

Career Portfolio

Transition Plan

Name: Chris Volkman
Address: 1234 Ponce de Leon Boulevard
City: Coral Gables
State: FL
Zip Code: 33120
Phone Number: 305-333-2222
E-mail: cvolkman@aol.com
Birth Date: 01/23/90

Graduation Date

High School: June, XXXX
Post-secondary: January, XXXX

Measurable Post-Secondary Goals

Education: Coral Gables Vocational Center
Training: Food Preparation
Employment: Applebee's Restaurant
Independent Living Skills: Functional Life Skills

Date of Entry: 09/23/XX

MECA System Completed

- ✓ Interest Indicator Results
- ✓ Work Sample Results
- ✓ LAP Results
- ✓ Career Planner Results
- ✓ Personal Responsibility Results
(*Self-determination*)
- ✓ Success Profiler Results
(*Social/Emotional Learning*)
- ✓ Workplace Social Skills Results
Transition Plan/IEP
Other:

Additional Contents

- Resume
- Job Application
- Interview
- ✓ School Training Application
- ✓ Financial Aid Information
- ✓ References
- List of Competencies
- ✓ Letters of Recommendation
- ✓ Test Scores
- Special Awards
- Other:

In-School Work Experience

Job #1: Cafeteria Helper

Supervisor: Janet Jones

Start Date: 09/30/XX

Quit Date: 05/15/XX

Duties: help prepare food

Job #2: Teacher Assistant

Supervisor: Barb Hilbert

Start Date: 9/15/XX

Quit Date: 1/5/XX

Duties: help prepare classroom (set up tables, run copies, clean room)

Job #3:

Supervisor:

Start Date:

Quit Date:

Duties:

Job #4:

Supervisor:

Start Date:

Quit Date:

Duties:

Out-of-School Work Experience
Volunteer Work Experience

Name of Company: Applebee's

Supervisor: Steve Smith

Phone Number: 305-344-4444

Start Date: 10/21/XX

Quit Date: 7/2/XX

Duties: assist in setting up tables and help in the kitchen (dishwashing)

Name of Company:

Supervisor:

Phone Number:

Start Date:

Quit Date:

Duties:

Name of Company:

Supervisor:

Phone Number:

Start Date:

Quit Date:

Duties:

Name of Company:

Supervisor:

Phone Number:

Start Date:

Quit Date:

Duties:

Out-of-School Work Experience
Paid Work Experience

Name of Company: McDonald's

Supervisor: Kelly Fisher

Phone Number: 305-111-2222

Start Date: 9/14/XX

Quit Date: —

Duties: fryer cook

Name of Company:

Supervisor:

Phone Number:

Start Date:

Quit Date:

Duties:

Name of Company:

Supervisor:

Phone Number:

Start Date:

Quit Date:

Duties:

Name of Company:

Supervisor:

Phone Number:

Start Date:

Quit Date:

Duties:

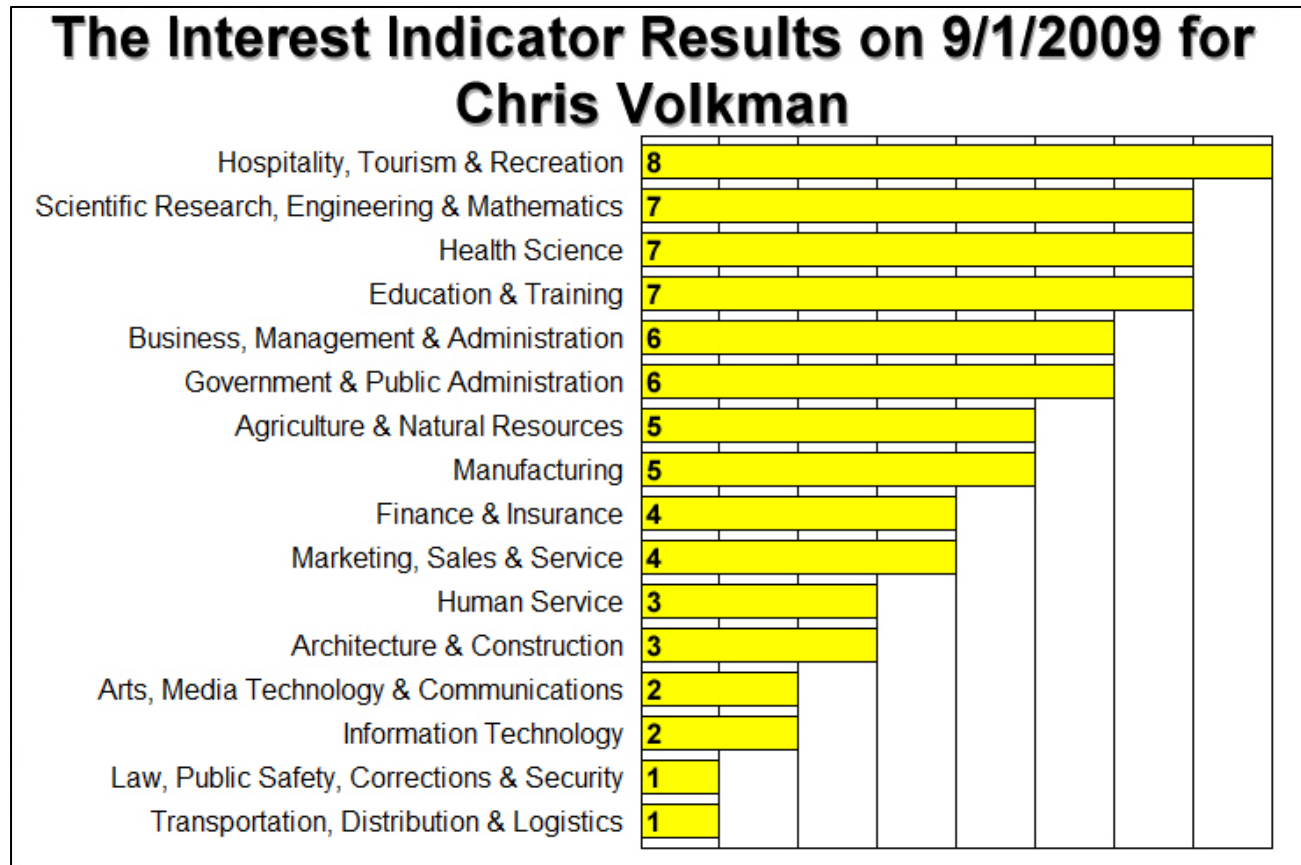
MECA Results

The Interest Indicator

The Interest Indicator Results:

