mode of communication in one setting.	
ACR.PS.8.b (A) Demonstrate ability to work with and accept diverse thoughts, opinions, and beliefs.	ACR.PS.8.b (B) Identify and acknowledge others’ viewpoints, knowing that both sides do not have to agree but can still be respectful.	ACR.PS.8.b (C) Identify words and actions that may support or hurt the feelings of others.	
Real World Connections: <ul style="list-style-type: none"> • Role-play how to communicate in various settings (home, school, work). • Create a respect board that illustrates words and acts of respect. • Debate an issue. • Compare and contrast likes and dislikes. • Talk about a time students felt hurt or disrespected. 		Vocabulary: <ul style="list-style-type: none"> • Active listening • Compromise • Debate • Disrespect • Diverse • Empathy • Fact • Idea • Nonverbal communication • Opinion • Respect • Support • Teamwork • Verbal communication • Viewpoint 	
Resources Guidelines: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Verywell Family (verywellfamily.com) <ul style="list-style-type: none"> ▪ 7 Most Important Social Skills ○ LD Online Learning (ldonline.org) <ul style="list-style-type: none"> ▪ Teaching Social Skills to Kids with LD 			

COURSE: Career Readiness III
DOMAIN: Personal/Social Development
CONCEPT: Communication

- Vanderbilt University Research News (news.vanderbilt.edu/)
 - [Top 10 Social Skills Students need to Success](#)
- 4th Wall Theatre Company (4thwallkids.com)
 - [How to Create a Social Story for Kids with Developmental Disabilities to Understand Respect](#)
- Education World (educationworld.com)
 - [Lessons and activities for teaching respect](#)
- **Activities**
 - Compare and contrast things (e.g., foods, activities, etc.) that one student likes versus things that other students like.
 - Using magazines, find photos of people respecting differences or different people working or playing together. Then, create a board titled “We Respect Differences.”
 - Create a social story to help students understand respect.
- **Videos**
 - YouTube by SoulPancake
 - [This Special Ed Teacher's Real-World Lessons Will Inspire You](#)
 - YouTube by Special Needs for Special Kids
 - [Writing Your Own Social Story](#)
 - YouTube by Tedx Talks
 - [Teen Stress from a Teen Perspective](#)

COURSE: Career Readiness III

DOMAIN: Career Development

CONCEPT: Career Selection and Planning

Standard	Performance Objectives	
<p>ACR.CD.5 Apply decision-making strategies, set goals, and take necessary action to achieve employment goals.</p> <p>(NOTE: IEP Transition Packet* includes student documentation and transition plan. This information is required on the IEP transition page (e.g., career planning, aptitude and skills, job interests, self-assessment, parent survey, career choices inventory, etc.).</p>	<p>ACR.CD.5.a Re-evaluate personal interests, abilities, and skills through updated transition assessment from IEP Transition Packet* and Transition Plan.</p> <p>ACR.CD.5.b Track high school graduation requirements and progress in IEP Transition Packet*.</p> <p>ACR.CD.5.c Demonstrate awareness of the education and training required to achieve career goals.</p> <p>ACR.CD.5.d Determine gaps in current and required skills to perform desired job.</p> <p>ACR.CD.5.e Update short- and long-term work preparation goals in IEP Transition Packet*.</p>	
I Can Statements		
MOST COMPLEX ←	→ LEAST COMPLEX	
<p>ACR.CD.5.a (A) Re-evaluate personal interests, abilities, and skills through updated transition assessment from IEP Transition Packet* and Transition Plan.</p>	<p>ACR.CD.5.a (B) Re-evaluate personal interests, abilities, and skills through updated transition assessment from IEP Transition Packet* and Transition Plan.</p>	<p>ACR.CD.5.a (C) Re-evaluate personal interests, abilities, and skills through updated transition assessment from IEP Transition Packet* and Transition Plan.</p>
<p>ACR.CD.5.b (A) Track high school graduation requirements and progress in IEP Transition Packet*.</p>	<p>ACR.CD.5.b (B) Track high school graduation requirements and progress in IEP Transition Packet*.</p>	<p>ACR.CD.5.b (C) Track high school graduation requirements and progress in IEP Transition Packet*.</p>
<p>ACR.CD.5.c (A) Demonstrate awareness of the education and training required to achieve career goals.</p>	<p>ACR.CD.5.c (B) Demonstrate awareness of the education and training required to achieve career goal using the student’s mode of communication.</p>	<p>ACR.CD.5.c (C) Demonstrate awareness of the education and training required to achieve career goal using the student’s mode of communication.</p>
<p>ACR.CD.5.d (A) Determine gaps in current and required skills to perform desired job.</p>	<p>ACR.CD.5.d (B) Determine a desired job and the required skills to perform.</p>	<p>ACR.CD.5.d (C) Discuss a desired job using the student’s mode of communication.</p>
<p>ACR.CD.5.e (A) Update short- and long-term work preparation goals in IEP Transition Packet*.</p>	<p>ACR.CD.5.e (B) Update short- and long-term work preparation goals in IEP Transition Packet*.</p>	<p>ACR.CD.5.e (C) Update short- and long-term work preparation goals in IEP Transition Packet*.</p>

COURSE: Career Readiness III

DOMAIN: Career Development

CONCEPT: Career Selection and Planning

Real World Connections:

- Review the IEP with teacher and parent.
- Complete a job interest survey.
- Create a journal for goal(s) set in the IEP for transition.
- Invite the counselor to come and speak.
- Invite vocational rehabilitation or regional representatives to come and speak.
- Participate in job fairs.

Vocabulary:

- Accommodations
- Advocate
- Assessments
- Documentation
- Gap
- Goals
- IEP
- Interest
- Job skills
- Long term
- Modification
- Needs
- Organized
- Postsecondary
- Practical
- Progress
- Qualifications
- Requirements
- Self-determination
- Short term
- Skills
- Surveys
- Transition
- Wants

Resources Guidelines:

- **Websites, articles, and other collections**
 - Mississippi Department of Education (mdek12.org)
 - [Mississippi Diploma Options](#)
 - The College Board BigFuture (bigfuture.collegeboard.org)
 - [Learning What You Love in High School](#)
 - Advocates for Youth (advocatesforyouth.org)
 - [Chapter 7: What are my goals?](#)
 - Florida Department of Education (fldoe.org)
 - [Module D: Lesson Plan 13: Goal Setting and Decision-Making](#)
 - Alpine Link Corporation (alpinelink.com)
 - [Skills, Abilities, and Interests Worksheet](#)
- **Activities**
 - Set goals.
 - Create long- and short-term goals as a group and then as an individual.
 - Complete interest, skills, and ability surveys.
- **Videos**
 - NDIS (ndis.gov)
 - [Planning to achieve your goals](#)

COURSE: Career Readiness III

DOMAIN: Career Development

CONCEPT: Career Selection and Planning

- Postivepsychology.com (positivepsychology.com)
 - [Goal Setting for Students, Kids, & Teens \(including Worksheets & Templates\)](#)
- Edutopia.org (edutopia.org)
 - [SMART Goal Setting with Your Students](#)

COURSE: Career Readiness III

DOMAIN: Career Development

CONCEPT: Career Selection and Planning

Standard	Performance Objectives	
<p>ACR.CD.6 Update the student’s IEP Transition Packet* that includes goals for education, employability, and life skills.</p> <p>(NOTE: The IEP Transition Packet* includes student documentation and transition plan. This information is required on the IEP transition page (e.g., career planning, aptitude and skills, job interests, self-assessment, parent survey, career choices inventory, etc.).</p>	<p>ACR.CD.6.a Update the student’s IEP Transition Packet* that includes goals for education, employability, and life skills.</p> <p>ACR.CD.6.b Demonstrate knowledge of various services and agencies to assist in achieving postsecondary education employment goals and/or services.</p> <p>ACR.CD.6.c Demonstrate employability and job-readiness skills in an internship, job shadowing, simulated work experience, or competitive employment.</p> <p>ACR.CD.6.d Exhibit adequate skills to perform job task.</p>	
I Can Statements		
<p>MOST COMPLEX ←—————→ LEAST COMPLEX</p>		
<p>ACR.CD.6.a (A) Update the student’s IEP Transition Packet* that includes goals for education, employability, and life skills.</p>	<p>ACR.CD.6.a (B) Update the student’s IEP Transition Packet* that includes goals for education, employability, and life skills.</p>	<p>ACR.CD.6.a (C) Update the student’s IEP Transition Packet* that includes goals for education, employability, and life skills.</p>
<p>ACR.CD.6.b (A) Demonstrate knowledge of various services and agencies to assist in achieving postsecondary education employment goals and/or services.</p>	<p>ACR.CD.6.b (B) Demonstrate knowledge of various services and agencies to assist in achieving postsecondary education employment goals and/or services.</p>	<p>ACR.CD.6.b (C) Demonstrate knowledge of various services and agencies to assist in achieving postsecondary education employment goals and/or services using the student’s mode of communication in one setting.</p>
<p>ACR.CD.6.c (A) Demonstrate employability and job-readiness skills in an internship, job shadowing, simulated work experience, or competitive employment.</p>	<p>ACR.CD.6.c (B) List employability and job-readiness skills in an internship, job shadowing, simulated work experience, or competitive employment.</p>	<p>ACR.CD.6.c (C) State one employability and job-readiness skill using the student’s mode of communication.</p>
<p>ACR.CD.6.d (A) Exhibit adequate skills to perform a job task.</p>	<p>ACR.CD.6.d (B) Discuss adequate skills to perform a job task.</p>	<p>ACR.CD.6.d (C) Recognize one job task using the student’s mode of communication.</p>
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Invite employers to speak discussing needed job skills. • Connect the skills needed to master to the jobs of interest. • Create a job wall. Use photos of jobs and have students write skills/education needed for each job. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Academic • Agency • Competitive • Employability • Internship • Job readiness • Readiness • Requirements 	

