MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

2020
Teacher Resource Guide for
Career Readiness II

Effective Date: 2020-2021 School Year

2020
Teacher Resource Guide for
Career Readiness II

Carey M. Wright, Ed.D., State Superintendent of Education

Nathan Oakley, Ph.D., Chief Academic Officer

Robin Lemonis, State Director of Special Education

Mississippi Department of Education
Post Office Box 771
Jackson, Mississippi
39205-0771

Office of Special Education
601.359.3498
www.mdek12.org/OSE

The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the nondiscrimination policies of the above-mentioned entities:

Director, Office of Human Resources
Mississippi Department of Education

Table of Contents

Acknowledgements

The Mississippi Department of Education gratefully acknowledges the hard work of the following individuals for their involvement in developing the *Teacher Resource Guide for Career Readiness II.*

Introduction

Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement and establishing communication skills within a technological environment. The *Mississippi Alternate Academic Achievement Standards (MS AAAS) for Career Readiness II* provide 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 *MS AAAS for Career Readiness II* 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 II* include career development course-specific standards. This document is designed to provide a resource for Grades 9-12 special education teachers with a basis for curriculum development and instructional delivery.

The *Teacher Resource Guide for Career Readiness II* 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's development of support documents 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 student's individual learning styles and needs. Professional development efforts are aligned to the *MS AAAS for Career Readiness II* 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 II Document

Mississippi Alternate Academic Achievement content standard: The *MS AAAS for Career Readiness II* is a general statement of what students with significant cognitive disabilities should know and be able to do because of instruction.

Performance Objectives: Statements that describe in precise, measurable terms what learners will be able to do at the end of an instructional sequence.
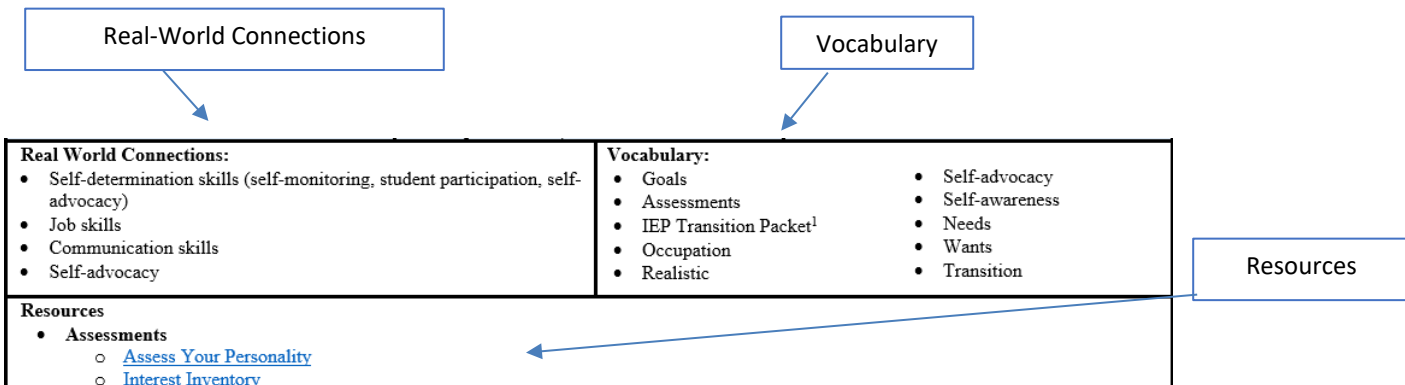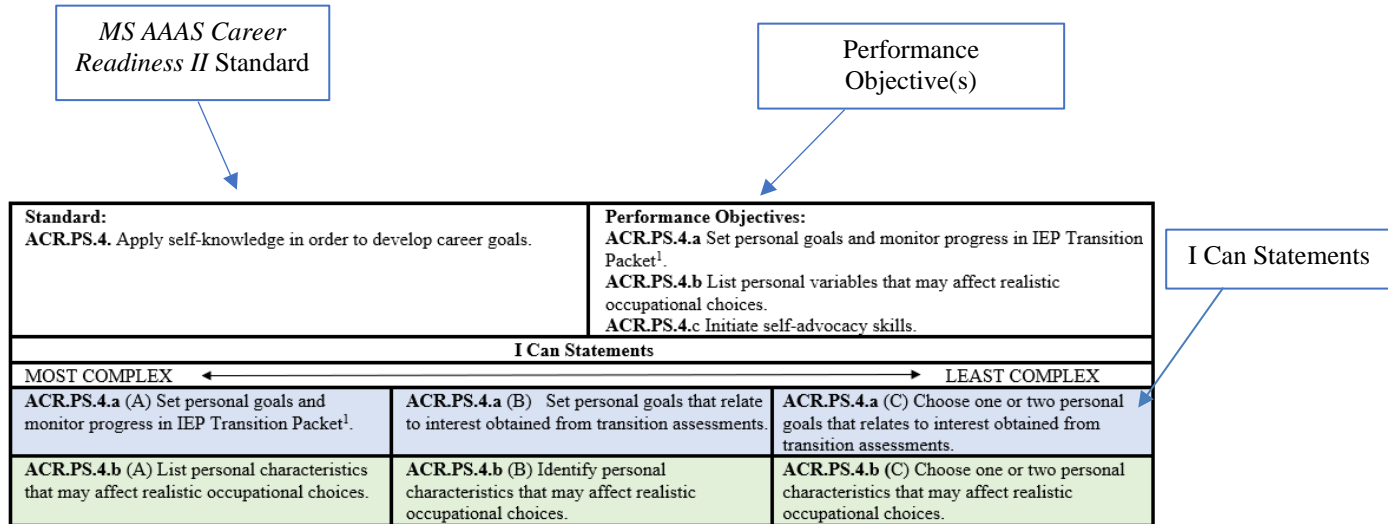
I Can Statement(s): Includes the Performance Objective(s) as the *Most Complex* and scaffolds the performance objectives two additional levels (B) and (C) to *Least Complex*. This matrix demonstrates the continuum of the concept across complexity levels. The purpose is to assist teachers in modifying to meet the unique diverse needs of learners with significant cognitive disabilities.