Chris Volkman's highest area of interest was: **Hospitality, Tourism & Recreation**

Chris Volkman's lowest area of interest was: **Transportation, Distribution & Logistics**



Complete listing of interest areas:

=====

Hospitality, Tourism & Recreation 8
Scientific Research, Engineering & Mathematics 7
Health Science 7
Education & Training 7
Business, Management & Administration 6
Government & Public Administration 6
Agriculture & Natural Resources 5
Manufacturing 5
Finance & Insurance 4
Marketing, Sales & Service 4
Human Service 3
Architecture & Construction 3
Arts, Media Technology & Communications 2

Information Technology 2
Law, Public Safety, Corrections & Security 1
Transportation, Distribution & Logistics 1
(8 highest score - 0 lowest score)

Assigned Career Areas

=====

Biotechnology
Computer-Aided Design
Cosmetology
Custodial Housekeeping
Environmental Technician
Fast Foods Worker
Food Service
Professional Athlete

Work Samples

Most liked job activity: Food Service

Work Sample Results:

Interest Reaction Form

Food Service Work Samples
Work Sample #1

Did you like doing this work? Yes

Would you like to do this kind of work for a living? Yes

How did you do on this task? Very Good

Do you want to do another task in this career area? Yes

Work Sample Results Form

Date Completed: 5/23/XXXX

Program Name: Food Service Work Samples

Work Sample: #1

Time Standards	Rating
6 minutes, 59 seconds or less	1
7 minutes - 8 minutes, 59 seconds	2
9 minutes - 12 minutes, 59 seconds	3
13 minutes - 17 minutes, 59 seconds	4
18 minutes or more	5

Time on Task: 00:011:04

Time Rating: 3

Quality Standards	Rating
0-1 error	1
2-3 errors	2
4-5 errors	3
6-7 errors	4
8 or more errors	5

Total Errors: 3

Quality Rating: 2

Error List

- MINOR ERROR: put place mat down on table top about 2-3 inches from edge (+ or - 1 inch).
- MINOR ERROR: placed fork in center of napkin.
- MINOR ERROR: placed knife so that cutting edge is facing toward the plate.

Worker Characteristics

Explanation of Levels:

Level 5 - The top ten percent of the population

Level 4 - The highest third of the population

Level 3 - The middle third of the population

Level 2 - The lowest third of the population

Level 1 - The lowest ten percent of the population

Primary Skill Factors

Numerical Ability:	Level 3
Clerical Perception:	Level 2
Motor Coordination:	Level 4
Finger Dexterity:	Level 4
Manual Dexterity:	Level 3
Measuring Ability:	Level 2
Use of Hand Tools:	Level 3

Secondary Overall Skill Factors

Craftsmanship:	Level 3
Care in Handling:	Level 3
Ability to Follow Verbal Instructions:	Level 4
Ability to Follow Written Instructions:	Level 4

Interest Reaction Form

Food Service Work Samples

Work Sample #2

Did you like doing this work? Yes

Would you like to do this kind of work for a living? Yes

How did you do on this task? Very Good

Do you want to do another task in this career area? Yes

Work Sample Results Form

Date Completed: 5/23/XXXX

Program Name: Food Service Work Samples

Work Sample: #2

Time Standards	Rating
5 minutes, 59 seconds or less	1
6 minutes - 8 minutes, 59 seconds	2
9 minutes - 13 minutes, 59 seconds	3
14 minutes - 18 minutes, 59 seconds	4
19 minutes or more	5

Time on Task: 00:015:31

Time Rating: 4

Quality Standards	Rating
0-1 error	1
2-3 errors	2
4-5 errors	3
6-7 errors	4
8 or more errors	5

Total Errors: 3

Quality Rating: 2

Error List

- MINOR ERROR: filled out one order.
- MAJOR ERROR: skipped a message.

Worker Characteristics

Explanation of Levels:

Level 5 - The top ten percent of the population

Level 4 - The highest third of the population

Level 3 - The middle third of the population

Level 2 - The lowest third of the population

Level 1 - The lowest ten percent of the population

Primary Skill Factors

Numerical Ability: Level 3

Clerical Perception: Level 2

Motor Coordination: Level 4

Finger Dexterity: Level 4

Manual Dexterity: Level 3

Measuring Ability: Level 2

Use of Hand Tools: Level 3

Secondary Overall Skill Factors

Craftsmanship: Level 3

Care in Handling: Level 3

Ability to Follow

Verbal Instructions: Level 4

Ability to Follow

Written Instructions: Level 4

Interest Reaction Form

Food Service Work Samples
Work Sample #3

Did you like doing this work? Yes
Would you like to do this kind of work for a living? Yes
How did you do on this task? Very Good
Do you want to do another task in this career area? Yes

Work Sample Results Form

Date Completed: 5/23/XXXX
Program Name: Food Service Work Samples

Work Sample: #3

Time Standards	Rating
14 minutes, 59 seconds or less	1
15 minutes - 19 minutes, 59 seconds	2
20 minutes - 26 minutes, 59 seconds	3
27 minutes - 32 minutes, 59 seconds	4
33 minutes or more	5

Time on Task: 00:17:24
Time Rating: 2

Quality Standards	Rating
0-1 error	1
2-3 errors	2
4-5 errors	3
6-7 errors	4
8 or more errors	5

Total Errors: 6
Quality Rating: 4

Error List

- MINOR ERROR: washed hands.
- MINOR ERROR: closed pouring spout on dry milk box.
- MINOR ERROR: measured 1/2 teaspoon of honey.
- MINOR ERROR: washed all utensils with soap and warm water.
- MAJOR ERROR: left food on utensils.