COURSE: Career Readiness III

DOMAIN: Career Development

CONCEPT: Career Selection and Planning

- Have students apply for internships or job shadowing opportunities.
- Research wages for jobs.

- Employee
- Employer
- Experience
- Fee
- Goals

- Shadowing
- Sufficient
- Task
- Transition
- Wages

Resources Guidelines:

- **Websites, articles, and other collections**

- Mississippi Vocational Rehabilitation (mdrs.ms.gov)
 - [Vocational Rehabilitation | Supported Employment](#)
 - [Vocational Rehabilitation | Transition](#)
- MS Coalition for Citizens with Disabilities (msccd.org)
 - [Accessible MS | ADA Links | Know your rights](#)
- Youth.gov
 - [Tip Sheet for Youth](#)
- State of Rhode Island Department of Health (health.ri.gov)
 - [Rhode Island Youth Transition Workbook](#)

- **Activities**

- Role-play with skits.
- Complete a worksheet on your disability.

- **Videos**

- YouTube by INCLUDEnyc
 - [How to Participate in Your IEP Meeting](#)
- YouTube by Mississippi Department of Rehabilitation Services
 - [Project Search](#)
- YouTube by Texas OnCourse
 - [Introduction to Transition Services for Students with Disabilities](#)

COURSE: Career Readiness III

DOMAIN: Technology

CONCEPT: Technology Operations and Concepts

Standard		Performance Objectives	
ACR.T.7 Learn basic chart and graph skills.		ACR.T.7.a Demonstrate the use of chart and graph skills using technology (e.g., Keynotes, Google Slides, Microsoft apps, Chart Go online tools, etc.). ACR.T.7.b Illustrate the various procedures for creating charts and graphs using technology (e.g., create a video, organize digital pictures, create using an app, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ACR.T.7.a (A) Demonstrate the use of chart and graph skills using technology (e.g., Keynotes, Google Slides, Microsoft apps, ChartGo online tools, etc.).	ACR.T.7.a (B) Identify apps, programs and software that use charts and graphs (e.g., Keynotes, Google Slides, Microsoft apps, ChartGo online tools, etc.).	ACR.T.7.a (C) Identify a chart in a technological program (e.g., Keynotes, Google Slides, Microsoft apps, ChartGo online tools, etc.) using the student's mode of communication in one setting.	
ACR.T.7.b (A) Illustrate the various procedures for creating charts and graphs using technology (e.g., create a video, organize digital pictures, create using an app, etc.).	ACR.T.7.b (B) Discuss the procedures for creating charts and graphs using technology (e.g., create a video, organize digital pictures, create using an app, etc.).	ACR.T.7.b (C) Identify a digital procedure (e.g., create a video, organize digital pictures, create using an app, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Use programs to create a presentation on a selected topic. • Create a chart on the types of electronics the class has. • Practice using login and apps. • Discuss the ways various skills can be used at a job. • Create lists of different ways charts and graphs can be used in students' daily lives. 		Vocabulary: <ul style="list-style-type: none"> • Antivirus • Applications (apps) • Appropriate • Chart • Checklist • Comparison • Digital • Ethic • Google • Graph • Keynote • Microsoft • Online tool • Organize • Presentation • Procedures • Process • Search engine • Self-monitoring • Social interaction • Technological skills • Technology • Tools • Video • Virus • Website 	

COURSE: Career Readiness III

DOMAIN: Technology

CONCEPT: Technology Operations and Concepts

Resources Guidelines:

- **Websites, articles, and other collections**

- Indeed (indeed.com)/
 - [Types of Charts and Graphs](#)
- Reading Rockets (readingrockets.org)
 - [Bar graphs](#)
- Skills You Need (skillsyouneed.com)
 - [Develop the skills You Need for Life](#)
- Edtech4beginners ([edtech4beginners.com](#))
 - [10 Great Websites for Creating Graphs and Charts](#)
- Pinterest Empowered by Them Adventures in a High School Special Education Transition Program ([empoweredbythem.blogspot.com](#))
 - [Food pyramid graphing](#)

- **Activities**

- Make a chart of which jobs need graphs.
- Compare and contrast different types of graphs (e.g., line, bar, pictograph, histogram, area, scatterplot, etc.).
- Compare and contrast different types of charts (e.g., flowchart, pie, gantt chart, waterfall, gauge, funnel, bullet, etc.).
- Create a hygiene chart for personal use.
- Create a physical activity chart for personal use.
- Create a job/chore chart for personal use.

- **Videos**

- YouTube by bai
 - [Apple Keynote - Tutorial for Beginners \[+General Overview\]*](#)
- YouTube by Technology for Teachers and Students
 - [Beginner's Guide to Apple Keynote](#)
- YouTube by Technology Teachers
 - [How to Make Charts in Google Slides | K-12 Students and Teachers](#)

COURSE: Career Readiness III
 DOMAIN: Technology
 CONCEPT: Digital Citizenship

Standard	Performance Objectives	
ACR.T.8 Develop a self-monitoring checklist of appropriate use to refer to when using technology.	ACR.T.8.a Identify websites and digital resources that may contain inaccurate or biased information. ACR.T.8.b Exhibit appropriate use of technology (e.g., appropriate legal/ethical behaviors when using technology, including social interactions online or when using networked devices).	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
ACR.T.8.a (A) Identify websites and digital resources that may contain inaccurate or biased information.	ACR.T.8.a (B) Discuss websites and digital resources that may contain inaccurate or biased information.	ACR.T.8.a (C) Observe websites and digital resources that may contain inaccurate or biased information.
ACR.T.8.b (A) Exhibit appropriate use of technology (e.g., appropriate legal/ethical behaviors when using technology, including social interactions online or when using networked devices).	ACR.T.8.b (B) Develop a self-monitoring checklist for appropriate technology (e.g., appropriate legal/ethical behaviors when using technology, including social interactions online or when using networked devices, etc.).	ACR.T.8.b (C) Identify appropriate use of technology (e.g., appropriate legal/ethical behaviors when using technology, including social interactions online or when using networked devices, etc.).
Real World Connections: <ul style="list-style-type: none"> • Create a list of good and bad websites. • Invite the technology director to come and speak about internet safety. • Invite a technology teacher to speak about what to do if you come across a bad website. • Learn how to create an online account for such things as job searches or email. • Learn how to create safe and strong passwords. 	Vocabulary: <ul style="list-style-type: none"> • Antivirus • Appropriate • Bias • Chat rooms • Checklist • Digital • Disposal • Downloading • Ethnic • Inaccurate • Legal • Monitoring • Networks • Passwords • Secure • Self-monitoring • Site • Social media • Technology • Unsecure • Virus • Web browsing • Website 	

COURSE: Career Readiness III
DOMAIN: Technology
CONCEPT: Digital Citizenship

Resources Guidelines:

- **Websites, articles, and other collections**
 - Goguardian (goguardian.com)
 - [9 Unique Ways to use technology in classroom](#)
 - Power Up What Works (powerupwhatworks.org)
 - [Teaching Students with Disabilities about Online Safety](#)
 - The Washington Post (washingtonpost.com)
 - [5 ways to teach kids to use technology safely](#)
 - Education World (educationworld.com)
 - [Five Technology Lessons Every Teacher Can Teach!](#)
- **Activities**
 - Use a shared online classroom calendar.
 - Review and critique websites.
 - Use video and other media in lessons and presentations.
- **Videos**
 - YouTube by watchwellcast
 - [Safe Web Surfing: Top Tips for Kids and Teens Online](#)
 - YouTube by Amaze Org
 - [Being Safe on the Internet](#)
 - YouTube by Norton Healthcare
 - [Online Safety: Facebook Safety for Kids](#)
 - YouTube by Discovery Education UK
 - [Online Safety: Staying Safe Online](#)

