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**2020**  
***Mississippi***  
***Alternate***  
***Academic***  
***Standards for***  
***Career***  
***Readiness III & IV***

***Effective Date: 2020-2021 School Year***



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Ensuring a bright *future* for every child

# 2020 Mississippi Alternate Academic Achievement Standards for Career Readiness III & IV

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## Acknowledgements

The Mississippi Department of Education gratefully acknowledges the hard work of the following individuals for their involvement in developing the *Mississippi Alternate Academic Achievement Standards (MS AAAS) for Career Readiness III & IV*:

Meagan Arender	Rankin County School District
Angelitta Darden	Gulfport School District
Carlie Graves	Kosciusko School District
Denise Harrison	Mississippi Department of Education
Rhonda Jones	Alcorn County School District
Tina Keenan	Enterprise School District
LaNell Kellum	Mississippi State University RCU
Bonnie Owen	Mississippi State University RCU
Myra Pannell	Mississippi State University RCU
Ashley Privett	Desoto County School District
Denise Sibley	Mississippi State University RCU
Taye Smith	Clinton School District
Gwen Stallworth	Pascagoula Gautier School District
Stacey Todd	Ocean Springs School District
Mary West	Lincoln County School District
Nicole Wimberley	Rankin County School District

## Introduction

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* 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 *MS AAAS for Career Readiness* 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

The purpose of the *MS AAAS for Career Readiness* is to provide a common framework for teachers of students with a significant cognitive disability (SCD) to use in curriculum development and instructional delivery. 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* includes career-development, course-specific standards. The standards' contents are grouped into three domains: personal/social development, career development, and technology.

## Implementation

The *MS AAAS for Career Readiness III & IV* will be piloted during the 2020-2021 school year.



# 2020 Mississippi Alternate Academic Achievement Standards for Career Readiness III & IV

## Research and Background Information

The MDE is committed to creating a world-class educational system that prepares all students to be successful in college and in the workforce. Success for all students includes those with SCD. This Career Readiness course is designed to provide students with significant cognitive disabilities the skills, education, and experiences that prepare them for opportunities beyond high school. The *MS AAAS for Career Readiness* reflects common career development themes found in the *States' Career Cluster Initiative (2008)*, *American School Counselors Association Standards*, *National Career Development Guidelines*, and *The Partnership for 21st Century Learning* framework. Select standards from the International Society for Technology in Education (ISTE) are included to provide meaningful digital experiences that will translate to the workplace.

All the standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills students need for success in postsecondary settings. The accompanying teacher resource guide will use scaffolding to optimize student learning and meet each student as his or her ability level.

### Core Elements in the Use and Design of the *MS AAAS for Career Readiness III & IV*

The *MS AAAS for Career Readiness* was developed for students with significant cognitive disabilities. This document does not dictate a manner or specific methods of teaching. The standards in this document are not sequenced for instruction and do not prescribe classroom activities, materials, or instruction strategies. Rather, these standards are end-of-course expectations for each grade or course. The standards are intended to drive relevant and rigorous instruction that emphasizes student knowledge of both disciplinary core ideas (concepts) and the application of career readiness skills to support student readiness for postsecondary settings.

The *MS AAAS for Career Readiness* are comprised of three domains: personal/social, career development, and technology. Skills in each of these areas will be developed as students' progress through Career Readiness courses I-IV. The performance objectives in each domain are written with consideration to students with SCDs. A brief description of each domain is presented below:

1. Personal/social:

Cultivating personal and social development is a process that results in students understanding themselves and their capabilities as well as understanding themselves in relation to other people. Many of the critical 21st-century skills sought after by employers fall in the category of personal and social development: communication, collaboration, problem solving, initiative and personal responsibility. Explicit instruction with emphasis on the future work environment can be delivered in a variety of ways, including mentoring, job shadowing, career exploration, job simulations, site visits, and career training. Some students may not be working toward gainful employment. Therefore, it is equally important for students to develop socially acceptable leisure skills. Teaching appropriate leisure skills includes modeling of appropriate interaction with materials within the environment.