Worker Characteristics

Explanation of Levels:

Level 5 - The top ten percent of the population

Level 4 - The highest third of the population

Level 3 - The middle third of the population

Level 2 - The lowest third of the population

Level 1 - The lowest ten percent of the population

Primary Skill Factors

Numerical Ability: Level 3

Clerical Perception: Level 2

Motor Coordination: Level 4

Finger Dexterity: Level 4

Manual Dexterity: Level 3

Measuring Ability: Level 2

Use of Hand Tools: Level 3

Secondary Overall Skill Factors

Craftsmanship: Level 3

Care in Handling: Level 3

Ability to Follow

Verbal Instructions: Level 4

Ability to Follow

Written Instructions: Level 4

Worker Trait Group Factors

Interest Patterns

09.04 1 - Interest in Dealing with Things and Objects

2 - Interest in Business Contact with People

3 - Interest in Routine, Concrete Activities

05.10 1 - Interest in Dealing with Things and Objects

3 - Interest in Routine, Concrete Activities

9 - Interest in Working with Machines, etc.

0 - Interest in Tangible Productive Satisfaction

Work Conditions

Work Locations

I - Inside

Work Conditions

4 - Wet and Humid

Worker Temperaments

09.04 5 - Dealing with People

2 - Short Cycle Operations

05.10 Y - Attainment of Standards

O - Objective

Data, People, and Things

09.04

7 D - Data

6 P - People

7 T - Things

05.10

3 D - Data

7 P - People

2 T - Things

Physical Demands

Strength

L - Light work

M - Medium work

Physical Activities

3. Stooping, kneeling, crouching, and/or crawling

4. Reaching, handling, fingering, and/or feeling

6. Seeing

Aptitudes

09.04 05.10

3	3	G - Intelligence
3	3	V - Verbal
5	3	N - Numerical
4	4	S - Spatial Discrimination
4	3	P - Form Perception
4	4	Q - Clerical Perception
3	4	K - Motor Coordination
4	3	F - Finger Dexterity
3	3	M - Manual Dexterity
4	5	E - Eye-Hand-Foot Coordination
5	4	C - Color Discrimination

General Educational Development

09.04

3-Reasoning

3-Math

3-Language

05.10

3-Reasoning

4-Math

3-Language

Preparation and Training

Entry and Advancement Information

09.04 E - To enter some occupations, workers need only the required
& 05.10 competencies and credentials.

Related Formal Training Programs

09.04 NFT - No formal training.

05.10 V - Vocational courses in home economics or trade or industrial fields.

Training Time

09.04 SVP 2,3 30 days up to and including 3 months
& 05.10

Related High School Level Courses

Directly Related

09.04

Language Skills

Physical Education

Consumer & Homemaking

Personal Services

Quantity Food

05.10
Consumer and Homemaking
Institutional & Home Management Services
Quantity Food

Indirectly Related

09.04
Speech
Basic Math Skills
Services
General Clerical

05.10
Basic Math Skills
Studio Arts and Crafts
Food Management
Mechanics
General Clerical
Metalworking
Personal Services

Second most liked job activity:

Work Sample Results:

Learning Assessment Programs

Most liked job activity: Food Service

Learning Assessment Program Results:

Date: 5/24/XXXX

Program Summary

Date Started: 5/23/XXXX

Date Completed: 5/24/XXXX

Total Time: 04:22:17

Score: 81/126 64%

Learning Assessment Program 1 Results

Section Title: Restaurant Vocabulary

Competency: General Vocabulary / Technical Vocabulary

Score: 9/15 (60%)

Time-on-Task: 00:18:13

Question Numbers in Exercise: 1 - 15

Incorrect Question Numbers: 1,3,7,10,13,14

Section Title: Restaurant Math

Competency: Whole Numbers

Score: 8/11 (73%)

Time-on-Task: 00:23:21

Question Numbers in Exercise: 16 - 26

Incorrect Question Numbers: 17,20,25

Section Title: Health Department Codes

Competency: Following Written Instructions / Literal Comprehension

Score: 4/7 (57%)

Time-on-Task: 00:15:08

Question Numbers in Exercise: 27 - 33

Incorrect Question Numbers: 27,30,32

Competency: Sequencing

Score: 6/7 (86%)

Time-on-Task: 00:19:11

Question Numbers in Exercise: 34 - 40

Incorrect Question Numbers: 37

Learning Assessment Program 2 Results

Section Title: Food Service Abbreviations

Competency: Following Oral Instructions / Abbreviations

Score: 5/8 (63%)

Time-on-Task: 00:23:21

Question Numbers in Exercise: 41 - 48

Incorrect Question Numbers: 44,45,48

Competency: Literal Comprehension

Score: 1/2 (50%)

Time-on-Task: 00:12:09

Question Numbers in Exercise: 49 - 50

Incorrect Question Numbers: 50

Section Title: Restaurant Menus and Math

Competency: Tables & Charts / Decimals

Score: 7/10 (70%)

Time-on-Task: 00:24:15

Question Numbers in Exercise: 51 - 60

Incorrect Question Numbers: 54,55,60

Section Title: Making Change

Competency: Decimals

Score: 4/7 (57%)

Time-on-Task: 00:19:10

Question Numbers in Exercise: 61 - 67

Incorrect Question Numbers: 61,62,66

Learning Assessment Program 3 Results

Section Title: Measurement

Competency: Tables & Charts / Measurements - Liquid

Score: 7/8 (86%)

Time-on-Task: 00:21:10

Question Numbers in Exercise: 68 - 75

Incorrect Question Numbers: 73

Competency: Measurements - Liquid
Score: 2/4 (50%)
Time-on-Task: 00:12:06
Question Numbers in Exercise: 76 - 79
Incorrect Question Numbers: 77,78

Competency: Measurements - Dry
Score: 4/6 (67%)
Time-on-Task: 00:13:13
Question Numbers in Exercise: 80 - 85
Incorrect Question Numbers: 80,84