COURSE: Career Readiness III

DOMAIN: Technology

CONCEPT: Research and Informational Literacy

Standard		Performance Objectives	
ACR.T.9 Demonstrate the ability to access digital career planning resources.		ACR.T.9.a Locate details about postsecondary education and/or employment options that relate to my education or employment goals (e.g., online college applications, job applications, Mississippi Works, etc.)	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ACR.T.9.a (A) Locate details about postsecondary education and/or employment options that relate to my education or employment goals (e.g., online college applications, job applications, Mississippi Works, etc.).	ACR.T.9.a (B) Independently locate details about two postsecondary education and/or employment options that relate to my education or employment goals (e.g., online college applications, job applications, Mississippi Works, etc.).	ACR.T.9.a (C) With prompting and assistance, locate details about one postsecondary education and/or employment options that relate to my education or employment goals (e.g., online college applications, job applications, Mississippi Works, etc.).	
Real World Connections: <ul style="list-style-type: none">• Search and find sites for jobs and employers.• Create a Word document to attach as a file when sending an email.• Search and find sites for college applications.• Create a class Web wall with addresses and sites that have employment information and college information.		Vocabulary: <ul style="list-style-type: none">• Application• Attach files• Data• Educational sites• Job sites• Online• Print• Resumé• Upload• Web address• Web history	
Resources Guidelines: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Education Planner (educationplanner.org)<ul style="list-style-type: none">▪ Educational Planner for Students○ National Career Development Association (ncda.org)<ul style="list-style-type: none">▪ Internet Sites for Career Planning○ Resumé Companion (resumecompanion.com)<ul style="list-style-type: none">▪ Easily Create a Professional Resumé That Lands More Interviews by Kelly Blackwell○ Accredited Online Colleges (accredited-online-college.org)<ul style="list-style-type: none">▪ Top 15 Accredited Online Colleges Without an Application Fee○ Career One Stop (careeronestop.org)			

COURSE: Career Readiness III

DOMAIN: Technology

CONCEPT: Research and Informational Literacy

- [Resource for finding career, training and job search resources just for you](#)

- **Activities**

- Create a career portfolio.
- Complete an online aptitude or career interest survey.
- Complete a resumé.
- online and using paper.

- **Videos**

- Study.com (study.com)
 - [Transition Planning and Special Education](#)

Teacher Resource Guide for - *MS AAAS for the Career Readiness IV*

COURSE: Career Readiness IV
 DOMAIN: Personal/Social Development
 CONCEPT: Transition Planning

Standard	Performance Objectives	
ACR.PS.9 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, information gathering, technology management, interpersonal skills, honesty, dependability, etc.).	ACR.PS.9.a Practice engaging in teamwork, showing initiative, and other soft skills (e.g., problem solving, work ethic, flexibility, adaptability, time management, customer service, etc.).	
I Can Statements		
MOST COMPLEX ←	→ LEAST COMPLEX	
ACR.PS.9.a (A) Practice engaging in teamwork, showing initiative, and other soft skills (e.g., problem solving, work ethic, flexibility, adaptability, time management, customer service, etc.).	ACR.PS.9.a (B) Plan a team-engaging, classroom created event (e.g., job, activity, trip, problem solving, etc.).	ACR.PS.9.a (C) Complete a classroom job.
Real World Connections: <ul style="list-style-type: none"> • Role-play work situations. • Create a project for class that requires teams. • Using interest inventories, determine the qualities students must have to get and retain a job. • Make and complete a personal schedule. 	Vocabulary: <ul style="list-style-type: none"> • Customer • Dependability • Document • Employee • Flexibility • Honesty • Initiative • Management • Manager • Overseeing • Qualities • Schedule • Successful • Team player 	
Resources Guidelines: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Lifeafterieps.com(lifeafterieps.com) <ul style="list-style-type: none"> ▪ Time for Updates and Link Mending ○ Brighthub.com (brighthubeducation.com) <ul style="list-style-type: none"> ▪ Teamwork with Special Education Students ○ Inservice.ascd.org <ul style="list-style-type: none"> ▪ How to discover a culture of teamwork • Activities 		

COURSE: Career Readiness IV

DOMAIN: Personal/Social Development

CONCEPT: Transition Planning

- This game is a quick way to take note of your students' interests. Start by having your students form a circle. Stand in the middle and say, "All my friends like ... ," filling in the blank with anything you enjoy—hiking, sushi, reading—anything! Any student who also enjoys the thing you mentioned has to switch spots with another person in the circle. Much like musical chairs, whoever doesn't have a spot goes in the middle and says, "All my friends ... ," starting the process all over again.
- Students can participate in "Right Way/Wrong Way" skits.
- Activity #1– Make a Burger. Resources Needed: Burger template cut out into pieces and tape. Skills Focus: Teamwork, Trust-Building. Instruct the class that they are to work in groups to make a full hamburger that starts with a bun, and that has pickle, lettuce, tomato, cheese, meat and another bun in that order. Tape one ingredient onto each student's back and instruct students to work together to find all the necessary ingredients and then line up in order. The first group to do so correctly wins. You can either play silently, or you can tell students to say what ingredient is on their backs, but instead only provide hints. Academic Focus: Replay this game using vocabulary words and definitions, planet names, math problems and solutions, and so on.
- **Videos**
 - Pacer's National Parent Center on Transition and Employment (pacer.org)
 - [Skills to Pay the Bills](#)
 - YouTube by Gerrit Maassen van den Brink
 - [Good teamwork and bad teamwork](#)
 - YouTube by Potential
 - [5 Reasons Why Effective Teamwork is Important for all Organisations](#)

COURSE: Career Readiness IV
 DOMAIN: Personal/Social Development
 CONCEPT: Transition Planning

Standard		Performance Objectives	
ACR.PS.10 Identify community resources for health, wellness, and leisure.		ACR.PS.10.a Differentiate among services provided by various health, wellness, and leisure resources in your community.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ACR.PS.10.a (A) Differentiate among services provided by various health, wellness, and leisure resources in your community.	ACR.PS.10.a (B) Make a list of health, wellness, and leisure resources in your community.	ACR.PS.10.a (C) Identify a leisure activity and location in your community.	
Real World Connections: <ul style="list-style-type: none"> • Participate in field trips (e.g., to local clinics, sports area, parks, health department, etc.). • Research expertise in local community resources. • Invite speakers from the health department and the local sports community director. • Attend a health fair in area. • Invite a local gym owner or manager to come and talk about services or visit a local gym. • Invite the school nurse to speak to the class. 		Vocabulary: <ul style="list-style-type: none"> • Desire • Distance • Fee • Government owned • Health • Leisure • Local • Medical • Mental health • Necessary • Necessity • Physical health • Privately owned • Recreation • Resources • Service • Wellness 	
Resources Guidelines: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Mental Health (mentalhealth.gov) <ul style="list-style-type: none"> ▪ What is Mental Health? ○ ACMH-Mi.org (acmh-mi.org) <ul style="list-style-type: none"> ▪ Problems at school ○ Global Wellness Institute (globalwellnessinstitute.org) <ul style="list-style-type: none"> ▪ What is Wellness? • Activities <ul style="list-style-type: none"> ○ Use a map to find all the wellness centers, leisure centers, and medical centers in your area. ○ Create ideas that you can do inside your school to help students with physical and mental health. ○ Write or tell a story about a leisure event you like to do and draw an illustration of that activity. 			

