



## Moscow School District #281

### Mastery Learning Map

#### 9<sup>th</sup> Through 12<sup>th</sup> Special Education – Workplace Skills

<p><b>1. Competency Statements for Demonstrate Personal Qualities and People Skills</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><b><i>Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand.</i></b></p> <p>I can...</p> <ol style="list-style-type: none"> <li>Maintain punctual and consistent attendance (e.g., accounting for hours worked, arriving on time for work or appointments).</li> <li>Take direction willingly (e.g., using active listening techniques, approaching the assigned task with motivation).</li> <li>Exhibit motivation to accomplish the task at hand (e.g., remaining on task, working independently, completing the task efficiently, being a self-directed learner).</li> </ol> <p>I can...</p> <ol style="list-style-type: none"> <li>Define positive work ethic.</li> <li>Calculate daily/weekly time sheets.</li> <li>Identify employee traits desired by employers.</li> <li>Identify and practice active listening techniques.</li> <li>Role-play an employer or employee that exemplifies good work ethic.</li> </ol>
<p>National Standards</p>	<p>1.1.1</p>

# Moscow School District #281

## Mastery Learning Map

### 9<sup>th</sup> Through 12<sup>th</sup> Special Education – Workplace Skills

<p><b>2. Competency Statements for Demonstrate Personal Qualities and People Skills</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><b><i>Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability.</i></b></p> <p>I can...</p> <ol style="list-style-type: none"> <li>1. Identify and abide by laws and workplace policies (e.g., using personal and sick leave only when necessary, understanding harassment and discrimination policies).</li> <li>2. Respect the property of the employer and co-workers.</li> <li>3. Identify how one’s actions and behavior can have far-reaching effects (e.g., personal behavior affects others nearby; business decisions can have global implications or impact the environment).</li> <li>4. Exhibit honesty and reliability.</li> </ol> <p>I can...</p> <ol style="list-style-type: none"> <li>1. Define integrity.</li> <li>2. Investigate common employer-personnel issues.</li> <li>3. Differentiate between honest and reliability.</li> </ol>
<p>National Standards</p>	<p>1.1.2</p>

# Moscow School District #281

## Mastery Learning Map

### 9<sup>th</sup> Through 12<sup>th</sup> Special Education – Workplace Skills

**3. Competency Statements for Demonstrate Personal Qualities and People Skills**

*“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*

***Demonstrates teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed; Demonstrates diversity awareness by working well with all customers and co-workers; and Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative***

I can...

1. Contribute to the success of the team (e.g., brainstorming solutions, volunteering, collaborating, compromising, valuing individual contributions, performing in accordance with the assigned role).
2. Assist others (E.g., supporting team members and leaders, taking initiative).
3. Request help when needed (e.g., asking questions after consulting manuals on policies and procedures, knowing when to seek help from co-workers and supervisors).
4. Work in a respectful and friendly manner with all customers and co-workers (e.g., treating all with the same degree of professional respect) regardless of national origin, race, appearance, religion, gender, disability, or age.
5. Respect cultural differences encountered in the workplace.
6. Contribute new and innovative ideas (e.g., for improving products and procedures).
7. Display initiative readily, independently, and responsibly.
8. Deal skillfully and promptly with new situations and obstacles.

I can...

1. Define teamwork.
2. Interpret the critical skills exhibited by effective team members.
3. Compare and contrast the various roles of team members.
4. Participate in team projects to practice communication skills.
5. Define diversity.
6. Identify cultural differences that affect communication.
7. Define creativity and creative thinking.
8. Analyze a problem, brainstorm solutions, and identify a solution.

National Standards

1.1.3, 1.1.5, 1.1.7

# Moscow School District #281

## Mastery Learning Map

### 9<sup>th</sup> Through 12<sup>th</sup> Special Education – Workplace Skills

***Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace.***

**4. Competency Statements for Demonstrate Personal Qualities and People Skills**

*“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*

I can...