Section Title: Vocabulary

Competency: General Vocabulary / Technical Vocabulary
Score: 5/10 (50%)
Time-on-Task: 00:21:12
Question Numbers in Exercise: 86 - 95
Incorrect Question Numbers: 88,89,92,93,94

Section Title: Recipe Math

Competency: Tables & Charts / Following Written Instructions / Measurements - Liquid & Dry / Equivalents
Score: 1/3 (33%)
Time-on-Task: 00:6:08
Question Numbers in Exercise: 96 - 98
Incorrect Question Numbers: 97,98

Competency: Tables & Charts / Following Written Instructions / Measurements - Liquid & Dry / Equivalents / Whole Numbers
Score: 6/10 (60%)
Time-on-Task: 00:14:15
Question Numbers in Exercise: 99 - 108
Incorrect Question Numbers: 99,102,106,108

Section Title: Quantities and Costs

Competency: Tables & Charts / Percents / Decimals
Score: 11/16 (69%)
Time-on-Task: 00:15:23
Question Numbers in Exercise: 109 - 124
Incorrect Question Numbers: 113,115,118,120,124

Competency: Averages
 Score: 1/2 (50%)
 Time-on-Task: 00:4:02
 Question Numbers in Exercise: 125 - 126
 Incorrect Question Numbers: 126

Instructional activities to help support post-secondary outcomes:

Curriculum:

Key state content standards:

LAP	Competency	Florida Content Standard
Food Service LAP 1	1. Restaurant Vocabulary	<p>General Vocabulary</p> <p>Language Arts: Grades 6-8 Strand A: Reading Standard 1: The student uses the reading process effectively. Benchmark LA.A.1.3.3: The student demonstrates consistent and effective and academic vocabularies in reading, writing, listening and speaking. Grade 7 Expectation 1. The student extends the vocabulary-building expectations of the sixth grade using seventh grade or higher level vocabulary.</p>
	Technical Vocabulary	<p>Language Arts: Grades 6-8 Strand A: Reading Standard 1: The student uses the reading process effectively. Benchmark LA.A.1.3.3: The student demonstrates consistent and effective and academic vocabularies in reading, writing, listening and speaking. Grade 7 Expectation 1. The student extends the vocabulary-building expectations of the sixth grade using seventh grade or higher level vocabulary.</p>
	2. Restaurant Math	<p>Whole Numbers</p> <p>Mathematics: Grades 6-8 Strand A: Number Sense, Concepts, and Operations Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving. Benchmark MA.A.3.3.1: The student understands and explains the effects of addition, subtraction, multiplication, and division on whole numbers, fractions, including mixed numbers, and decimals, including the inverse relationships of positive and negative numbers. Grade 6 Expectation 1. The Student knows the effects of the four basic operations on whole numbers, fractions, mixed numbers, and decimals.</p>

LAP

3. Health Department Codes

Competency

Following Written Instructions

Florida Content Standard

Language Arts: Grades 6-8 Strand C: Listening, Viewing Speaking

Standard 1: The student uses listening strategies effectively.

Benchmark LA.C.1.3.1: The student listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.

Grade 8 Expectation 1. The student follows verbal directions.

Literal Comprehension

Language Arts: Grades 6-8 Strand A: Reading

Standard 1: The student uses Reading processes effectively.

Benchmark LA.A.1.3.4: The student uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report.

Grade 7 Expectation 1. The student monitors own comprehension and makes modifications when understanding breaks down by rereading a portion aloud or silently.

Sequencing

Mathematics: Grades 6-8 Strand A: Number Sense, Concepts, and Operations

Standard 5: The student understands and applies theories related to numbers.

Benchmark MA.A.5.3.1: The student uses concepts about numbers including primes, factors, and multiples, to build sequence.

Grade 8 Expectation 2. The student applies number theory concepts to determine the terms in a real number sequence.

Food Service LAP 2 1. Food Service Abbreviations

Following Oral Instructions

Language Arts: Grades 6-8 Strand C: Listening, Viewing Speaking

Standard 1: The student uses listening strategies effectively.

Benchmark LA.C.1.3.1: The student listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.

Grade 8 Expectation 1. The student follows verbal directions.

Abbreviations

Language Arts: Grades 6-8 Strand B: Writing

Standard 1: The student uses writing processes effectively.

Benchmark LA.B.1.3.2: The student drafts and revises writing.

	Competency	Florida Content Standard
	Literal Comprehension	<p>Grade 8 Expectation 7. The student proofreads writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers, as appropriate.</p> <p>Language Arts: Grades 6-8 Strand A: Reading Standard 1: The student uses Reading processes effectively. Benchmark LA.A.1.3.4: The student uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report. Grade 7 Expectation 1. The student monitors own comprehension and makes modifications when understanding breaks down by rereading a portion aloud or silently.</p>
2. Restaurant Menus and Math	Tables & Charts	<p>Mathematics: Grades 6-8 Strand E: Data Analysis and Probability Standard 1: The student understands and uses the tools of data analysis for managing information. Benchmark MA.E.1.3.2: The student understands and applies the concepts of range and central tendency (mean, median, and mode). Grade 7 Expectation 1. The student finds the range, mean, median, and mode of data from a table, chart, or graph.</p>
	Decimals	<p>Mathematics: Grades 6-8 Strand A: Number Sense, Concepts, and Operations Standard 1: The student understands the different ways numbers are represented and used in the real world. Benchmark MA.A.1.3.1: The student associates verbal names, written word names, and standard numerals with integers, fractions, decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios. Grade 7 Expectation 1. The student knows word names and standard numerals for integers, fractions, decimals, ratios, numbers expressed as percents, numbers with exponents, numbers expressed in scientific notation, and numbers expressed using the square root radical.</p>
3. Making Change	Decimals	<p>Mathematics: Grades 6-8 Strand A: Number Sense, Concepts, and Operations Standard 1: The student understands the different ways numbers are represented and used in the real world.</p>

LAP

Competency

Florida Content Standard

Food Service LAP 3 1. Measurement

Tables & Charts

Benchmark MA.A.1.3.1: The student associates verbal names, written word names, and standard numerals with integers, fractions, decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios.
Grade 7 Expectation 1. The student knows word names and standard numerals for integers, fractions, decimals, ratios, numbers expressed as percents, numbers with exponents, numbers expressed in scientific notation, and numbers expressed using the square root radical.