Real-World Connections: Ways to 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 are able to 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: Includes a list of difficult or unfamiliar words.

Resources: Includes suggested resources, 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 II Document (Graphic)

MS AAAS Career Readiness II Standard

Performance Objective(s)

I Can Statements

Standard: **ACR.PS.4.** Apply self-knowledge in order to develop career goals.	Performance Objectives: **ACR.PS.4.a** Set personal goals and monitor progress in IEP Transition Packet[1]. **ACR.PS.4.b** List personal variables that may affect realistic occupational choices. **ACR.PS.4.**c Initiate self-advocacy skills.

I Can Statements

MOST COMPLEX ⟵ ⟶ LEAST COMPLEX

ACR.PS.4.a (A) Set personal goals and monitor progress in IEP Transition Packet[1].	**ACR.PS.4.a** (B) Set personal goals that relate to interest obtained from transition assessments.	**ACR.PS.4.a** (C) Choose one or two personal goals that relates to interest obtained from transition assessments.
ACR.PS.4.b (A) List personal characteristics that may affect realistic occupational choices.	**ACR.PS.4.b** (B) Identify personal characteristics that may affect realistic occupational choices.	**ACR.PS.4.b (C)** Choose one or two personal characteristics that may affect realistic occupational choices.

Real-World Connections

Vocabulary

Resources

Real World Connections: • Self-determination skills (self-monitoring, student participation, self-advocacy) • Job skills • Communication skills • Self-advocacy	Vocabulary: • Goals • Self-advocacy • Assessments • Self-awareness • IEP Transition Packet[1] • Needs • Occupation • Wants • Realistic • Transition

Resources
- Assessments
  - Assess Your Personality
  - Interest Inventory

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 Alternate Career Readiness II

COURSE: Career Readiness II
DOMAIN: Personal/Social Development
CONCEPT: Self-Management

Standard:	Performance Objectives:
ACR.PS.4. Apply self-knowledge in order to develop career goals.	**ACR.PS.4.a** Set personal goals and monitor progress in IEP Transition Packet[1]. **ACR.PS.4.b** List personal variables that may affect realistic occupational choices. **ACR.PS.4.c** Initiate self-advocacy skills.