COURSE: Career Readiness IV

DOMAIN: Personal/Social Development

CONCEPT: Transition Planning

- **Videos**

- YouTube by Move to Learn MS
 - [Move to Learn MS](#)
- Study.com (study.com/academy)
 - [Health vs. Wellness: Definition and Dimensions](#)
- Collins Dictionary (collinsdictionary.com)
 - [Wellness Defined](#)

COURSE: Career Readiness IV
 DOMAIN: Personal/Social Development
 CONCEPT: Transition Planning

Standard		Performance Objectives	
ACR.PS.11 Demonstrate self-advocacy skills across multiple settings.		ACR.PS.11.a Express feelings of self-worth and coping skills in multiple settings. ACR.PS.11.b Receive and accept constructive criticism and give constructive criticism in multiple settings. ACR.PS.11.c Communicate individual needs (e.g., medical, physical, accommodations, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ACR.PS.11.a (A) Express feelings of self-worth and coping skills in multiple settings.	ACR.PS.11.a (B) Identify personal behaviors or reactions when experiencing basic emotions in multiple settings.	ACR.PS.11.a (C) Have the student summarize, using the student's mode of communication, a strength of himself/herself.	
ACR.PS.11.b (A) Receive and accept constructive criticism and give constructive criticism in multiple settings.	ACR.PS.11.b (B) Identify factors that can make it hard to accept or give constructive criticism.	ACR.PS.11.b (C) Define criticism.	
ACR.PS.11.c (A) Communicate individual needs (e.g., medical, physical, accommodations, etc.).	ACR.PS.11.c (B) Create a list of five to 10 of your individual need.	ACR.PS.11.c (C) Name three of your needs.	
Real World Connections: <ul style="list-style-type: none"> • Role-play a situation of giving and accepting criticism. • Complete a self-needs questionnaire. • Watch a video about the Americans with Disabilities Act. 		Vocabulary: <ul style="list-style-type: none"> • Advocacy • Americans with Disabilities Act (ADA) • Assistance • Communicate • Constructive • Coping • Criticism • Needs • Ramp • Self-advocate • Self-worth 	
Resources Guidelines: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Self Advocate Net (selfadvocatenet.com) <ul style="list-style-type: none"> ▪ What is self-advocacy? ○ Boys Town Training (boystowntraining.org) <ul style="list-style-type: none"> ▪ Teaching Social Skills, Creating Successful Students Accepting No ○ Reading Rockets (readingrockets.org) 			

COURSE: Career Readiness IV

DOMAIN: Personal/Social Development

CONCEPT: Transition Planning

- [How to Adapt Your Teaching Strategies to Student's Needs](#)
- Study.com
 - [Accepting Criticism Activities](#)
- **Activities**
 - Complete a self-needs assessment.
 - Complete student self-determination and self-advocacy skills questionnaires.
 - Review your IEP and discuss your accommodations.
 - Role-play how to discuss your needs.
- **Videos**
 - YouTube by Ms. McVey
 - [Accepting Criticism or a Consequence](#)
 - YouTube by Heather Griffin
 - [Accepting Constructive Criticism or a Consequence](#)
 - Connections Academy (connectionsacademy.com)
 - [How Students Can Accept Criticism and Grow from Feedback](#)

COURSE: Career Readiness IV
 DOMAIN: Personal/Social Development
 CONCEPT: Communication

Standard		Performance Objectives	
ACR.PS.12 Demonstrate awareness of appropriate communication and social skills.		ACR.PS.12.a Articulate thoughts and ideas effectively using oral, written, or nonverbal skills in a variety of contexts. ACR.PS.12.b Demonstrate ability to advocate for personal thoughts, opinions, and beliefs.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ACR.PS.12.a (A) Articulate thoughts and ideas effectively using oral, written, or nonverbal skills in a variety of contexts.	ACR.PS.12.a (B) Determine if verbal and nonverbal cues correspond to the feelings expressed by others.	ACR.PS.12.a (C) Identify verbal and nonverbal cues representing feelings.	
ACR.PS.12.b (A) Demonstrate ability to advocate for personal thoughts, opinions, and beliefs.	ACR.PS.12.b (B) Compare and contrast ways to respectfully advocate for academic, personal and social needs.	ACR.PS.12.b (C) Exhibit a way to respectfully advocate for basic personal needs.	
Real World Connections: <ul style="list-style-type: none"> • Role-play social situations in various settings. • Debate an issue. • Role-play asking a difficult question or requesting something for yourself. • Watch a video on body language. • Watch a video on self-advocacy and an IEP. 		Vocabulary: <ul style="list-style-type: none"> • Academic • Belief • Eye to eye • Greeting • Nonverbal language • Personal • Personal space • Polite • Rude • Social • Verbal language 	
Resources Guidelines: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Center for Parent Information & Resources (parentcenterhub.org) <ul style="list-style-type: none"> ▪ Best Practices in Self-Advocacy Skill Building ▪ Self-Advocacy: Tips for Teens ○ Nonverbal Communication (helpguide.org) <ul style="list-style-type: none"> ▪ Nonverbal Communication ○ Kids Help Line (kidshelpline.com) <ul style="list-style-type: none"> ▪ Helping kids identify and express feeling • Activities 			

COURSE: Career Readiness IV

DOMAIN: Personal/Social Development

CONCEPT: Communication

- Teach self-advocacy by asking questions.
 - What are your biggest strengths?
 - What are your biggest weaknesses?
 - What does being self-aware mean to you?

Once students answer these questions, discuss them as a group and see how their answers compare to theirs of their classmates. Next, challenge students to dig deeper into themselves and answer this set of questions.

- What are three things that you do well at in school?
- What are three things that you need to improve upon in school?
- What a few things that you like doing at school? Why?
- What are a few things that you dislike doing at school? Why?

Again, come together as a class or in small group and have students discuss and compare their answers. By doing so, students are gaining confidence in themselves (by sharing) and learning that they are not alone (by hearing their classmates' thoughts).

- Conduct a high school student interview.

- **Videos**

- Pacer's National Parent Center on Transition and Employment (pacer.org)
 - [With Our Voices Stories: Abby's Housing StoryPacer.org](#)
 - [Self-Determination with Cole](#)
- I'm Determined (imdetermined.org)
 - [Secondary – it's all about you! Get to know your IEP OC](#)

COURSE: Career Readiness IV

DOMAIN: Career Development

CONCEPT: Transition Strategies for Future Job Placement

Standard		Performance Objectives	
<p>ACR.CD.7 Employ transition strategies for future job placement.</p>		<p>ACR.CD.7.a Annually update the student career readiness portfolio that includes goals for education, employability, and life skills. ACR.CD.7.b Demonstrate knowledge of specific services provided by agencies to assist in achieving postsecondary education employment goals and/or services. ACR.CD.7.c Demonstrate employability and job readiness skills in an internship, job shadowing, simulated work experiences, or competitive employment. ACR.CD.7.d Exhibit enough skills to perform job task with accommodations (as needed).</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p>ACR.CD.7.a (A) Annually update the student career readiness portfolio that includes goals for education, employability, and life skills.</p>	<p>ACR.CD.7.a (B) Annually update the student career readiness portfolio that includes goals for education, employability, and life skills.</p>	<p>ACR.CD.7.a (C) Annually update the student career readiness portfolio that includes goals for education, employability, and life skills.</p>	
<p>ACR.CD.7.b (A) Demonstrate knowledge of specific services provided by agencies to assist in achieving postsecondary education employment goals and/or services.</p>	<p>ACR.CD.7.b (B) Match specific services with support agencies to assist in achieving postsecondary education employment goals and/or services.</p>	<p>ACR.CD.7.b (C) Recall knowledge of one specific service provided by agencies to assist in achieving postsecondary education employment goals and/or services.</p>	
<p>ACR.CD.7.c (A) Demonstrate employability and job readiness skills in an internship, job shadowing, simulated work experiences, or competitive employment as determined by the IEP committee.</p>	<p>ACR.CD.7.c (B) Demonstrate two employability and job readiness skills in an internship, job shadowing, simulated work experiences, or competitive employment as determined by the IEP committee.</p>	<p>ACR.CD.7.c (C) Demonstrate one employability and job readiness skill in an internship, job shadowing, simulated work experiences, or competitive employment as determined by the IEP committee.</p>	
<p>ACR.CD.7.d (A) Exhibit sufficient skills to perform job task with accommodations (as needed).</p>	<p>ACR.CD.7.d (B) Identify skills to perform job task with accommodations (as needed).</p>	<p>ACR.CD.7.d (C) Identify accommodations need to perform job task.</p>	

COURSE: Career Readiness IV

DOMAIN: Career Development

CONCEPT: Transition Strategies for Future Job Placement

Real World Connections:

- Create a job seeking checklist.
- Complete job applications (digital and traditional).
- Complete a mock interview.
- Complete Form W-2 (Internal Revenue Service), Form I-9 (Citizenship and Immigration Services), and employer paperwork.

Vocabulary:

- Accommodations
- Advocate
- Americans with Disabilities Act
- Careers
- Employee
- Employer
- Employment forms
- Interview
- Job seeking
- References
- Resumé
- Vocational rehabilitation

Resources Guidelines:

• **Websites, articles, and other collections**

- Minnesota State CAREERwise (careerwise.minnstate.edu)
 - [Checklist of Job Seeking Activities](#)
- Vanderbilt University Special Education Induction (my.vanderbilt.edu/specialeducationinduction)
 - [Preparing Students with Disabilities for School-to-Work Transition and Postschool Life](#)
- Social Security Administration Ticket to Work Blog (choosework.ssa.gov/blog)
 - [Four Resources for Students with Disabilities Transitioning from School to Work](#)
- Internal Revenue Service ([irs.gov](#))
 - [Complete IRS Forms online](#)
- Live Career (livecareer.com)
 - [Interview Preparation for Teens: 11 Tips for Getting the Job](#)

• **Activities**

- Complete interest inventories.
- Complete work-related paperwork (e.g., Form W-2, job applications, etc.).
- Create a resumé and let a teacher interview the student.
- Video a mock interview and then review it to determine strengths and weaknesses.