Mathematics: Grades 6-8 Strand E: Data Analysis and Probability Standard 1: The student understands and uses the tools of data analysis for managing information.
Benchmark MA.E.1.3.2: The student understands and applies the concepts of range and central tendency (mean, median, and mode).
Grade 7 Expectation 1. The student finds the range, mean, median, and mode of data from a table, chart, or graph.

Measurements–Liquid

Mathematics: Grades 6-8 Strand B: Measurement Standard 1: The student measures quantities in the real world and uses the measures to solve problems.
Benchmark MA.B.1.3.1: The student uses concrete and graphic models to derive formulas for finding perimeter, area, surface area, circumference, and volume of two- and three-dimensional shapes, including rectangular solids and cylinders.
Grade 6 Expectation 1. The student uses concrete and graphic models to create formulas for finding the perimeter and area of plane figures and the volume of rectangular solids.

Measurements–Dry

Mathematics: Grades 6-8 Strand B: Measurement Standard 1: The student measures quantities in the real world and uses the measures to solve problems.
Benchmark MA.B.1.3.1: The student uses concrete and graphic models to derive formulas for finding perimeter, area, surface area, circumference, and volume of two- and three-dimensional shapes, including rectangular solids and cylinders.
Grade 6 Expectation 1. The student uses concrete and graphic models to create formulas for finding the perimeter and area of plane figures and the volume of rectangular solids.

LAP

	Competency	Florida Content Standard
2. Vocabulary	General Vocabulary	Language Arts: Grades 6-8 Strand A: Reading Standard 1: The student uses the reading process effectively. Benchmark LA.A.1.3.3: The student demonstrates consistent and effective and academic vocabularies in reading, writing, listening and speaking. Grade 7 Expectation 1. The student extends the vocabulary-building expectations of the sixth grade using seventh grade or higher level vocabulary.
	Technical Vocabulary	Language Arts: Grades 6-8 Strand A: Reading Standard 1: The student uses the reading process effectively. Benchmark LA.A.1.3.3: The student demonstrates consistent and effective and academic vocabularies in reading, writing, listening and speaking. Grade 7 Expectation 1. The student extends the vocabulary-building expectations of the sixth grade using seventh grade or higher level vocabulary.
3. Recipe Math	Tables & Charts	Mathematics: Grades 6-8 Strand E: Data Analysis and Probability Standard 1: The student understands and uses the tools of data analysis for managing information. Benchmark MA.E.1.3.2: The student understands and applies the concepts of range and central tendency (mean, median, and mode). Grade 7 Expectation 1. The student finds the range, mean, median, and mode of data from a table, chart, or graph.
	Following Written Instructions	Language Arts: Grades 6-8 Strand C: Listening, Viewing Speaking Standard 1: The student uses listening strategies effectively. Benchmark LA.C.1.3.1: The student listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest. Grade 8 Expectation 1. The student follows verbal directions.
	Measurements–Liquid & Dry	Mathematics: Grades 6-8 Strand B: Measurement Standard 1: The student measures quantities in the real world and uses the measures to solve problems. Benchmark MA.B.1.3.1: The student uses concrete and graphic models to derive formulas for finding perimeter, area, surface area, circumference, and volume of two- and three-dimensional shapes, including rectangular solids and cylinders.

LAP

Competency

Florida Content Standard

Grade 6 Expectation 1. The student uses concrete and graphic models to create formulas for finding the perimeter and area of plane figures and the volume of rectangular solids.

Equivalents

Mathematics: Grades 6-8 Strand A: Number Sense, Concepts, and Operations

Standard 1: The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.3.4: The student understands that numbers can be represented in a variety of equivalent forms, including integers, fractions, decimals, percents, scientific notation, exponents, radicals, and absolute value.

Grade 6 Expectation 4. The student converts a number expressed in one form to its equivalent in another form.

Whole Numbers

Mathematics: Grades 6-8 Strand A: Number Sense, Concepts, and Operations

Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark MA.A.3.3.1: The student understands and explains the effects of addition, subtraction, multiplication, and division on whole numbers, fractions, including mixed numbers, and decimals, including the inverse relationships of positive and negative numbers.

Grade 6 Expectation 1. The Student knows the effects of the four basic operations on whole numbers, fractions, mixed numbers, and decimals.

4. Quantities and Costs

Tables & Charts

Mathematics: Grades 6-8 Strand E: Data Analysis and Probability Standard

1: The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.3.2: The student understands and applies the concepts of range and central tendency (mean, median, and mode).

Grade 7 Expectation 1. The student finds the range, mean, median, and mode of data from a table, chart, or graph.

Percentages

Mathematics: Grades 6-8 Strand A: Number Sense, Concepts, and Operations

Standard 1: The student understands the different ways numbers are represented and used in the real world.

	<p>Benchmark MA.A.1.3.1: The student associates verbal names, written word names, and standard numerals with integers, fractions, decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios.</p> <p>Grade 7 Expectation 1. The student knows word names and standard numerals for integers, fractions, decimals, ratios, numbers expressed as percents, numbers with exponents, numbers expressed in scientific notation, and numbers expressed using the square root radical.</p>
Decimals	<p>Mathematics: Grades 6-8 Strand A: Number Sense, Concepts, and Operations</p> <p>Standard 1: The student understands the different ways numbers are represented and used in the real world.</p> <p>Benchmark MA.A.1.3.1: The student associates verbal names, written word names, and standard numerals with integers, fractions, decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios.</p> <p>Grade 7 Expectation 1. The student knows word names and standard numerals for integers, fractions, decimals, ratios, numbers expressed as percents, numbers with exponents, numbers expressed in scientific notation, and numbers expressed using the square root radical.</p>
Averages	<p>Mathematics: Grades 6-8 Strand E: Data Analysis and Probability Standard 1: The student understands and uses the tools of data analysis for managing information.</p> <p>Benchmark MA.E.1.3.2: The student understands and applies the concepts of range and central tendency (mean, median, and mode).</p> <p>Grade 7 Expectation 1. The student finds the range, mean, median, and mode of data from a table, chart, or graph.</p>

Second most liked job activity:

Learning Assessment Program Results:

Instructional activities to help support post-secondary outcomes:

Curriculum:

Key state content standards:

Career Planner

Most liked job activity: Food Service

Career Planner Results:

Questionnaire Type: Youth
Date Completed: 5/25/XXXX
Time-On-Task: 00:04:32

Questionnaire Information

-
1. What did you like most about this job? **Seeing people enjoy the food I make.**
 2. What did you not like about this job? **Nothing, I enjoyed everything about the job.**
 3. Would you like to do this kind of work for a living? **Yes**
 4. What kind of skills or training do I need?