<table>
<tr><th colspan="3">I Can Statements</th></tr>
<tr><td>MOST COMPLEX ⟵</td><td></td><td>⟶ LEAST COMPLEX</td></tr>
<tr>
<td>**ACR.PS.4.a** (A) Set personal goals and monitor progress in IEP Transition Packet[1].</td>
<td>**ACR.PS.4.a** (B) Set personal goals that relate to interest obtained from transition assessments.</td>
<td>**ACR.PS.4.a** (C) Choose one or two personal goals that relates to interest obtained from transition assessments.</td>
</tr>
<tr>
<td>**ACR.PS.4.b** (A) List personal characteristics that may affect realistic occupational choices.</td>
<td>**ACR.PS.4.b** (B) Identify personal characteristics that may affect realistic occupational choices.</td>
<td>**ACR.PS.4.b** (C) Choose one or two personal characteristics that may affect realistic occupational choices.</td>
</tr>
<tr>
<td>**ACR.PS.4.c** (A) Initiate self-advocacy skills.</td>
<td>**ACR.PS.4.c** (B) Demonstrate self-advocacy skills (e.g., through role play, video modeling, performance, etc.).</td>
<td>**ACR.PS.4.c** (C) Express a need.</td>
</tr>
</table>

Real-World Connections:	Vocabulary:	
• Self-determination skills (self-monitoring, student participation, self-advocacy) • Job skills • Communication skills • Self-advocacy	• Assessments • Goals • IEP Transition Packet[1] • Interests • Needs	• Occupation • Realistic • Self-advocacy • Self-advocacy • Self-awareness

Resources
- **Activities:**
  - [Priority | Best Practices in Self-Advocacy Skill Building](#)

---

[1] 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.).

COURSE: Career Readiness II
DOMAIN: Personal/Social Development
CONCEPT: Self-Management

- **Assessments**
    - Interest Inventory
    - Career Assessments
    - Skills Assessment
    - Career Profiles
    - Career Interest Online Survey
    - Age Appropriate Transition Assessments
    - Mississippi Department of Rehabilitative Services
- **Lesson Plans:**
    - ME! Lessons for Teaching Self-Awareness & Self-Advocacy
- **Video:**
    - Career Videos

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

Standard: **ACR.PS.5.** Demonstrate appropriate communication and social skills.	Performance Objectives: **ACR.PS.5.a** Articulate thoughts and ideas effectively in oral, written or non-verbal skills using the student's mode of communication. **ACR.PS.5.b** Demonstrate knowledge of sequential steps in conversational skills (e.g., how to initiate, actively listen to, and end conversations). **ACR.PS.5.c** Identifies when others' thoughts, opinions and beliefs differ from his/her own.

I Can Statements

MOST COMPLEX ←⟶ LEAST COMPLEX

ACR.PS.5.a (A) Articulate thoughts and ideas effectively in oral, written or non-verbal skills using the student's mode of communication.	**ACR.PS.5.a** (B) Respond appropriately to a given topic.	**ACR.PS.5.a** (C) Express a need.
ACR.PS.5.b (A) Demonstrate knowledge of sequential steps in conversational skills (e.g., how to initiate, actively listen to, and end conversations).	**ACR.PS.5.b** (B) Order the given steps in conversational skills (e.g., how to initiate, actively listen to, and end conversations).	**ACR.PS.5.b** (C) Respond appropriately to a conversation prompt.
ACR.PS.5.c (A) Identify when others' thoughts, opinions and beliefs differ from his/her own.	**ACR.PS.5.c** (B) Identify facts or opinions that are different from his/her own.	**ACR.PS.5.c** (C) Choose an opinion.

Real-World Connections:
• Self-determination skills (self-monitoring, student participation, self-advocacy)
• Job skills
• Communication skills
	Vocabulary:
	• Communication
	• Conversation
	• Facts
	• Initiative • Listening
	         • Opinion
	         • Response

Resources
- **Activities/Lesson Plan:**
  - Communication: Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills (Pinterest)
  - Soft Skills CEOs Work On
  - Social Skills Lesson Plans

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

- o Additional Social Skills Lesson Plans
- **Videos**
  - o 16 YouTube Videos That Teach Social Skills
  - o Behaving Properly | Little Mandy Manners | TinyGrads | Children's Videos | Character Songs