• **Videos**

- Minnesota State CAREERwise (careerwise.minnstate.edu)
 - [Checklist of Job Seeking Activities](#)
- Vanderbilt University Special Education Induction (my.vanderbilt.edu/specialeducationinduction)
 - [Preparing Students with Disabilities for School-to-Work Transition and Postschool Life](#)
- Social Security Administration Ticket to Work Blog (choosework.ssa.gov/blog)
 - [Four Resources for Students with Disabilities Transitioning from School to Work](#)

COURSE: Career Readiness IV

DOMAIN: Career Development

CONCEPT: Transition Strategies for Future Job Placement

- Mississippi Department of Rehabilitation Services (mdrs.ms.gov)
 - [Ability Works](#)
- Ask Earn (askearn.org)
 - [EARN's Primer on Disability Inclusion](#)
- YouTube by MissBeHelpful
 - [What's A W-2 Form Anyway](#)
- YouTube by Fundera
 - [How to Fill out Form I-9 Easy Step-by-Step Instructions](#)

COURSE: Career Readiness IV
 DOMAIN: Career Development
 CONCEPT: Job Seeking and Advancement

Standard	Performance Objectives
<p>ACR.CD.8 Employ skills and strategies to secure, maintain, and advance in their chosen career or postsecondary opportunity.</p> <p>*IEP Transition Packet* includes student documentation and transition plan. This information is required on the IEP transition page. (e.g., career planning, aptitude and skills, job interests, self -assessment, parent survey, career choices inventory, etc.).</p>	<p>ACR.CD.8.a Demonstrate ability to use different types of career information resources to facilitate career search.</p> <p>ACR.CD.8.b Update student IEP Transition Packet* to reflect progress to date on education and skills acquired.</p> <p>ACR.CD.8.c Demonstrates job seeking skill: complete applications (e.g., online and/or paper).</p> <p>ACR.CD.8.d Demonstrates job seeking skill: prepare resumé. and cover letter.</p> <p>ACR.CD.8.e Demonstrates job seeking skill: job interview preparation.</p> <p>ACR.CD.8.f Recognize personal boundaries, personal responsibility, and privacy needs in the workplace.</p> <p>ACR.CD.8.g Demonstrate employability and job readiness skills in an internship, job shadowing, simulated work experiences, or supportive or competitive employment.</p>

I Can Statements

MOST COMPLEX ← ⇔ → LEAST COMPLEX		
<p>ACR.CD.8.a (A) Demonstrate ability to use different types of career information resources to facilitate career search.</p>	<p>ACR.CD.8.a (B) Identify resources to find different types of career information to facilitate career search.</p>	<p>ACR.CD.8.a (C) Discuss career clusters based on interest inventory.</p>
<p>ACR.CD.8.b (A) Update student IEP Transition Packet* to reflect progress to date on education and skills acquired.</p>	<p>ACR.CD.8.b (B) Update student IEP Transition Packet* to reflect progress to date on education and skills acquired.</p>	<p>ACR.CD.8.b (C) Review student IEP Transition Packet* to reflect progress to date on education and skills acquired.</p>
<p>ACR.CD.8.c (A) Demonstrate job seeking skill: complete applications (e.g., online and/or paper).</p>	<p>ACR.CD.8.c (B) Locate sites for seeking jobs and completing applications (e.g., online and/or paper).</p>	<p>ACR.CD.8.c (C) Discuss steps to seeking a job.</p>
<p>ACR.CD.8.d (A) Demonstrate job seeking skill: prepare resumé and cover letter.</p>	<p>ACR.CD.8.d (B) Locate examples of a resumé and cover letter.</p>	<p>ACR.CD.8.d (C) Discuss and define a resumé and cover letter.</p>
<p>ACR.CD.8.e (A) Demonstrates job seeking skill: job interview preparation.</p>	<p>ACR.CD.8.e (B) Locate examples of job interview questions.</p>	<p>ACR.CD.8.e (C) Discuss types of questions in an interview.</p>
<p>ACR.CD.8.f (A) Recognize personal boundaries, personal responsibility, and privacy needs in the workplace.</p>	<p>ACR.CD.8.f (B) Discuss personal boundaries, personal responsibility, and privacy needs in the workplace.</p>	<p>ACR.CD.8.f (C) Define personal boundaries, personal responsibility, and privacy needs in the workplace.</p>

COURSE: Career Readiness IV

DOMAIN: Career Development

CONCEPT: Job Seeking and Advancement

ACR.CD.8.g (A) Demonstrate employability and job readiness skills in an internship, job shadowing, simulated work experiences, or supportive or competitive employment.	ACR.CD.8.g (B) Match employability and job readiness skills in an internship, job shadowing, simulated work experiences, or supportive or competitive employment.	ACR.CD.8.g (C) Define appropriate employability and job readiness skills in an internship, job shadowing, simulated work experiences, or supportive or competitive employment.
Real World Connections: <ul style="list-style-type: none">• Role-play an interview.• Attend a job fair.• Invite or visit supportive employment representative.• Complete an application with references.• Partner with the Mississippi Department of Rehabilitation Services.		Vocabulary: <ul style="list-style-type: none">• Customer• Dependability• Document• Employee• Flexibility• Honesty• Internship• Interview• Lab• Management• Manager• Overseeing• Punctual• Qualities• Simulation• Skills• Successful• Supportive• Team player• Training• Unsuccessful
Resources Guidelines: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Mississippi Department of Rehabilitation Services (mdrs.ms.gov)<ul style="list-style-type: none">▪ Overview of Services for Students○ Ed Helper, Inc. (edhelper.com)<ul style="list-style-type: none">▪ Job Application○ The Balance Careers (thebalancecareers.com)<ul style="list-style-type: none">▪ A Variety of Guides to Learn about Career and Getting a Jobs▪ Seven Ways to Save Money During A Job Search• Activities<ul style="list-style-type: none">○ Create a simulated work environment in the classroom or school to practice job-readiness skills.○ Complete job applications and a resumé.<ul style="list-style-type: none">• Videos<ul style="list-style-type: none">○ YouTube by Neil Squire Society<ul style="list-style-type: none">▪ Introducing Career Development		

COURSE: Career Readiness IV

DOMAIN: Career Development

CONCEPT: Job Seeking and Advancement

- YouTube by Lisa Study Guides
 - [High School Choosing a Career](#)
- U.S. Department of Labor Career One Stop (careeronestop.org)
 - [Explore collection of videos on hundreds of different careers](#)

COURSE: Career Readiness IV

DOMAIN: Career Development

CONCEPT: Technology Operations and Concepts

Standard		Performance Objectives	
<p>ACR.T.10 Learn common technology-related troubleshooting skills.</p>		<p>ACR.T.10.a Demonstrate the use of common technology-related troubleshooting skills (e.g., locating, uploading, or attaching a file; spellcheck; running software updates, checking peripherals, etc.).</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p>ACR.T.10.a (A) Demonstrate the use of common technology-related troubleshooting skills (e.g., locating, uploading, or attaching a file; spellcheck; running software updates, checking peripherals, etc.).</p>	<p>ACR.T.10.a (B) Discuss the use of common technology-related troubleshooting skills (e.g., locating, uploading, or attaching a file; spellcheck; running software updates, checking peripherals, etc.) using the student’s mode of communication in one setting.</p>	<p>ACR.T.10.a (C) Select an example of a common technology-related troubleshooting skills (e.g., locating, uploading, or attaching a file; spellcheck; running software updates, checking peripherals, etc.) using the student’s mode of communication in one setting.</p>	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Connect to Help Desk for technology issues either by phone or online chat. • Invite the technology director or STEM teacher to speak and demonstrate updating and other tasks on a computer. • Visit a computer repair store and tour its repair department to learn about careers in computer troubleshooting. • Visit the technology department in your school district, tour their facility, and learn about careers in computer troubleshooting. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Accept • Attach files • Computer error • Customer service • Desktop computer • Document • Downloads • Edit • Google Drive • Help Desk • Programs • Software • Spellcheck • Tabs • Task bars • Technician • Troubleshoot • Update • Upload 	
<p>Resources Guidelines:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ GCFGlobal (edu.gcfglobal.org/en) <ul style="list-style-type: none"> ▪ BComputer Basics – Basic troubleshooting-techniques ○ Love to Know (lovetoknow.com) <ul style="list-style-type: none"> ▪ Basic Computer Skills Lesson Plans for Kids 			