Students will understand themselves in relationship to other people. Through a



variety of tools, students will identify interests, abilities, and strengths that relate to an occupation of interest. Students will also learn how to make decisions and set goals toward achieving their career and life plans.

2. **Career development:**  
Students will build skills and a knowledge base that facilitates a successful transition from school to postsecondary education and/or work. In this course, students will explore career clusters, research career options, interact with employers and other professionals, demonstrate interview skills, and hone communication skills.
3. **Technology:**  
Technology is constantly changing how we work, transact business, and communicate. In this strand, students will learn the skills valued by employers and useful for everyday living. The computer skills they acquire will prepare them to communicate electronically in a professional setting. Internet safety and ethical online conduct are concepts that will be practiced and reinforced throughout the unit.

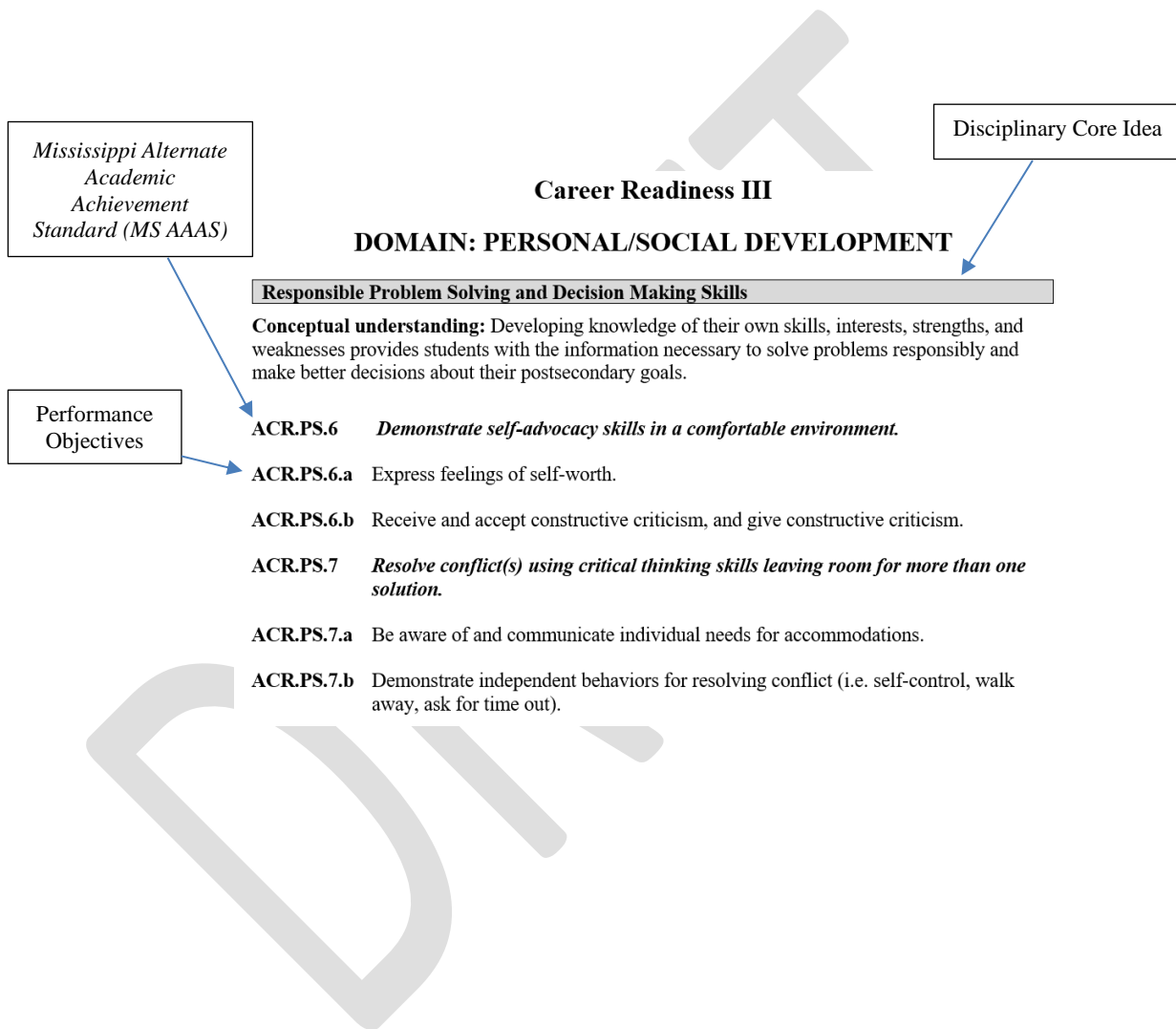
Using the internet as source for self-assessments, employment information, and other postsecondary options will provide relevant opportunities for students to experience the abundance of resources available online. The use of technology, including assistive devices, will increase learning outcomes because students will have a variety of ways to express what they are learning in the classroom and workplace.