COURSE: Career Readiness II
DOMAIN: Career Development
CONCEPT: Career Preparation

Standard:	Performance Objectives:
ACR.CD.3 Understand the relationship between work, society and the economy.	**ACR.CD.3.a** Explain how work contributes to individuals' lives. **ACR.CD.3.b** Describe relationships between people's needs and how these needs create employment options (e.g., between food and grocery stores and farms, between sick people and doctors and nurses, between lawn maintenance and lawn care companies, etc.). **ACR.CD.3.c** List services and agencies to assist in achieving post-secondary goals. **ACR.CD.3.d** Explain education and training required to achieve career goals. **ACR.CD.3.e** Research local and state employment opportunities that match student interests.

I Can Statements

MOST COMPLEX ←——————————————————→ LEAST COMPLEX

ACR.CD.3.a (A) Explain how work contributes to individuals' lives.	**ACR.CD.3.a** (B) List ways work contributes to individuals' lives (e.g., income, personal satisfaction, helping others, productive citizens, developing skills).	**ACR.CD.3.a** (C) Choose a benefit of working from several options (e.g., own a house, feed a family, own a car, earn a paycheck).
ACR.CD.3.b (A) Describe relationships between people's needs and how these needs create employment options (e.g., between food and grocery stores and farms, between sick people and doctors and nurses, between lawn maintenance and lawn care companies, etc.).	**ACR.CD.3.b** (B) Connect relationships between people's needs and employment options (e.g., between food and grocery stores and farms, between sick people and doctors and nurses, between lawn maintenance and lawn care companies, etc.).	**ACR.CD.3.b** (C) Match people's needs with jobs.
ACR.CD.3.c (A) List services and agencies to assist in achieving post-secondary goals.	**ACR.CD.3.c** (B) Match services to agencies that assist in achieving postsecondary goals.	**ACR.CD.3.c** (C) Identify a service or agency that assists in achieving postsecondary goals (e.g., social security office, vocational rehabilitation, counseling centers at colleges).
ACR.CD.3.d (A) Explain education and training required to achieve career goals.	**ACR.CD.3.d** (B) Identify education and training required to achieve career goals.	**ACR.CD.3.d** (C) Select a skill to learn to achieve career goals.

COURSE: Career Readiness II
DOMAIN: Career Development
CONCEPT: Career Preparation

ACR.CD.3.e (A) Research local and state employment opportunities that match student interests.	ACR.CD.3.e (B) List local and state employment opportunities that match student interests based on the IEP Transition Packet[1].	ACR.CD.3.e (C) Identify an employment opportunity that matches a student's interest based on the IEP Transition Packet[1].

Real-World Connections:
- Career path
- Career planning
- Communication skills
- Student choice
- Self-determination
- Self-monitoring
- Interagency collaboration
- Job fairs

Vocabulary:
- Career
- Communication skills
- Employment
- Goals
- IEP Transition Packet[1]
- Job fairs
- Postsecondary goals
- Self-determination
- Self-monitoring
- Student choice
- Work ethic

Resources
- **Activities/Lesson Plans:**
  o Middle School Career Development Resources
  o Career Development Process | Career Center | USC
  o Chapter 1: Career Development Process | Career/Life Planning and Personal Exploration
  o Mississippi Resource Directory
- **Assessments**
  o Career Tests…And you can take most of them for free online
- **Videos:**
  o What Occupation Interests Me?
  o Matching Interests and Careers

COURSE: Career Readiness II
DOMAIN: Career Development
CONCEPT: Career Selection and Planning

Standard:	Performance Objectives:
ACR.CD.4 Apply decision-making strategies, set goals and take necessary action to achieve employment goals.	**ACR.CD.4.a** Re-evaluate personal interests, abilities and skills through updated transition assessments from IEP Transition Packet[1]. **ACR.CD.4.b** Identify gaps in current and required skills to perform desired job. **ACR.CD.4.c** Develop annual goals and short-term objectives to incorporate into the IEP Transition Packet[1]. **ACR.CD.4.d** Track high school graduation requirements and progress into the IEP Transition Packet[1].