COURSE: Career Readiness IV

DOMAIN: Career Development

CONCEPT: Technology Operations and Concepts

- Kleint Solutech (klientsolutech.com)
 - [How to teach basic computer skills](#)
- Shake Up Learning (shakeuplearning.com)
 - [8 Fantastic Ways to Find Anything in Google Drive](#)
- **Activities**
 - Invite the computer technology teacher or school technology personnel to speak to your class.
 - Give students files to find on computer.
- **Videos**
 - YouTube by tipsychris
 - [How to Attach and Send a Document with Gmail](#)
 - YouTube by Teacher's Tech
 - [Google Drive Tutorial - Searching and Moving Files/Folders](#)
 - YouTube by Britec09
 - [How to Test Computer Hardware](#)

COURSE: Career Readiness IV

DOMAIN: Career Development

CONCEPT: Technology Operations and Concepts

Standard	Performance Objectives	
ACR.T.11 Practice creating and editing documents.	ACR.T.11.a Create documents using technology (e.g., Word documents, spreadsheets, photos, slide presentations, videos, etc.). ACR.T.11.b Demonstrate various editing techniques (e.g., making corrections to a document that has been edited and then resaving the document, Photoshop editing, etc.).	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
ACR.T.11.a (A) Create documents using technology (e.g., Word documents, spreadsheets, photos, slide presentations, videos, etc.).	ACR.T.11.a (B) Identify the steps to using technology to create a document (e.g., Word documents, spreadsheets, photos, slide presentations, videos, etc.).	ACR.T.11.a (C) Match technology programs that may be used to create documents (e.g., Word documents, spreadsheets, photos, slide presentations, videos, etc.) using the student’s mode of communication in one setting.
ACR.T.11.b (A) Demonstrate various editing techniques (e.g., making corrections to a document that has been edited and then resaving the document, Photoshop editing, etc.).	ACR.T.11.b (B) Identify the steps to using a editing technique (e.g., making corrections to a document that has been edited and then resaving the document, Photoshop editing, etc.) using the student’s mode of communication.	ACR.T.11.b (C) Match an editing technique (e.g., making corrections to a document that has been edited and then resaving the document, Photoshop editing, etc.) using the student’s mode of communication using the student’s mode of communication in one setting.
Real World Connections: <ul style="list-style-type: none"> • Create a document and use markups. • View spreadsheets using data from a class survey. • Compare pictures before and after editing. • Watch a video about using editing tools. 	Vocabulary: <ul style="list-style-type: none"> • Create • Digital • Docs • Drive • Edit • Google • Photos • Photoshop <ul style="list-style-type: none"> • Save • Slide • Spreadsheets • Symbol • Video • Word document • YouTube 	
Resources Guidelines: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Coolccatteacher.com(coolcatteacher.com) 		

COURSE: Career Readiness IV

DOMAIN: Career Development

CONCEPT: Technology Operations and Concepts

- [Google Master Skills](#)
- [Readwritethink.org](#) (readwritethink.org)/
 - [Editing Tips](#)
- Commonsense. Org (commonsense.org.)
 - [Digital Citizenship Curriculum](#)
- **Activities**
 - Create a technology wall with different types of editing and programs.
 - Identify symbols used on a computer (e.g., house=home, printer=print, etc.).
- **Videos**
 - YouTube by Technology for Teachers and Students
 - [Google Photo Tutorial](#)
 - YouTube by Pocketful of Primary
 - [How I make Google Slides for Teaching | Top Requested Video!](#)
 - YouTube by Tech with Brett
 - [Easily Create Movies with Google Photos Movie Maker](#)
 - YouTube by William Kurtz
 - [Google Docs: Editing Modes](#)
 - YouTube by CTRL online
 - [Editing Photos in Google Photos](#)

COURSE: Career Readiness IV
 DOMAIN: Technology
 CONCEPT: Digital Citizenship

Standard		Performance Objectives
ACR.T.12 Distinguish between valid and invalid sources to ensure digital safety.		ACR.T.12.a Demonstrate the ability to responsibly utilize technology (using only secure internet connections, not logging on to unsecured networks, posting only appropriate media, being aware of cyberbullying, etc.)
I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
ACR.T.12.a (A) Demonstrate the ability to responsibly utilize technology (e.g., using only secure internet connections, not logging on to unsecured networks, posting only appropriate media, being aware of cyberbullying, etc.).	ACR.T.12.a (B) Cite an example of responsibly utilizing technology (e.g., using only secure internet connections, not logging on to unsecured networks, posting only appropriate media, being aware of cyberbullying, etc.).	ACR.T.12.a (C) Discuss the importance of responsibly utilize technology (e.g., using only secure internet connections, not logging on to unsecured networks, posting only appropriate media, being aware of cyberbullying, etc.) using the student's mode of communication in one setting.
Real World Connections: <ul style="list-style-type: none"> • Role-play cyberbullying. • Create a campaign against cyberbullying that shows how to appropriately use the internet. • Find and identify ways to secure your passwords. 	Vocabulary: <ul style="list-style-type: none"> • Block someone • Chat rooms • Cyberbullying • Dark web • Hacking • Hijack • Log out • Log on • Media • Passwords • Popups • Posting/Post • Protection • Secure • Settings • Unsecure • Virus 	
Resources Guidelines: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Google for Education Applied Digital Skills (applieddigitalskills.withgoogle.com) <ul style="list-style-type: none"> ▪ Digital Lessons for Teachers Use our free teaching resources to help students gain essential digital skills ○ ESLFlow (eslflow.com) <ul style="list-style-type: none"> ▪ 16 Captivating Computing, Technology and Innovation Vocabulary and Language Exercises 		

COURSE: Career Readiness IV
DOMAIN: Technology
CONCEPT: Digital Citizenship

- Common Sense Education (commonsense.org)
 - [4 Lesson Plans on Cyberbullying](#)
- Using Technology Better
 - [Two classroom activities for teaching students about password security](#)
- **Activities**
 - Create a password safety book.
 - Create weak and strong passwords.
- **Videos**
 - Science Buddies (sciencebuddies.org)
 - [Boost Password Savvy with a Classroom STEM Game](#)
 - Crazy4computers.net (crazy4computers.net)
 - [Digital Citizenship: Password Power-Up Lesson: Privacy and Security](#)
 - Norton (uk.norton.com)
 - [6 fun ways to teach your kids about internet security](#)

Appendix A: Vocabulary

Academic: Relating to studies that rely on reading and involve abstract thought rather than being primarily practical or technical

Accept: To take or receive (something offered); receive with approval or favor. To agree or consent to. To respond or answer affirmatively.

Accommodations: Adjustments made in a system to accommodate or make fair the same system for an individual based on a proven need. That need can vary.

Active listening: A technique that is used in counseling, training, and solving disputes or conflicts. It requires that the listener fully concentrate, understand, respond, and then remember what is being said.

Advocacy: The act or process of supporting a cause or proposal: the act or process of advocating

Advocate: To support or argue for a cause, policy, etc. To act as an advocate for someone or something.

Agency: A business or organization established to provide a specific service, typically one that involves organizing transactions between two other parties

Americans with Disabilities Act (ADA): A civil rights law that prohibits discrimination based on disability. It affords similar protections against discrimination to Americans with disabilities as the Civil Rights Act of 1964, which made discrimination based on race, religion, sex, national origin, and other characteristics illegal. In addition, unlike the Civil Rights Act, the ADA also requires covered employers to provide reasonable accommodations to employees with disabilities and imposes accessibility requirements on public accommodations.

Antivirus: A computer program used to prevent, detect, and remove malware. Some products also include protection from other computer threats, such as infected and malicious URLs, spam, scam and phishing attacks, online identity (privacy), online banking attacks, social engineering techniques, advanced persistent threat (APT), etc.

Application: A form used in making a request (e.g., employment application, college application, etc.)

Applications (apps): Software designed for use on a mobile device such as a smartphone or an iPad

Appropriate: Suitable or fitting for a particular purpose, person, occasion, etc.

Assessments: The evaluation or estimation of the nature, quality, or ability of someone or something

Assistance: The action of helping someone with a job or task

Attach files: To include and send (separate documents or files) with an electronic message (such as an email or text message)

Behavior: The way in which one acts or conducts oneself, especially toward others

Belief: A state or habit of mind in which trust or confidence is placed in some person or thing

Bias: Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair

Blocking: Blocking someone on apps, websites, or other forms of digital communication platforms makes it where they are no longer able to do things such as tag you or see things you post on your timeline.

Body language: A type of a nonverbal communication in which physical behaviors, as opposed to words, are used to express or convey the information. Such behavior includes facial expressions, body posture, gestures, eye movement, touch, and the use of space. Body language exists in both animals and humans. It is also known as kinesics.

Careers: Occupations or professions that one carries out that usually require education or training to pursue

Characteristics: A feature or quality belonging typically to a person, place, or thing and serving to identify it

Chart: A sheet giving information in tabular form (e.g., graph, diagram, etc.)