## **Structure of the Standards Document**

The *Standards Document* is divided into the following four categories:

1. **Content strand:**  
In Career Readiness, the content strands are organized into three distinct areas: personal/social, career development, and technology.
2. **Disciplinary core ideas:**  
The disciplinary core ideas subdivide the main content strands based on recurring ideas found in each strand. These core ideas are the key organizing principles for the development of emphasis on one of the three content strands in each grade level. All content strands will be found in each grade level.
3. **Conceptual understanding:**  
These are statements of the core ideas for which student 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.

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



## Support Documents and Resources

The MDE Office of Special Education has developed support documents for the *MS AAAS Career Readiness* course. Local districts, schools, and teachers may use these documents to construct standards-based Career Readiness instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs. The support documents may include suggested resources, instructional strategies, sample lessons, and blueprints. Professional development efforts will be aligned to the *MS AAAS for Career Readiness* and delivered in accord with teacher resources to help expand expertise in delivering student-centered lessons. The most successful national models and programs will be referenced for a capacity-building effort that can develop a more effective culture of Career Readiness education in Mississippi.

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DRAFT

## Career Readiness III

### DOMAIN: PERSONAL/SOCIAL DEVELOPMENT

#### Responsible Problem Solving and Decision Making Skills

**Conceptual understanding:** Developing knowledge of their own skills, interests, strengths, and weaknesses provides students with the information necessary to solve problems responsibly and make better decisions about their postsecondary goals.

**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

**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 (i.e., self-control, walk away, ask for time out)

#### Communication

**Conceptual understanding:** Effective communication skills contribute to the success of any employee. Developing strong relationships within an organization depends on effective communication whether verbal, nonverbal, or written. Demonstrating the following objectives will facilitate productive working relationships with the students and their colleagues.

**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

### DOMAIN: CAREER DEVELOPMENT

#### Career Selection and Planning

**Conceptual understanding:** Students will have the opportunity to practice decision-making and goal-setting strategies to plan their postsecondary goals. The student's IEP Transition Packet\* will track the student's progress toward reaching his or her goals.

**ACR.CD.5** *Apply decision-making strategies, set goals, and take necessary action to achieve employment goals*

**ACR.CD.5.a** Re-evaluate personal interests, abilities, and skills through updated transition assessment from IEP Transition Packet\* and Transition Plan

**ACR.CD.5.b** Track high school graduation requirements and progress in IEP Transition Packet\*

**ACR.CD.5.c** Demonstrate awareness of the education and training required to achieve career goal

**ACR.CD.5.d** Determine gaps in current and required skills to perform desired job

**ACR.CD.5.e** Update short- and long-term work preparation goals in IEP Transition Packet\*

**ACR.CD.6** *Employ transition strategies for Future Job Placement*

**ACR.CD.6.a** Update the student's IEP Transition Packet\* that includes goals for education, employability, and life skills

**ACR.CD.6.b** Demonstrate knowledge of various services and agencies to assist in achieving postsecondary education employment goals and/or services

**ACR.CD.6.c** Demonstrate employability and job readiness skills in an internship, job shadowing, simulated work experience, or competitive employment

**ACR.CD.6.d** Exhibit sufficient skills to perform job task

## **DOMAIN: TECHNOLOGY**

### **Technology Operations and Concepts**

**Conceptual understanding:** While students may have some knowledge of technology, this section instructs students in the more advanced functions of the computer. This information will provide them with a context for additional technology instruction.

**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, ChartGo 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.)

### **Digital Citizenship**

**Conceptual understanding:** Living and learning in an interconnected world requires students to understand their roles in managing their digital identity and reputation as well as the permanence of

their online actions. Students learn the importance of engaging in positive, safe, and ethical behavior whether using technology for personal, educational, or employment purposes.

**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)

### Research and Informational Literacy

**Conceptual understanding:** The ability to access information from various resources is a skill that will benefit students throughout their lifetime. Technology, including assistive technology, will be used to research career-related information and to complete interest assessments.

**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.)

## Career Readiness IV

### DOMAIN: PERSONAL/SOCIAL DEVELOPMENT

#### Transition Planning

**Conceptual understanding:** Developing an accurate knowledge of their own skills, interests, strengths, and weaknesses provides students with the information necessary to make better transition decisions toward achieving their postsecondary goals.

**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.)

**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

**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.)

#### Communication

**Conceptual understanding:** Effective communication skills contribute to the success of any employee. Developing strong relationships within an organization depends on effective communication, whether verbal, nonverbal, or written. Demonstrating the following objectives will facilitate productive working relationships with the students and their colleagues.

**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



## DOMAIN: CAREER DEVELOPMENT

### Transition Strategies for Future Job Placement

**Conceptual understanding:** Students will have the opportunity to practice decision-making and goal-setting strategies to plan their postsecondary goals. The student's IEP Transition Packet\* will track the student's progress toward reaching their goals.

**ACR.CD.7** *Employ transition strategies for future job placement.*

**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 sufficient skills to perform job task with accommodations (as needed)

### Job Seeking and Advancement

**Conceptual understanding:** Students will have the opportunity to practice decision-making and goal-setting strategies to plan their postsecondary goals. The student's IEP Transition Packet\* will track the student's progress toward reaching their goals.

**ACR.CD.8** *Employ skills and strategies to secure, maintain, and advance in their chosen career or postsecondary opportunity*

**ACR.CD.8.a** Demonstrate ability to use different types of career information resources to facilitate career search

**ACR.CD.8.b** Update student IEP Transition Packet\* to reflect progress to date on education and skills acquired

**ACR.CD.8.c** Demonstrates job seeking skill: complete applications (e.g., online and/or paper)

**ACR.CD.8.d** Demonstrates job seeking skill: prepare resume and cover letter

**ACR.CD.8.e** Demonstrates job seeking skill: job interview preparation

**ACR.CD.8.f** Recognize personal boundaries, personal responsibility, and privacy needs in the workplace

**ACR.CD.8.g** Demonstrate employability and job readiness skills in an internship, job shadowing, simulated work experiences, or supportive or competitive employment

## DOMAIN: TECHNOLOGY

### Technology Operations and Concepts

While students may have some knowledge of technology, this section instructs students in the more advanced functions of the computer. This information will provide them with a context for additional technology instruction.

**ACR.T.10** *Learn common technology-related troubleshooting skills*

**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.)

**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 (i.e., making corrections to a document that has been edited and then resaving the document, photoshop editing, etc.)

### Digital Citizenship

**Conceptual understanding:** Living and learning in an interconnected world requires students to understand their roles in managing their digital identity and reputation as well as the permanence of their online actions. Students learn the importance of engaging in positive, safe, and ethical behavior, whether using technology for personal, educational, or employment purposes.

**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.)

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\*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.).