What I Say: **I need to learn how to cook.**

What Others Say: **Attend Coral Gables Vocational Center**

5. Do you think you have the skills to do this job?

What I Say: **Not yet, but I can learn.**

What Others Say: **Seems to have the aptitude to learn these skills.**

6. Can I get these skills or training in high school?

What I Say: **Yes**

What Others Say: **No**

7. What high school courses should I take?

What I Say: **Math, Cooking**

What Others Say: **101, Integrated Math I; 201, Integrated Math II; 301, Algebra; 401 Integrated Math III; 101 Food Service; 201, Food and Nutrition; 301, Culinary Arts; 401, Hospitality; 101, Communication Arts I; 201; Communication Arts II; 301, Communication Arts III; 405, Interpersonal Communication**

8. Do I need to go to school after high school? Where?

What I Say: **No**

What Others Say: **Yes, Coral Gables Vocational Center – Food Service 9 month training program**

9. Will I be able to get into this kind of school after high school?

What I Say: **Sure**

What Others Say: **Possible, but needs adult basic education first.**

10. If not, what can I do so I'll be able to get into this kind of school?

What I Say: **I need to learn more math.**

What Others Say: **Needs additional basic skills training.**

11. Are there some ways I can learn the skills I need other than through school?

What I Say: **No**

What Others Say: **Possible on the job training.**

Related high school courses: General Math, Algebra, Home Economics and Communications

School: Coral Gables High School

Length: 4 years

Training: Coral Gables Vocational Center/Food Service

Length: 9 months

Job Placement: Applebee's

Most practical job/training opportunity:

Location of job/training opportunities:

Important dates:

Second liked job activity:

Career Planner Results:

Related high school courses:

School:

Length:

Training:

Length:

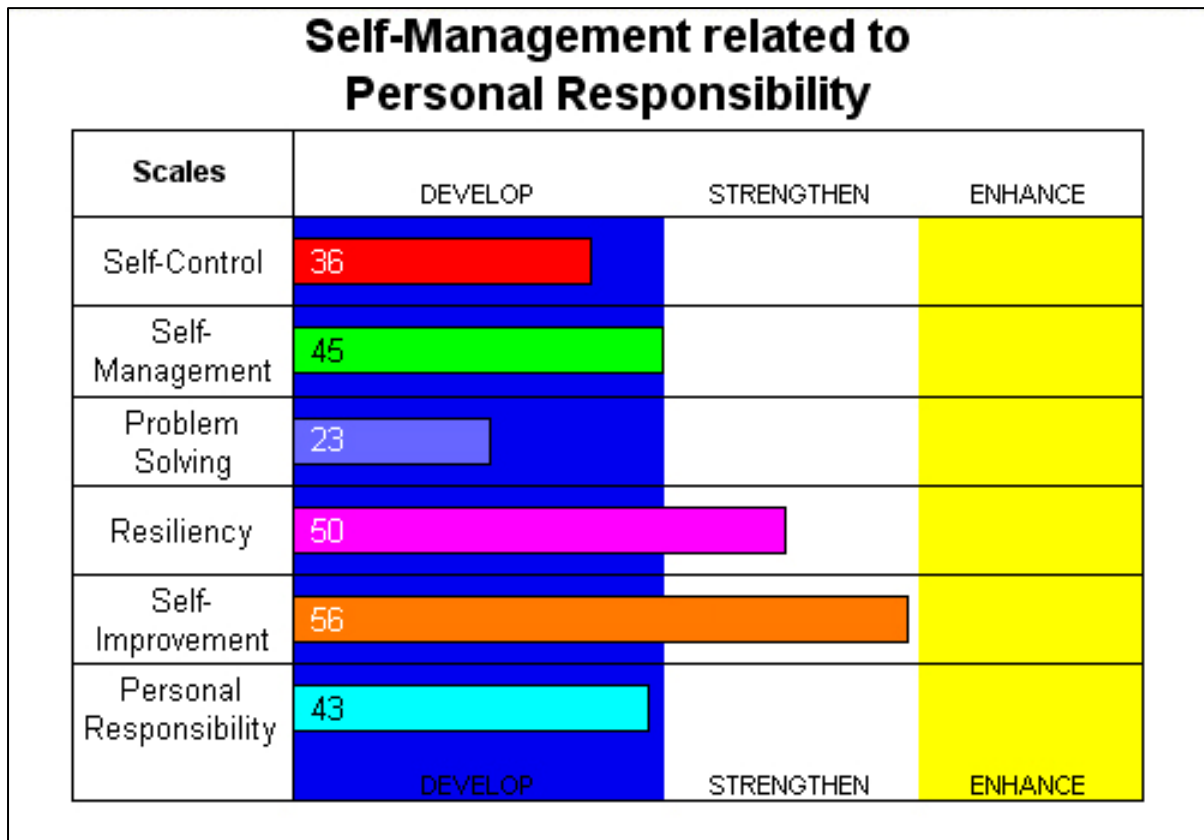
Job Placement:

Most practical job/training opportunity:

Location of job/training opportunities:

Important dates:

**Personal Responsibility Map
(Self-determination)**



Skill Enhancement: Goal Setting

Pre-test: Develop

Post-test: Enhance

Skill Enhancement: Problem Solving

Pre-test: Develop

Post-test: Strengthen

Life Purpose Statement: I want to help others enjoy themselves. I want to be of service to others.