Chat rooms: A real-time, online, and interactive discussion group

Checklist: A list of things to be done or accomplished

Communicate: Share or exchange information, news, or ideas

Comparison: An examination of two or more items to establish similarities and dissimilarities

Competitive: Relating to or characterized by competition or rivalry

Compromise: An agreement or a settlement of a dispute that is reached by each side making concessions

Conflict: To be different, opposed, or contradictory; to fail to agree or accord

Constructive: Promoting improvement or development

Constructive criticism: The process of offering valid and well-reasoned opinions about the work of others, usually involving both positive and negative comments, in a friendly manner rather than an oppositional one

Control: The power to influence or direct people's behavior or the course of events

Cool down: To decrease intensity

Coping: Dealing with and attempting to overcome problems and difficulties

Create: To bring something into existence

Criticism: The expression of disapproval of someone or something based on perceived faults or mistakes

Customer: A person or organization that buys goods or services from a store or business, or a person of a specified kind that one deals with

Customer service: The provision of service to customers before, during, and after a purchase. The direct, one-on-one interaction between a consumer making a purchase and a representative of the company that is selling it. Most retailers see this direct interaction as a critical factor in ensuring buyer satisfaction and encouraging repeat business.

Cyberbullying: A form of bullying or harassment using electronic means. Cyberbullying and cyberharassment are also known as online bullying. Cyberbullying is when someone bullies or harasses others on the internet and in other digital spaces, particularly on social media sites. Harmful bullying behavior can include posting rumors, threats, sexual remarks, a victims' personal information, or pejorative labels. Bullying or harassment can be identified by repeated behavior and an intent to harm.

Dark web: The World Wide Web content that exists on darknets—the overlay networks that use the internet but require specific software, configurations, or authorization to access. The dark web forms a small part of the deep web, the part of the Web not indexed by web search engines, although sometimes the term deep web is mistakenly used to refer specifically to the dark web.

Data: Facts and statistics collected for reference or analysis

Debate: To turn over in one's mind; to think about something in order to decide. This also refers to arguing about something as in a regulated discussion of a proposition between two matched sides

Dependability: The quality of being trustworthy and reliable

Desire: A strong feeling of wanting to have something or wishing for something to happen

Desktop computer: A personal computer designed for regular use at a single location on or near a desk or table due to its size and power requirements. The most common configuration has a case that houses the power supply, motherboard, disk storage, a keyboard and mouse for input, computer monitor, speakers, and, often, a printer for output.

Digital: Providing a readout in numerical digits as in a digital watch or clock

Disposal: The action or process of throwing away or getting rid of something

Disrespect: Lack of respect or courtesy

Distance: An amount of space between two things or people

Diverse: Differing from one another; composed of unlike elements or qualities

Docs: Web-based documents, spreadsheets, etc.

Document: A piece of written, printed, or electronic matter that provides information or evidence or that serves as an official record

Documentation: Material that provides official information or evidence or that serves as a record

Download: To receive data from a remote system, typically a server such as a Web server, a File Transfer Protocol (FTP) server, an email server, etc.

Downloading: To transfer a file(s) from one computer system to another, typically over the internet

Drive: A place to store your computer files (e.g., hard drive, Google Drive, iCloud, etc.)

Edit: To prepare material for publication by correcting, condensing, or otherwise modifying it

Educational sites: Websites that provide a range of educational offerings

Emotion: A natural instinctive state of mind deriving from one's circumstances, mood, or relationships with others

Empathy: The ability to understand and share the feelings of another

Employability: The quality of being suitable for paid work; able to be employed, capable of holding a job and available for hire

Employee: A person who performs a job and is hired for wages or salary

Employer: A person or organization that employs/hires people

Employment forms: The forms a person must complete to become employed by an individual or an organization (e.g., W-4, I-9, etc.)

Error message: Information displayed when an unforeseen problem occurs on a computer or other device. Error messages are often displayed using dialog boxes (e.g., access denied, abort, retry, file not found, out of memory, etc.).

Ethic: A set of moral principles, especially ones relating to or affirming a specified group, field, or form of conduct

Ethnic: Relating to a population subgroup (within a larger or dominant national or cultural group) with a common national or cultural tradition

Experience: Practical contact with and observation of facts or events

Express: To put (thought) into words; utter or state. To express an idea clearly.

Expression: The process of making known one's thoughts or feelings

Eye to eye: In agreement with someone; sharing someone's position or opinion

Fact: Something that has actual existence, an actual occurrence, a piece of information presented as having objective reality

Fee: A fixed charge or sum paid or charged for a service

Flexibility: The quality of bending easily without breaking; willingness to yield, pliable; susceptible to modification or adaptation

Gap: A break or opening, as in a fence or wall; a wide divergence or difference, disparity

Goals: The ends toward which effort is directed

Google Drive: Allows users to store files on Google servers, synchronize files across devices, and share files. In addition to a website, Google Drive offers apps with offline capabilities for Windows and macOS computers, and Android and iOS smartphones and tablets.

Government owned: A business enterprise owned by a government entity

Graph: A pictorial device, such as a pie chart or bar graph, used to illustrate quantitative relationships; also called chart

Greeting: A polite word or sign of welcome or recognition

Hacking: To use one's skill in computer programming to gain illegal or unauthorized access to a file or network

Health: The overall condition of an individual at a given time. Good health implies soundness of body or mind and freedom from disease.

Help Desk: A service providing information and support to computer users, especially within a company

Hijack: Unlawfully seize something and use it for one's own purposes

Honesty: Adherence to the facts; fairness and straightforwardness of conduct

Idea: A formulated thought or opinion

IEP: Individualized Education Plan. A legal document under United States law that is developed for each public school child who needs special education. The IEP is created by a specific team, including the child's parent(s) and district personnel, knowledgeable about the child. IEPs must be reviewed every year to keep track of the child's educational progress.

Inaccurate: Faulty, inaccurate

Inappropriate: Not suitable or proper in the circumstances

Initiative: The ability to assess and initiate things independently

Interest: The state of wanting to know or learn about something or someone

Internship: A period of work experience offered by an organization for a limited time

Interview: A formal consultation usually to evaluate qualifications (as of a prospective student or employee)

Job readiness: Preparation for entry into the labor force

Job seeking: Searching for job opportunities and advice regarding employment opportunities

Job site: A site designed to provide information about employment opportunities. It deals specifically with employment or careers.

Job skills: Skill sets that indicate one's readiness to perform a job (e.g., communication skills, customer service skills, leadership skills, etc.)

Keynote: A presentation software developed as a part of the iWork productivity suite by Apple, Inc.

Lab: A workplace for the conduct of research or other specified activities

Legal: Conforming to the law; required or permitted by law; not forbidden by law

Leisure: Free time. Time spent away from business, work, job hunting, domestic chores, and education.

Local: Belonging or relating to a specific area or neighborhood, typically exclusively so

Log out: To terminate a connection with a computer or system

Login: To establish communication and initiate interaction with a computer or system

Long term: Occurring over or involving a relatively long period of time.

Management: The process of dealing with or controlling things or people

Manager: A person responsible for controlling or administering all or part of a company or similar organization.

Media: The primary collection of mass communication means (e.g., broadcasting, publishing, and the internet)

Medical: Relating to the study or the practice of medicine; requiring treatment by medicine

Mental health: The condition of being sound mentally and emotionally that is characterized by the absence of mental illness and by adequate adjustment, especially as reflected in feeling comfortable about oneself, positive feelings about others, and the ability to meet the demands of daily life.

Microsoft: An American multinational technology company with headquarters in Redmond, Washington. It develops, manufactures, licenses, supports, and sells computer software, consumer electronics, personal computers, and related services.

Modification: The act or process of changing something; a change or result produced by modifying

Monitoring: To observe and check the progress or quality of (something) over time; keep under systematic review

Necessary: Required to be done, achieved, or present; needed; essential

Necessity: The fact of being required or indispensable

Needs: Necessary; required

Networks: A group or system of interconnected people or things; an interconnected or interrelated chain, group, or system

Nonverbal communication: The nonlinguistic transmission of information through visual, auditory, tactile, and kinesthetic (physical) channels. Nonverbal communication is the transmission of messages or signals through nonverbal platforms such as eye contact, facial expressions, gestures, posture, and the distance between two individuals.

Nonverbal language: Gestures and body language. What one does not say can sometimes be classified as nonverbal language.

Online: Controlled by or connected to another computer or to a network

Online tools: Computer techniques or applications that one may use online (e.g., Blossom, Evernote, Copy and Paste, TextExpander, etc.)

Opinion: A view or judgment formed about something not necessarily based on fact or knowledge

Organize: Arrange into a structured whole.