I Can Statements

MOST COMPLEX ←		→ LEAST COMPLEX
ACR.CD.4.a (A) Re-evaluate personal interests, abilities and skills through updated transition assessments through IEP Transition Packet[1].	**ACR.CD.4.a** (B) Identify any changes in personal interests, abilities, and skills through updated transition assessments through IEP Transition Packet[1].	**ACR.CD.4.a** (C) Complete updated transition assessments through IEP Transition Packet[1].
ACR.CD.4.b (A) Identify gaps in current and required skills to perform desired job.	**ACR.CD.4.b** (B) Select a gap in current and required skills to perform a desired job.	**ACR.CD.4.b** (C) Identify needed skills to perform a desired job.
ACR.CD.4.c (A) Develop annual goals and short-term objectives to incorporate into the IEP Transition Packet[1].	**ACR.CD.4.c** (B) Develop an annual goal based on results of assessments completed in IEP Transition Packet[1].	**ACR.CD.4.c.** (C) Choose goal from a set of 2-3 possible goals based on results of assessments completed in the IEP Transition Packet[1].
ACR.CD.4.d (A) Track high school graduation requirements and progress into the IEP Transition Packet[1].	**ACR.CD.4.d** (B) Select needed high school graduation requirements.	**ACR.CD.4.d** (C) Indicate courses already taken in a subject area (e.g., math, reading, science).

Real-World Connections:
- School-to-work transition
- Employment options
- Goal setting
- Meetings with School Counselor
- Postsecondary placement

Vocabulary:
- Ability
- Annual goals
- Courses
- Graduation requirements
- Long-term
- Short-term
- Skills
- Transition

COURSE: Career Readiness II
DOMAIN: Career Development
CONCEPT: Career Selection and Planning

Resources
- **Inventories:**
  - Pictorial Career-Interest Inventory
  - Photo Career Quiz
- **Lessons and Articles:**
  - Helping Students with Learning Disabilities Succeed by Setting Short- and Long-Term Goals
  - Goal-Setting and Decision-Making Lessons
  - Goal-Setting Workbook
  - SMART Goal-Setting Lesson
- **Video:**
  - What Occupation Interests Me?
  - Matching Interests and Careers

COURSE: Career Readiness II
DOMAIN: Technology
CONCEPT: Technology Operations and Concepts

Standard:	Performance Objectives:
ACR.T.4 Demonstrate functional use of advanced computer applications and skills.	**ACR.T.4.a** Demonstrate use of advanced commands to perform computer operations (e.g., insert graphics, insert text, copy/paste, cut/paste skills). **ACR.T.4.b** Demonstrates the ability to use technology for learning and entertainment, to complete a task and to source information.

I Can Statements

MOST COMPLEX ⟵——————————————————————————⟶ LEAST COMPLEX

ACR.T.4.a (A) Demonstrate use of advanced commands to perform computer operations (e.g., insert graphics, insert text, copy/paste, cut/paste skills).	**ACR.T.4.a** (B) Describe steps to complete one advanced command.	**ACR.T.4.a** (C) Demonstrate a basic skill. (e.g., save, print, type).
ACR.T.4.b (A) Demonstrates the ability to use technology for learning and entertainment, to complete a task and to source information.	**ACR.T.4.b** (B) Describe steps for using technology to complete a task.	**ACR.T.4.b** (C) Select a use of technology for entertaining or learning (e.g., social media, how-to videos).

Real-World Connections:
- Computer skills
- Leisure activities
- Job skills
- Problem solving (add to previous standards)
- Communication
- Type or text messages to communicate with colleagues, customers, or clients.
- Use assistive technology to complete specific job functions.
- Print documents at worksite.
- Create and/or use documents to communicate information to coworkers, clients, customers, or classmates.
- Create and/or use Microsoft Excel spreadsheets in work functions.
- Use data generated from spreadsheets or documents to complete work tasks.