1. Dress appropriately (e.g., adhering to professional rather than personal standards, following dress code).
2. Maintain personal hygiene.
3. Use language and manners suitable for the workplace (e.g., adhering to respectful, polite and professional practices).

I can...

1. Research the values of dressing appropriately for a variety of settings including school and business.
2. Compare and contrast workplace dress versus personal dress.
3. Analyze different body languages to understand the messages they send.
4. Practice professional business etiquette and communications.

National Standards

1.1.4

# Moscow School District #281

## Mastery Learning Map

### 9<sup>th</sup> Through 12<sup>th</sup> Special Education – Workplace Skills

***Demonstrate conflict-resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues.***

**5. Competency Statements for Demonstrate Personal Qualities and People Skills**

*“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*

I can...

1. Negotiate diplomatic solutions to interpersonal conflicts in the workplace (e.g., personality issues, cultural difference issues, disagreements over how to handle work projects, performance issues).

I can...

1. Identify different types of conflicts.
2. Identify various viewpoints of an issue in order to encourage sensitivity and to resolve conflicts.
3. Introduce a problem-solving procedure and role play various conflict scenarios.

National Standards

1.1.6

# Moscow School District #281

## Mastery Learning Map

### 9<sup>th</sup> Through 12<sup>th</sup> Special Education – Workplace Skills

<p><b>6. Competency Statements for Demonstrate Professional Knowledge and Skills</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><b><i>Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions; Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service.</i></b></p>
	<p>I can...</p> <ol style="list-style-type: none"> <li>1. Communicate effectively with customers and co-workers (e.g., understanding the role of nonverbal communication, avoiding the use of slang, being pleasant and helpful, and utilizing an appropriate medium for conveying messages with dignity and respect).</li> <li>2. Exhibit public and group speaking skills.</li> <li>3. Comprehend details and following directions.</li> <li>4. Repeat directions or requests to ensure understanding (e.g., practicing active listening).</li> <li>5. Address the needs of all customers (e.g., proactively engaging customers until they are satisfied).</li> <li>6. Provide helpful, courteous, and knowledgeable service (e.g., displaying a positive attitude, treating all customers with the same degree of profession respect, sharing information and knowledge honestly and forthrightly).</li> </ol> <p>I can...</p> <ol style="list-style-type: none"> <li>1. Define effective communication.</li> <li>2. Participate in group discussions and oral presentations.</li> <li>3. Compare and contrast the speaker’s verbal and nonverbal messages.</li> <li>4. Practice active listening.</li> <li>5. Explain the importance of achieving and maintaining customer satisfaction.</li> <li>6. Role play good customer service.</li> </ol>
National Standards	1.2.1; 1.2.10

# Moscow School District #281

## Mastery Learning Map

### 9<sup>th</sup> Through 12<sup>th</sup> Special Education – Workplace Skills

<p><b>7. Competency Statements for Demonstrate Professional Knowledge and Skills</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><b><i>Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly.</i></b></p>
	<p>I can...</p> <ol style="list-style-type: none"> <li>1. Read and correctly interpret workplace documents (e.g., instructional manuals, work orders, invoices, memorandums).</li> <li>2. Write clear, correct language, appropriate to audience.</li> </ol> <p>I can...</p> <ol style="list-style-type: none"> <li>1. Write clear, correct language to an appropriate audience</li> <li>2. Utilize instructional manuals to solve a problem</li> <li>3. Interpret and complete work order, invoices, and other workplace documents</li> </ol>
<p>National Standards</p>	<p>1.2.2</p>

# Moscow School District #281

## Mastery Learning Map

### 9<sup>th</sup> Through 12<sup>th</sup> Special Education – Workplace Skills

**8. Competency Statements for Demonstrate Professional Knowledge and Skills**

*“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*

***Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks.***

I can...

1. Recognize, analyze, and solve problems that arise in completing assigned tasks.
2. Identify resources that may help solve a specific problem.
3. Use a logical approach to make decisions and solve problems.

I can...

1. Define critical-thinking and problem-solving skills.
2. Analyze a problem and predict a solution.
3. Utilize a problem-solving procedure to solve a problem.

National Standards

1.2.3



# Moscow School District #281

## Mastery Learning Map

### 9<sup>th</sup> Through 12<sup>th</sup> Special Education – Workplace Skills

**9. Competency Statements for Demonstrate Professional Knowledge and Skills**

*“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*

***Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health.***

I can...

1. Manage personal health (e.g., setting short-, medium-, and long-term physical fitness goals; eating non- or minimally-processed foods).
2. Follow safety guidelines (e.g., adhering to Occupational Safety and Health Administration [OSHA] standards and instructor and manufacture guidelines).

I can...

1. Explain importance/impact of personal health and safety as it relates to employment and work.
2. Create goals to promote health behaviors.

National Standards

1.2.4

# Moscow School District #281

## Mastery Learning Map

### 9<sup>th</sup> Through 12<sup>th</sup> Special Education – Workplace Skills

<p><b>10. Competency Statements for Demonstrate Professional Knowledge and Skills</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><b><i>Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion.</i></b></p> <p>I can...</p> <ol style="list-style-type: none"> <li>1. Prepare to apply for a job (e.g., complete personal aptitude and interest inventories, performing a job search, developing a résumé, preparing for an interview).</li> <li>2. Identify steps for seeking promotion (e.g., taking advantage of professional development opportunities, offering to accept additional assignments, learning new skills, understanding the benefits of mentor relationships).</li> </ol> <p>I can...</p> <ol style="list-style-type: none"> <li>1. Utilize different media sources to preform job searches.</li> <li>2. Practice job interview skills.</li> <li>3. Develop a resume.</li> </ol> <p>Complete a job application.</p>
National Standards	4. 1.2.7

# Moscow School District #281

## Mastery Learning Map

### 9<sup>th</sup> Through 12<sup>th</sup> Special Education – Workplace Skills

**11. Competency Statements for Demonstrate Professional Knowledge and Skills**

*“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*

***Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work.***

1. Develop a plan of work to reach identified goals.
2. Develop and utilize a time-management plan.

National Standards

1.2.8

# Moscow School District #281

## Mastery Learning Map

### 9<sup>th</sup> Through 12<sup>th</sup> Special Education – Workplace Skills

**12. Competency Statements for Demonstrate Professional Knowledge and Skills**

*“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*

***Demonstrate mathematical skills by using mathematical reasoning to accomplish tasks.***

1. Prepare a personal budget.
2. Calculate wage rates, paycheck deductions, and taxes.

National Standards

1.2.9

# Moscow School District #281

## Mastery Learning Map

### 9<sup>th</sup> Through 12<sup>th</sup> Special Education – Workplace Skills

<p><b>13. Competency Statements for Demonstrate Technology Knowledge and Skills</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><b><i>Demonstrate proficiency with information technology by using computers, file management techniques, and software/programs effectively.</i></b></p> <ol style="list-style-type: none"> <li>1. Identify the appropriate use of various software tools.</li> <li>2. Utilize presentation software to communicate ideas to a group.</li> <li>3. Utilize word processing software to produce workplace documents.</li> <li>4. Utilize spreadsheet software to create meaningful workplace records.</li> </ol>
National Standards	1.3.2

# Moscow School District #281

## Mastery Learning Map

### 9<sup>th</sup> Through 12<sup>th</sup> Special Education – Workplace Skills

<p><b>14. Competency Statements for Demonstrate Technology Knowledge and Skills</b></p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><b><i>Demonstrate proper Internet use and security by using the Internet appropriately for work; Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications.</i></b></p>
	<ol style="list-style-type: none"> <li>1. Review internet use policies.</li> <li>2. Define and describe risks associated with improper Internet use.</li> <li>3. Compare and contrast the risks and benefits of social media sites.</li> <li>4. Research laws and regulations associated with Internet content (e.g., copyright laws).</li> <li>5. Identify the appropriate usage of various devices in the workplace.</li> <li>6. Explain workplace uses of Web-based applications.</li> </ol>
National Standards	1.3.3; 1.3.4