Organized: Arranged in a systematic way, especially on a large scale

Overseeing: Supervise (a person or work), especially in an official capacity

Passwords: A memorized, secret string of characters used to confirm the identity of a user

Personal: Of, affecting, or belonging to a specific person rather than to anyone else

Personal space: The physical space immediately surrounding someone into which any encroachment feels threatening to or uncomfortable for them

Photos: A picture or likeness obtained by photography

Photoshop: A computer application that allows you to edit, combine, and modify photographs and images on your computer, phone, or tablet

Physical health: The physical condition of an individual. Good physical health is a state of physical wellbeing in which disease and infirmity are absent.

Polite: Having or showing behavior that is respectful and considerate of other people

Popups: An ad that pops up on your computer

Posting/Post: Something published for public viewing

Postsecondary: Education following secondary school

Practical: The actual doing or use of something rather than with theory and ideas

Presentation: A speech or talk in which a new product, idea, or piece of work is shown and explained to an audience

Print: A copy made by printing

Privately owned: Something that is not publicly traded. It is not owned by the government, organizations, or shareholders, rather by an individual, family, or sole proprietorship.

Procedures: An established or official way of doing something

Process: A series of actions or steps taken in order to achieve a specific end

Programs: A set of related measures or activities with a specific long-term aim

Progress: Moving forward or onward toward something in space or time

Protection: The action of protecting or the state of being protected

Punctual: Happening or doing something at the agreed or proper time; on time

Qualifications: A quality or accomplishment that makes someone suitable for a specific job or activity

Qualities: The standard of something as measured against other things of a similar kind; the degree of excellence of something

Ramp: A slope or inclined plane for joining two different levels, as at the entrance or between floors of a building

Readiness: The state of being fully prepared for something

Recreation: Activity done for enjoyment when one is not working

References: A letter from a previous employer or teacher testifying to someone's ability or reliability, used when applying for a new job

Requirements: Something essential to the existence or occurrence of something else

Resolve: Settle or find a solution to a problem, dispute, or contentious matter

Resources: A stock or supply of money, materials, staff, and other assets that can be drawn on by a person or organization in order to function effectively

Respect: A feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements

Resumé: A document used and created by a person to present their background, skills, and accomplishments

Rude: Offensively impolite or ill-mannered

Save: The act of keeping data by moving a copy to a storage location, especially from memory

Schedule: A plan for carrying out a process or procedure; giving lists of intended events and times

Search engine: A program that searches for and identifies items in a database that correspond to keywords or characters specified by the user, used especially for finding specific sites on the World Wide Web

Secure: Defending information from unauthorized access, use, disclosure, disruption, modification, perusal, inspection, recording, or destruction

Self-advocacy: The action of representing oneself or one's views or interests

Self-advocate: To act on one's own behalf to publicly support or recommend a specific cause or policy

Self-control: The ability to control oneself, specifically one's emotions and desires or the expression of them in one's behavior, especially in difficult situations

Self-determination: A characteristic of a person that leads them to make choices and decisions based on their own preferences and interests; to monitor and regulate their own actions and to be goal-oriented and self-directing

Self-monitoring: A personality trait that refers to an ability to regulate behavior to accommodate social situations. People concerned with their expressive self-presentation tend to closely monitor their audience in order to ensure appropriate or desired public appearances. Self-monitors try to understand how individuals and groups will perceive their actions. Some personality types commonly act spontaneously (low self-monitors), and others are more apt to purposely control and consciously adjust their behavior (high self-monitors).

Self-worth: The sense of one's own value or worth as a person; self-esteem; self-respect

Service: The action of helping or doing work for someone

Settings: The place or type of surroundings where something is positioned or where an event takes place

Shadowing: On-the-job learning, career development, and leadership development involving working with another employee who might have a different job in hand, have something to teach, or be able to help the person shadowing him or her to learn new aspects related to the job, organization, or competencies.

Short term: Occurring over or involving a relatively short period of time

Simulation: Imitation of a situation or process

Site: One or more internet addresses at which an individual or organization provides information to others

Skills: The ability to do something well; expertise

Slide: A single page of a presentation

Social: Relating to society as in community-based, collective, group, etc.

Social Interaction: A social exchange between two or more individuals; a dynamic, changing sequence of social actions between individuals or groups

Social media: Web-based communication tools that enable people to interact with each other by sharing and consuming information (e.g., Facebook, Twitter, etc.)

Software: The programs and other operating information used by a computer. or mobile device,

Spellcheck: A computer program or function (as in a word processor) that identifies possible misspellings in a block of text by comparing the text with a database of accepted spellings

Spreadsheets: Computer applications for organization, analysis, and storage of data in tabular form

Strategies: A plan of action or policy designed to achieve a major or overall aim

Strengths: Tasks or actions you can do well. These include knowledge, proficiencies, skills, and talents. People use their traits and abilities to complete work, relate with others, and achieve goals.

Successful: Resulting or terminating in the accomplishment of an aim or purpose

Sufficient: Enough to meet the needs of a situation or a proposed end; adequate

Support: Assistance provided by a company to users of its products

Supportive: Providing encouragement or emotional help

Surveys: A list of questions aimed at extracting specific data from a specific group of people

Symbol: A mark or character used as a conventional representation of an object, function, or process (i.e., the letter or letters standing for a chemical element or a character in musical notation).

Tabs: A key in a word-processing program, or a device on a keyboard, for advancing to a sequence of set positions in tabular work

Talents: Natural aptitudes or skills

Task: A piece of work to be done or undertaken

Task bars: An element of a graphical user interface which has various purposes. It typically shows which programs are currently running. The specific design and layout of the taskbar varies between individual operating systems but generally assumes the form of a strip located along one edge of the screen. On this strip are various icons which correspond to the windows open within a program. Clicking these icons allow the user to easily switch between programs or windows, with the currently active program or window usually appearing differently from the rest. In more recent versions of operating systems, users can also pin programs or files so that they can be accessed quickly, often with a single click.

Team player: A person who plays or works well as a member of a team or group

Teamwork: Work done by several associates, with each doing a part but all subordinating personal prominence to the efficiency of the whole.

Technician: A person employed to look after technical equipment or do practical work in a laboratory

Technological skills: Qualities acquired by using and gaining expertise in performing physical or digital tasks. There are many kinds of technical skills (e.g., programming languages, common operating systems, software proficiency, technical writing, project management, data analysis, etc.).

Technology: The application of scientific knowledge to the practical aims of human life or, as it is sometimes phrased, to the change and manipulation of the human environment. Electronic or digital products and systems considered as a group.

Tools: An object used to extend the ability of an individual to modify features of the surrounding environment

Training: The action of teaching a person or animal a skill or type of behavior

Transition: The process or a period of changing from one state or condition to another

Troubleshoot: A form of problem solving, often applied to repair failed products or processes on a machine or a system. It is a logical, systematic search for the source of a problem to solve it and make the product or process operational again. Troubleshooting is needed to identify the symptoms.

Determining the most likely cause is a process of elimination—eliminating potential causes of a problem. Finally, troubleshooting requires confirmation that the solution restores the product or process to its working state.

Unsecure: A website that is not protected or not free from danger or risk of loss

Unsuccessful: Not successful

Update: To make more modern or up to date

Upload: To transfer (data) from one computer to another, typically to one that is larger or remote from the user or functioning as a server. Compare with download.

Verbal communication: Encompasses both how you deliver messages and how you receive them. Occurs in many different contexts including training sessions, presentations, group meetings, performance appraisals, one-on-one discussions, interviews, disciplinary sessions, sales pitches, etc.

Verbal language: Interpersonal communication using words, both spoken and written.

Video: An electronic medium for the recording, copying, playback, broadcasting, and display of moving visual media

Viewpoint: A position or perspective from which something is considered or evaluated

Virus: A piece of code capable of copying itself and typically has a detrimental effect, such as corrupting the system or destroying data

Vocational rehabilitation: A process which enables persons with functional, psychological, developmental, cognitive, and emotional disabilities or impairments or health disabilities to overcome barriers to accessing, maintaining, or returning to employment or other useful occupation

Wages: A fixed, regular payment that is typically paid on a daily or weekly basis and made by an employer to an employee.

Walk away: Easily, casually, or irresponsibly abandon a situation in which one is involved or for which one is responsible

Wants: A lack or deficiency of something; to feel a need or a desire for; wish for something

Weaknesses: A symptom of different conditions; the state or quality of being weak; lack of strength, firmness, vigor, or the like; feebleness

Web address: An internet address of a website, file, or document; a reference to a Web resource that specifies its location on a computer network and a mechanism for retrieving it

Web browsing: A software application for accessing information on the World Wide Web. When a user requests a Web page from a website, the Web browser retrieves the necessary content from a Web server and then displays the page on the screen.

Web history: The list of websites you have visited and files you've downloaded from the Web.

Website: A collection of Web pages and related content that is identified by a common domain name and published on at least one Web server

Wellness: The state of being in good health, especially as an actively pursued goal

Word document: A document created using Microsoft Word.

YouTube: A video-sharing platform