Personal Responsibility

Post-secondary Goal Statement (action verb): attend food preparation school

Measurable Outcome: graduate from 9 month training program at Coral Gables Vocational Center

Target Date: 9/15/XX – 5/30/XX

Resources needed: money for tuition and transportation

Post-secondary Goal Statement (action verb): get a job in food service

Measurable Outcome: get a job within 10 days of graduating from Food Preparation program

Target Date: 06/09/XX

Resources needed: help in finding a job

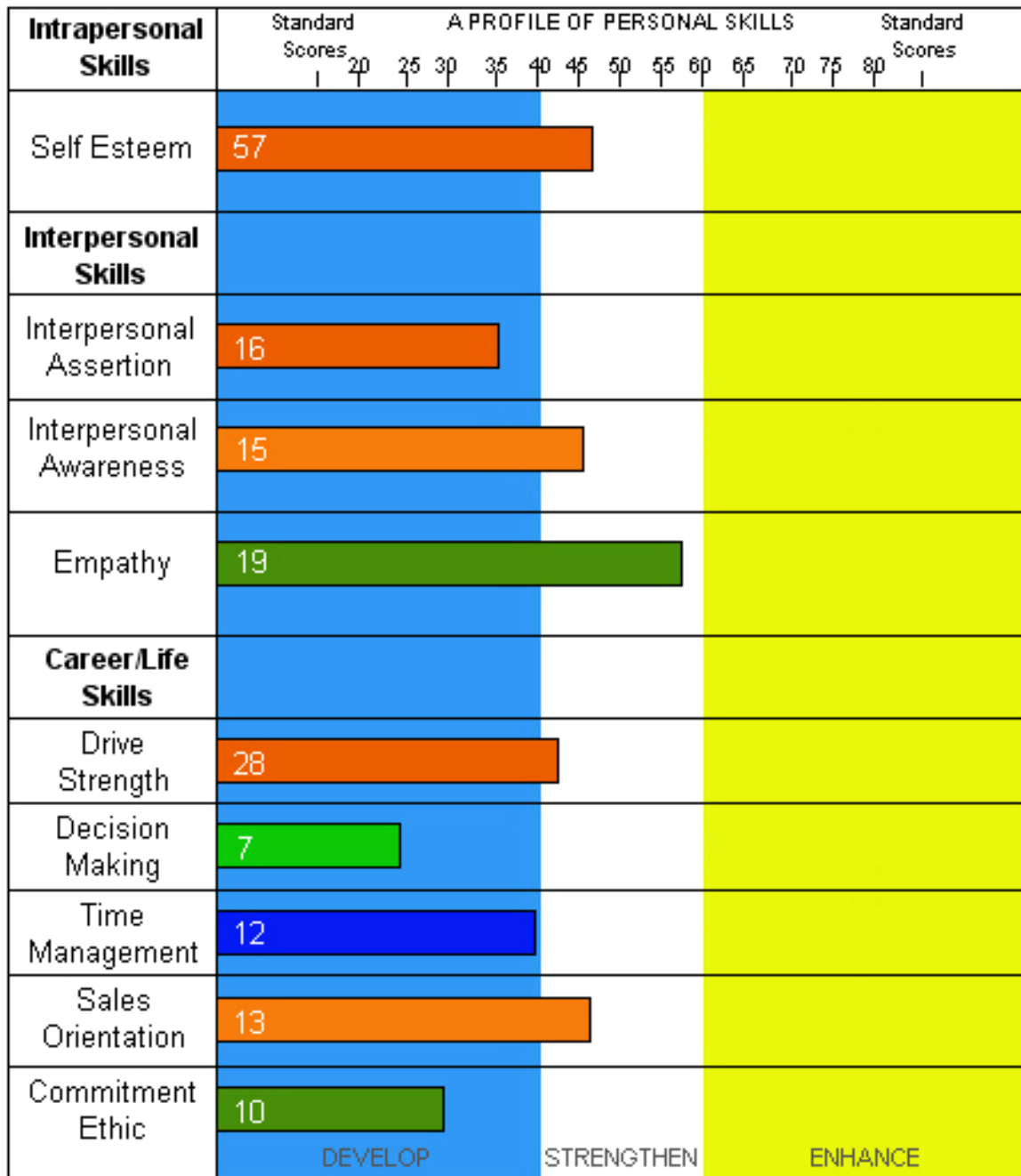
Post-secondary Goal Statement (action verb):

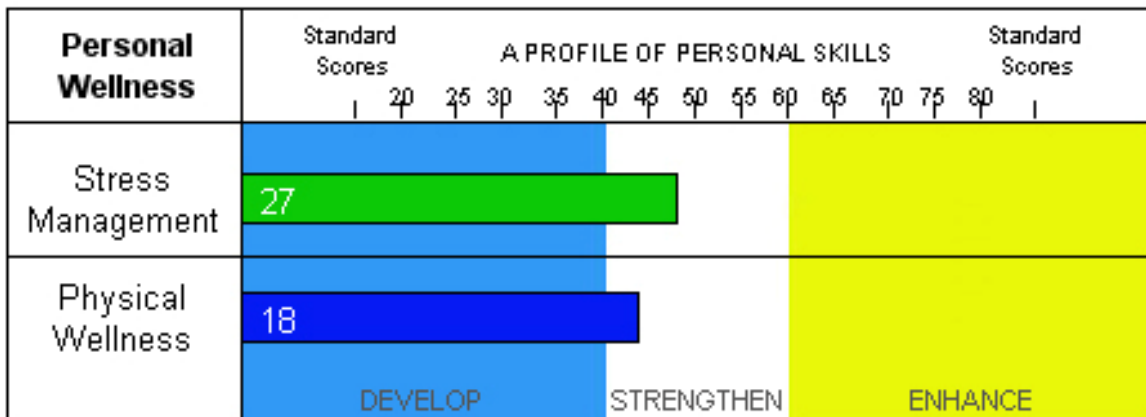
Measurable Outcome:

Target Date:

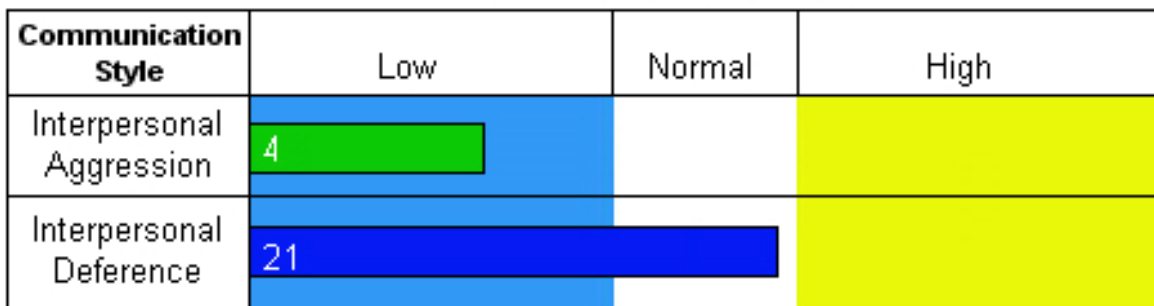
Resources needed:

**Personal Skills Map
(Social/Emotional Learning)**

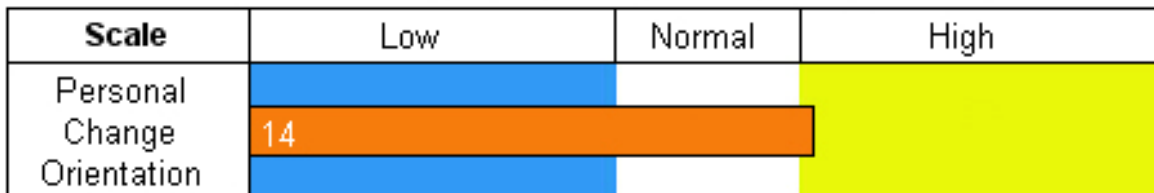




PERSONAL COMMUNICATION STYLE



PERSONAL CHANGE ORIENTATION



Skill Enhancement: Decision Making

Pre-test: Develop

Post-test: Strengthen

Skill Enhancement: Commitment Ethic

Pre-test: Develop

Post-test: Enhance

***Independent Living Skills
Functional Skills System
Workplace Social Skills***

Personal Social Skills:

- Take responsibility
- Be dependable
- Maintain hygiene, grooming, dress
- Be polite and courteous
- Have self control

Initiating Social Skills:

- Greet others/start conversations/give information
- Introduce self
- Give directions
- Join others in groups
- Apologize/excuse self

Responding Social Skills:

- Listen and respond to others
- Follow directions
- Handle criticism

Primary post-secondary measurable goal: Cook

Date to be implemented: 9/15/XX

Date to be completed: 5/30/XX

Resources needed: cost of tuition - \$1,250.00

Supportive services needed: transportation

Academic skills needed to reach post-secondary goal(s): see Learning Assessment Program report

Functional/Independent living skills needed to develop: Chris needs to learn how to use public transportation – Functional Life Skills – Public Transportation

Social skills needed to develop: see Workplace Social Skills report

Assistive technology needed:

Other:

Secondary post-secondary measurable goal:

Date to be implemented:

Date to be completed:

Resources needed:

Supportive services needed:

Academic skills needed to reach post-secondary goal(s):

Functional/Independent living skills needed to develop:

Social skills needed to develop:

Assistive technology needed:

Other:

High School Education

School: Coral Gables High School

Address: 1234 Ocean View Drive

City: Coral Gables

State: FL

Zip Code: 33121

Phone Number: 333-123-4567

Contact in case of emergency: James Volkman, 333-133-5555

Program courses: Food Preparation

Length: 9 months

Cost: \$1,250.00

Transportation: needs assistance

Special accommodations: none

Community agencies involved: Division of Vocational Rehabilitation

Education Plan Course of Study

9th Grade

Required courses: 101, Integrated Math I; 101 Food Service; 101, Communication Arts I

Elective courses:

Needed skills or competencies: see Work Sample, LAP and Functional Skills System report

Where to get skills or competencies: see correlation to state content standards

10th Grade

Required courses: 201, Integrated Math II; 201, Food and Nutrition; 201; Communication Arts II

Elective courses:

Needed skills or competencies: see Work Sample, LAP and Functional Skills System report

Where to get skills or competencies: see correlation to state content standards

11th Grade

Required courses: 301, Algebra; 301, Culinary Arts; 301 Communication Arts III

Elective courses:

Needed skills or competencies: see Work Sample, LAP and Functional Skills System report

Where to get skills or competencies: see correlation to state content standards

12th Grade

Required courses: 401 Integrated Math III; 401, Hospitality; 405, Interpersonal Communication

Elective courses:

Needed skills or competencies: see Work Sample, LAP and Functional Skills System report

Where to get skills or competencies: see correlation to state content standards

Extra curricular activities (in school): help in the cafeteria

Extra curricular activities (out of school): part-time work in food service

Post-Secondary Goals

Post-secondary education/training

School: Coral Gables Vocational Center

Address: 1234 Sierra Mist Drive

City: Coral Gables

State: FL

Zip Code: 33121

Phone Number: 305-666-6666

Program or courses: Food Preparation

Full/Part Time: Part Time

Starting Date: 6/15/XX

Length of program: 9 months

Cost: \$1,250.00

Funding: DVR

Transportation: need assistance

Special accommodations: none

Employment

Full/Part Time:

Site:

Address:

City:

State:

Zip Code:

Phone Number:

Job:

Wage:

Transportation:

Starting date:

Special accommodations:

Supportive Employment

Full/Part Time:

Site:

Address:

City:

State:

Zip Code:

Phone Number:

Job:

Wage:

Transportation:

Starting date:

Special accommodations:

Other Training

Full/Part Time:

Program or courses:

Address:

City:

State:

Zip Code:

Phone Number:

Starting Date:

Length of program:

Cost:

Funding:

Transportation:

Special accommodations: