



## Moscow School District #281

### Mastery Learning Map

#### 6<sup>th</sup> through 8<sup>th</sup> Grade Special Education—Workplace Skills

**1. Competency Statements for Solving Problems and Thinking Skillfully**

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

***Solve problems and make decisions in work-related situation***

1. I can identify what is causing me stress.
2. I can formulate two choices that would help me solve my stress.
3. I can explain to someone else why I made my decision.
4. I can use my plan to help me solve my stress.
5. I can decide what went well with my plan.
6. I can decide what I could change in my plan the next time I feel stress.

National Standards

1.1.2; 1.1.3; 1.1.7; 1.1.8; 1.1.9; 1.1.10; 1.1.12

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**2. Competency Statements for Solving Problems and Thinking Skillfully**

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

***Use observation skills to analyze work-related situations***

1. I can recognize when I am having difficulties in my relationships with others.
2. I can make the correct choice to help with a situation.
3. I can remember situations from the past that could help me to best solve problems

National Standards

1.3.4; 1.3.5; 1.3.6

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4. Competency Statements for **Solving Problems and Thinking Skillfully**

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

**Analyze critical data to guide work activities**

1. I can recognize the information I need in order to complete a task or assignment.
2. I can understand the time as well as elements that are needed to complete the task or assignment on time and thoroughly.
3. I can edit my document or assignment and ask for help if I need someone else to look over the document.
4. I can look at the document and understand what I am asked to complete.

National Standards

1.7.1; 1.7.2; 1.7.3; 1.7.5

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<p>5. Competency Statements for <b>Solving Problems and Thinking Skillfully</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 style="text-align: center;"><b><i>Utilize scheduling techniques to ensure that jobs are completed by the stated due date</i></b></p> <ol style="list-style-type: none"> <li>1. I can build a schedule and know all the materials I need to be successful in the classroom or workplace.</li> <li>2. I can share my schedule with school staff or other students.</li> <li>3. I can follow my schedule appropriately to be on time for classes.</li> <li>4. I can go to teachers or other staff to let them know if a change arises with my schedule.</li> </ol>
<p>National Standards</p>	<p>1.8.2; 1.8.4; 1.8.5; 1.8.6</p>

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5. Competency Statements for **Communicating Effectively**

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

***Apply basic communication skills***

1. I can communicate with a variety of people including school staff and peers.
2. I can tell others what I mean both verbally and through my writing.
3. I can use the internet to find out definitions as well as antonyms and synonyms.
4. I can understand information that is presented in the classroom: orally, written, or in non-verbal formats.
5. I can listen to the teacher's instructions or read the instructions for an assignment in order to complete the work.
6. I can ask clarifying questions to make sure that I am on the correct track for an assignment or task.

National Standards

2.1.2; 2.1.3; 2.1.4; 2.1.5; 2.1.6; 2.1.7

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7. Competency Statements for **Communicating Effectively**

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

***Apply oral communication skills***

1. I can present information I have learned in an oral presentation.
2. I can recognize facial expressions from teachers and peers to understand the non-verbal cues
3. I can use a variety of strategies when I am communicating information to others.
4. I can recognize the audience I will be presenting my oral information to and adjust the information based upon the audience.

National Standards

2.2.1; 2.2.2; 2.2.3; 2.2.6

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8. Competency Statements for **Communicating Effectively**

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

***Apply listening skills***

1. I can listen to information that is presented and then use the information to complete a variety of tasks including: daily work/assignments, projects, and simple directions.
2. I can listen to decide the most important information that is being taught in order to complete assignments and tasks.
3. I can understand what is an opinion of another, what the facts are that are presented, and then my feelings based upon the information that I have learned.
4. I can take notes in order to support my learning and understanding.
5. I can ask clarifying questions if I am confused by information that is presented.
6. I can restate the information I have heard in my own words to find the meaning behind what is shared.

National Standards

2.5.1; 2.5.2; 2.5.3; 2.5.4; 2.5.5; 2.5.6

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7. Competency Statements for **Communicating Effectively**

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

***Apply demonstration/presentation skills***

1. I can share the information that I have learned about a specific topic.
2. I can share my thoughts and feelings in an appropriate way with others including school staff, peers, and parents.
3. I can understand that I need to change how I present information based upon the audience I am communicating with.

National Standards

2.6.11; 2.6.12; 2.6.14



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4. Competency Statements for **Communicating Effectively**

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

***Build interpersonal relationships***

1. I can be aware of how I talk with others.
2. I can show kindness, care, and compassion for all that I communicate with.
3. I can provide feedback to others in a kind way as to not hurt their feelings.
4. I can listen when others are talking to me.
5. I can recognize when I have a problem or feel stress and work through my problem solving strategies to cope with the issue.

National Standards

2.11.2; 2.11.3; 2.11.4; 2.11.5; 2.11.6

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6. Competency Statements for **Apply Technology**

***Demonstrate technological literacy***

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

1. I can use the computer software systems at school and home to support my learning.
2. I can research specific topics to better learn and understand the world around me.
3. I can recognize which type of technology or software I need to be successful at the specific assignment or task I am working on.

National Standards

3.1.1; 3.1.2; 3.1.5

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7. Competency Statements for **Apply Technology**

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

***Access/transmit information using electronic communication systems***

1. I can recognize when an internet source provides information or opinions.
2. I can use technology to appropriately respond to teachers, peers, and parents to complete assignments on time.
3. I can use technology to find appropriate materials to support my learning.
4. I can open a web browser to help me find information for assignments and tasks.

National Standards

3.2.1; 3.2.2; 3.2.3; 3.2.4

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5. Competency Statements for Working Responsibly

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

**Contribute to teamwork**

1. I can work with a peer or a group to complete assignments and tasks.
2. I can be understanding of others' opinions and ideas if they differ from my own.
3. I can do my assigned work to support my team to accomplish our task or assignment.
4. I can listen to others opinions, share my own opinions, and work cooperatively to accomplish the task at hand.
5. I can reflect on the assignment, task, or project and share what went well and what could have been improved for the next task.

National Standards

4.1.5; 4.2.1; 4.2.3; 4.2.4; 4.2.5

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<p>6. Competency Statements for <b>Working Responsibly</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 style="text-align: center;"><b><i>Demonstrate the work ethic</i></b></p> <ol style="list-style-type: none"> <li>1. I can recognize the contributions I make to the task, classroom, or work, and can recognize the contributions of my peers.</li> <li>2. I can arrive to classes on time and work hard to accomplish the task or assignment that day.</li> </ol>
<p>National Standards</p>	<p>4.4.1; 4.4.2</p>

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7. Competency Statements for **Working Responsibly**

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

***Apply appropriate strategies for dealing with the differences associated with diversity (e.g. racial, ethnic, gender, educational, personality, social and age)***

1. I can understand that each person I come in contact with may look, think, and act differently than I do, and that is okay.
2. I can understand that every person is unique but should be shown respect.
3. I can share my thoughts and opinions to others in a positive, respectful way if they different from others in a group.
4. I can seek help from teachers or staff members to help me understand differences between myself and someone else.
5. I can show respect and kindness towards all people I come in contact with to build a strong classroom or school community.

National Standards

4.6.1; 4.6.2; 4.6.3; 4.6.4; 4.6.5

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<p>8. Competency Statements for <b>Planning and Managing a Career</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 style="text-align: center;"><b><i>Identify how personal interests, abilities, and skills relate to choosing a career.</i></b></p> <ol style="list-style-type: none"> <li>1. I can recognize my strengths and interests and share this information with others.</li> <li>2. I can research jobs based upon my personal interests to see what types of jobs are available.</li> <li>3. I can research jobs based upon my ability strengths to see what type of jobs are available.</li> <li>4. I can recognize that there are careers or jobs in the areas that I have strengths and personal interest in, and I can share this information with others.</li> </ol>
<p>National Standards</p>	<p>5.1.1; 5.1.2; 5.1.3; 5.1.4</p>

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9. Competency Statements for **Planning and Managing a Career**

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

***Investigate career options***

1. I can research careers to see what I would like to do as a profession for the future.
2. I can select a variety of jobs that would fit the criteria of my skill set and personal interests.
3. I can present information that I have researched to others to determine the types of jobs that I could do in the future.
4. I can use research to help me decide which jobs best fit my skills and aptitudes.

National Standards

5.2.1; 5.2.2; 5.2.3; 5.2.4



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5. Competency Statements for **Planning and Managing a Career**

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

***Demonstrate skills needed to enter, reenter the workforce***

1. I can write a resume to help me find a job.
2. I can use the internet, newspaper, or other tools to see what types of jobs are available in my community.

National Standards

5.4.2; 5.4.3

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6. Competency Statements for **Planning and Managing a Career**

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

***Demonstrate job-keeping skills***

1. I can give information to someone orally, in writing, or I can send it in an e-mail.
2. I can solve math computations.
3. I can think through assignments and task, solving any problems, and then share the information that I know or have learned with others.
4. I can communicate and work well with others to accomplish a task or assignment.
5. I can listen to understand the information that the teacher or supervisor wants me to work on to be successful at my assignment or job.
6. I can complete assignments or jobs correctly, the way that the teacher or my supervisor expects them to be done.
7. I can maintain a positive attitude and complete assigned work on time.

National Standards

5.5.1; 5.5.2; 5.5.3; 5.5.4; 5.5.5; 5.5.6; 5.5.7

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7. Competency Statements for **Managing Resources**

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

***Apply self-management processes in the school/workplace***

1. I can use my student agenda to know what I need to work on for class assignments, projects, and assessments.
2. I can use my planner to stay organized and to record homework that I have to complete it on time.
3. I can recognize when my behaviors are getting escalated, so I can communicate that with teachers and ask for a break.
4. I can use fidgets, break cards, or other self-management skills to communicate to an adult when I feel overwhelmed, worried, or upset, and I need to have a break or a distraction.
5. I can keep my notebook, locker, and desk areas clean across my class environments.
6. I can keep my agenda up to date to make sure that I am meeting deadlines in classes and reaching my academic and work goals.

National Standards

6.1.1; 6.1.2; 6.1.3; 6.1.4; 6.1.6; 6.1.7

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7. Competency Statements for **Managing Resources**

***Maintain and promote wellness***

1. I can learn and understand the benefits of living a healthy lifestyle verses a non-healthy lifestyle.
2. I can learn and understand the benefits of participating in extra- curricular activities within the school and community.

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

National Standards

6.3.1; 6.3.2

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3. Competency Statements for **Managing Resources**

***Implement safety procedures and programs***

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

1. I can learn and then follow the rules within the school and community.
2. I can share and communicate the rules of the school and community with school staff and peers.
3. I can learn and know what each of the safety signs and symbols mean within the school and community.
4. I can practice the safety rules and demonstrate that I can safely follow them.
5. I can demonstrate that I know and can use the equipment within the school and workplace.

National Standards

6.5.1; 6.5.2; 6.5.3; 6.5.4; 6.5.5

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6. Competency Statements for **Managing Resources**

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

***Determine resources needed to produce a product or provide a given service***

1. I can create a list of materials and supplies needed for each of my classes.
2. I can create a management system that will help me to have appropriate behaviors and meet deadlines in classes.
3. I can learn the rules for using materials and equipment appropriately in each class that I attend.
4. I can let teachers and other staff members know when I need materials in each class.
5. I can learn the hours of the school's library and the community library in order to use the computers or other technology within those environments.

National Standards

6.8.1; 6.8.2; 6.8.3; 6.8.4; 6.8.5

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6. Competency Statements for **Managing Resources**

***Make informed financial decisions***

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

1. I can research the need for using a budget.
2. I can create a budget with current prices for housing, food, vehicles, and other household needs.
3. I can decide between a want and a need before I make a decision to purchase an item.
4. I can research and understand the statistics on how media and peers influence purchases.

National Standards

6.11.1; 6.11.2; 6.11.6; 6.11.7