Vocabulary:
- Commands
- Copy/paste
- Command
- Cut/paste
- Delete
- Entertainment
- Graphics
- Insert graphics
- Insert text
- Operations
- Skills
- Social media
- Technology
- Text

COURSE: Career Readiness II
DOMAIN: Technology
CONCEPT: Technology Operations and Concepts

Resources:
- **Activities and Lessons:**
  - Using Computers to Teach Special Education Students
  - Basic Keyboard Lessons
  - Typing Exercises
  - Career Development Lesson Plans Missouri Department of Elementary and Secondary Education
  - Microsoft Office Lesson Plans
- **Videos**
  - Video: A Teacher's View of Assistive Technology
  - MS Word: Inserting Graphics
  - MS Word: How to Copy and Paste
  - Missouri Connections Career Clusters
  - How to Save a Document in a Computer
  - What's a Career Path
  - Beginner's Guide to Microsoft Word
  - Missouri 16 Career Clusters Videos

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

Standard:	Performance Objectives:
ACR.T.5 Demonstrates proficiency when using websites and digital resources.	**ACT.T.5.a** Demonstrate proper netiquette in online communications. **ACR.T.5.b** Differentiates between legal/ethical and illegal/unethical behavior when using technology, including social interactions online or when using networked devices.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
ACR.T.5.a (A) Demonstrate proper netiquette in online communications.	**ACR.T.5.a** (B) Discuss or identify proper netiquette in online communications.	**ACR.T.5.a** (C) Select the appropriate online communications (e.g., sending a formal email vs. informal email).
ACR.T.5.b (A) Differentiates between legal/ethical and illegal/unethical behaviors when using technology, including social interactions online or when using networked devices.	**ACR.T.5.b** (B) Identify social interactions that are legal and ethical.	**ACR.T.5.b** (C) Select appropriate use of technology.

Real-World Connections:	Vocabulary:	
• Computer skills • Leisure activities • Problem solving • Ethical and legal behavior • Social interactions	• Appropriate • Digital respirce • Ethical • Formal • Illegal	• Informal • Netiquette • Online technology • Social interactions

Resources
- **Activities and Lessons:**
  - Evaluating Internet Resources
  - Evaluating Sources using C.R.A.P.
  - Key to Keywords
  - Teaching Source Credibility

- o [Bias and Reliability](#)
- o [Evaluating Bias in Online Information](#)
- **Videos**
  - o [Safe Internet Usage for Kids: Email, Chatting, Social Net, Downloading](#)
  - o [How to Use the Internet Properly](#)

COURSE: Career Readiness II
DOMAIN: Technology
CONCEPT: Research and Information Literacy

Standard:	Performance Objectives:
ACR.T.6 Demonstrate the ability to access pertinent information through technology.	**ACR.T.6.a** Locate digital resources to obtain information about a specific curricular topic. **ACR.T.6.b** Locate digital resources to obtain how-to-information (e.g., repair, job search engines, etc.).

<table>
<tr><td colspan="3" align="center">I Can Statements</td></tr>
<tr><td>MOST COMPLEX ←</td><td></td><td>→ LEAST COMPLEX</td></tr>
<tr>
<td>ACR.T.6.a (A) Locate digital resources to obtain information about a specific curricular topic.</td>
<td>ACR.T.6.a (B) Locate information from a given digital resource.</td>
<td>ACR.T.6.a (C) Select a resource to obtain needed information.</td>
</tr>
<tr>
<td>ACR.T.6.b (B) Locate digital resources to obtain how-to-information (e.g., repair, job search engines).</td>
<td>ACR.T.6.b (B) List digital resources that would provide how-to information (e.g., search engines, Google, YouTube).</td>
<td>ACR.T.6.b (C) Select a need for a how-to resource.</td>
</tr>
</table>

Real World Connections:	Vocabulary:	
• Problem solving • Computer skills • Information for leisure and recreation • Daily living skills.	• Digital resource • Information • How-to information • How-to resource	• Nettiquette • Search engine • Sources • Relevant topic

Resources
- **Activities and Lessons:**
  - Digital Citizenship
  - Evaluating Internet Resources
  - Evaluating Sources using C.R.A.P.
  - Key to Keywords
  - Teaching Source Credibility
  - Bias and Reliability

COURSE: Career Readiness II
DOMAIN: Technology
CONCEPT: Research and Information Literacy

- o Evaluating Bias in Online Information
- **Articles:**
  - o Educating Students about Online Safety
  - o Teaching Internet Safety to Younger Students
- **Games:**
  - o Internet Safety
- **Interest Inventory:**
  - o Interest Inventory
  - o Career Assessments
  - o Skills Assessment
  - o Career Profiles
- **Video:**
  - o Making Safe Online Choices