



Kinnelon Public Schools

Curriculum Scope and Sequence

for

Study Skills II
Grade 11

General Overview, Course Description or Course Philosophy

This course is designed to support high school students with various skills in order to be successful in daily life.

CURRICULUM SCOPE AND SEQUENCE

Content Area	Study Skills	Course Title/Grade Level:	Study Skills 2/ 11th Grade
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GENERAL OVERVIEW AND PACING

Topic/Unit Name		Suggested Pacing (Days/Weeks/Periods)
Topic/Unit 1	Individualized Educational Plan	3-4 days per week/ 3 weeks
Topic/Unit 2	Improve Self-Advocacy and Goal Setting for Personal Needs	3-4 days per week/ 4 weeks
Topic/Unit 3	Gain Information from Printed Materials or Oral Presentations	3-4 days per week/ 3 weeks
Topic/Unit 4	Improve Recall and Understanding of Information from Print or Oral Presentations	3-4 days per week/ 3 weeks
Topic/Unit 5	Improve Competence in Oral and Written Communication	3-4 days per week/ 4 weeks
Topic/Unit 6	Improve Ability to Solve Math Problems	3-4 days per week/ 4 weeks
Topic/Unit 7	Time Management and Organization Strategies to Complete Class and Work Assignments	3-4 days per week/ 4 weeks
Topic/Unit 8	Improve Test-Taking Skills	Ongoing throughout the year
Topic/Unit 9	Improve Social and Interpersonal Skills to Interact Appropriately with Peers and Adults in a Variety of Settings	3-4 days per week/ 4 weeks
Topic/Unit 10	Motivation	3-4 days per week/ 2 weeks
Topic/Unit 11	Transitions	Ongoing throughout the year

Unit/Topic Title	Individualized Educational Plan	Approximate Pacing	3-4 days per week/ 3 weeks
OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS			
Students will understand:			
An awareness of the IEP is critical for an understanding of learning goals and objectives.			
CONTENT AREA STANDARDS			
NJSLS #	Standard Language		
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.		
RELATED STANDARDS			
NJSLS #	21st Century Life and Career Standards		
9.1.12. A.3	Analyze the relationship between various careers and personal earning goals.		
NJSLS #	English Language Arts		
RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.		
STUDENT LEARNING TARGETS			
Declarative Knowledge		Procedural Knowledge	
Students will know:		Students will be able to:	
- The characteristics and purpose of an Individual Educational Plan (IEP). - The characteristics of steps in IEP development. - The required and optional participants in the IEP meeting.		- Participate actively in own IEP meetings - Identify important areas to explore for transition planning. - Identify sources of information about personal interests, preferences, strengths, and needs. - Identify desired long-term outcomes. - Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP. - Assist in identifying alternatives and choices available to reach the IEP goals and objectives. - Assist in identifying the risks and benefits of each option considered in the individual plan. - Assist in setting realistic annual goals and short-term objectives or benchmarks.	
EVIDENCE OF LEARNING			
Formative Assessments (Ongoing assessments during the learning period)	Students will: Be knowledgeable of their IEP and use their accommodations where appropriate. Advocate for their accommodations within the IEP. Actively participate in the IEP process.		

Summative Assessments (Assessment at the end of the learning period)	Student will be tested on location of information within the IEP.
RESOURCES	
http://www.ldonline.org/indepth/iep http://www.pacer.org/parent/php/PHP-c113.pdf IEPs from past students -redacted (names obscured)	
DIFFERENTIATED INSTRUCTIONAL STRATEGIES / RESOURCES / MATERIALS	
The following differentiated instructional strategies include and are not limited to: • Additional time for tasks and activities • Conscience partnerships and/ or groups • Graphic organizers • Larger font • Copy of class notes and presentations • Modify task and/ or activities • Discuss task with student before presenting to the whole group	

Unit/Topic Title	Improve Self-Advocacy and Goal Setting for Personal Needs	Approximate Pacing	3-4 days per week/ 4 weeks
OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS			

Students will understand:	
Improved self- advocacy and goal setting will assist in personal needs.	
CONTENT AREA STANDARDS	
NJSLS #	Standard Language
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
RELATED STANDARDS	
NJSLS #	21st Century Life and Career Standards
9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
NJSLS #	English Language Arts
SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STUDENT LEARNING TARGETS	
Declarative Knowledge	Procedural Knowledge
Students will know: - There are behaviors that enable one to function independently in a variety of situations. - The benefits of using a planning process to set personal goals. - The steps to be followed when making a plan. - That planning and goal setting affect one's feeling of self-control and effectiveness.	Students will be able to: - Identify characteristics of behaviors that enable one to function independently in a variety of situations. - Identify factors that support and require independent functioning in a variety of situations. - Demonstrate behaviors that enable one to function independently in a variety of situations. - Stay on task until its completion. - Seek help and accept assistance. - Monitor own behaviors.
EVIDENCE OF LEARNING	
Formative Assessments (Ongoing assessments during the learning period)	Students will: Ask for help when needed. Clearly present their needs. Communicate learning needs in a coherent, calm manner.
Summative Assessments (Assessment at the end of the learning period)	Students will be able to communicate their learning differences to their teachers.
RESOURCES	
http://www.ldpride.net/selfadvocacy.htm http://www.ldinfo.com/self_advocacy_manual.htm	

DIFFERENTIATED INSTRUCTIONAL STRATEGIES / RESOURCES / MATERIALS

The following differentiated instructional strategies include and are not limited to:

- Additional time for tasks and activities
- Conscience partnerships and/ or groups
- Graphic organizers
- Larger font
- Copy of class notes and presentations
- Modify task and/ or activities
- Discuss task with student before presenting to the whole group

Unit/Topic Title	Gain Information from Printed Materials or Oral Presentations	Approximate Pacing	3-4 days per week/ 3 weeks
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OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS	
Students will understand: the ability to identify and locate oral, print, or visual information for specified purposes is a critical skill.	
CONTENT AREA STANDARDS	
NJSLS #	Standard Language
RL.11-12.1.	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
RELATED STANDARDS	
NJSLS #	21st Century Life and Career Standards
CRP7.	Employ valid and reliable research strategies.
STUDENT LEARNING TARGETS	
Declarative Knowledge	Procedural Knowledge
Students will know: - How to identify and locate oral, print, or visual information for specified purposes. - How to interpret and use oral, print, or visual information for specified purposes.	Students will be able to: - Use cues in a document to locate specific information in a text. - Answer factual questions about paragraphs. - Read and comprehend frequently-used words from a specified word list. - Paraphrase a sentence or phrase to clarify meaning when completing functional tasks. - Determine main idea stated in a paragraph. - Identify the stated cause or effect of an action or event in a paragraph.
EVIDENCE OF LEARNING	
Formative Assessments (Ongoing assessments during the learning period)	Students will: Have notes demonstrating effective listening skills of class discussions and lessons. Students will be able to answer questions from the text accurately.
Summative Assessments (Assessment at the end of the learning period)	Student will be participate in discussion and asked to recount pertinent facts.

RESOURCES

<http://www.nclrc.org/guides/HED/pdfs/chapter4.pdf>

DIFFERENTIATED INSTRUCTIONAL STRATEGIES / RESOURCES / MATERIALS

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- Copy of class notes and presentations
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Unit/Topic Title	Improve Recall and Understanding of Information from Print or Oral Presentations	Approximate Pacing	3-4 days per week/ 3 weeks
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OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS	
Students will understand: organization and retrieval of oral, print, or visual information for specified purposes is essential for learning.	
CONTENT AREA STANDARDS	
NJSLS #	Standard Language
SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
RELATED STANDARDS	
NJSLS #	21st Century Life and Career Standards
CRP4	Communicate clearly and effectively and with reason.
NJSLS #	English Language Arts
RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
STUDENT LEARNING TARGETS	
Declarative Knowledge	Procedural Knowledge
Students will know: - The importance of self-monitoring strategies to clarify and remember information obtained when reading or listening. - The use of strategies to relate and integrate new information with background knowledge. - The use of prior knowledge to predict outcomes or meaning of information being read or heard. - How to determine a logical conclusion or generalization for a paragraph or passage. - How to use visual imagery to clarify and remember information used in completing functional tasks.	Students will be able to: - Use mnemonic devices to identify and organize key facts, ideas, or events to increase recall. - Identify characteristics of methods used to organize information. - Locate information alphabetically. - Locate information by category when completing functional tasks. - Identify components of the listening process in order to listen more effectively to conversations, lectures, and discussions. - Use critical listening skills to gain understanding. - Use strategies to improve listening.
EVIDENCE OF LEARNING	
Formative Assessments (Ongoing assessments during the learning period)	Student will: Be able to paraphrase what they are reading in their mainstream classes Summarize readings Interpret Cornell style notes from mainstream classes
Summative Assessments (Assessment at the end of the learning period)	Student will be able to recall information from notes and readings.

RESOURCES

<http://istudy.psu.edu/FirstYearModules/Reading/Materials.html>

DIFFERENTIATED INSTRUCTIONAL STRATEGIES / RESOURCES / MATERIALS

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- Additional time for tasks and activities
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- Larger font
- Copy of class notes and presentations
- Modify task and/ or activities
- Discuss task with student before presenting to the whole group

Unit/Topic Title	Improve Competence in Oral and Written Communication	Approximate Pacing	3-4 days per week/ 4 weeks
OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS			

Students will understand:	
The preparation of oral, written, or visual information for expression or presentation requires planning, creating drafts, editing and proofing, rehearsing, revising.	
CONTENT AREA STANDARDS	
NJSLS #	Standard Language
W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
RELATED STANDARDS	
NJSLS #	21st Century Life and Career Standards
CRP4	Communicate clearly and effectively and with reason.
NJSLS #	English Language Arts
RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
STUDENT LEARNING TARGETS	
Declarative Knowledge	Procedural Knowledge
Students will know: - How to prepare oral, written, or visual information for expression or presentation. - How to express oral, written, or visual information for specified purposes.	Students will be able to: - Identify characteristics of key elements of documents and oral communications. - Use strategies to create documents or oral communications that relate a series of sequential events. - Select the appropriate format for documents and oral communications to accomplish functional tasks. - Write simple sentences. - Use the standard conventions of grammar, punctuation, and mechanics in preparing written text. - Proofread written communications to identify errors and needed revisions. - Revise documents and written communications to improve meaning and focus.
EVIDENCE OF LEARNING	
Formative Assessments (Ongoing assessments during the learning period)	Student will: Practice writing essays given by teacher

	Be able to brainstorm ideas for writing aloud with teacher Practice writing grammatically correct sentences Proofread work for mainstream classes, editing where necessary
Summative Assessments (Assessment at the end of the learning period)	Student will be able to write a coherent essay, with correct punctuation and sentence structure.
RESOURCES	
http://coreoutcomes.project.mnscu.edu/vertical/Sites/%7BE2112FB9-5C7D-42ED-BBA8-BC9D5787E60D%7D/uploads/%7BB41B9408-F51A-4D0C-80DA-8EF2893FA671%7D.PDF http://www.mindtools.com/CommSkll/CommunicationIntro.htm	
DIFFERENTIATED INSTRUCTIONAL STRATEGIES / RESOURCES / MATERIALS	
The following differentiated instructional strategies include and are not limited to: • Additional time for tasks and activities • Conscience partnerships and/ or groups • Graphic organizers • Larger font • Copy of class notes and presentations • Modify task and/ or activities • Discuss task with student before presenting to the whole group	

Unit/Topic Title	Improve Ability to Solve Math Problems	Approximate Pacing	3-4 days per week/ 4 weeks
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OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS	
Students will understand: A systematic approach will improve their ability to solve math problems.	
CONTENT AREA STANDARDS	
NJSLS #	Standards for Mathematical Practice
MP1	Make sense of problems and persevere in solving them.
RELATED STANDARDS	
STUDENT LEARNING TARGETS	
Declarative Knowledge	Procedural Knowledge
Students will know: - Follow a systematic approach when using mathematical concepts and processes to solve problems in accomplishing functional tasks. - Determine whether insufficient, sufficient, or extraneous information is given in solving particular mathematical problems - Express mathematical problems using alternative methods to accomplish functional tasks - Identify that a problem exists in school. - What should or could be (e.g., consistent low grades on tests, fighting with peers, habitual tardiness, failure to complete chores).	Students will be able to: - Apply a general model for solving problems - Differentiate between problems individuals can solve by themselves and those that they can solve only with assistance from others. - Identify characteristics of basic problem-solving strategies. - Apply brainstorming techniques when starting to solve a problem. - Identify the separate steps of a complicated process when solving a problem involving many tasks
EVIDENCE OF LEARNING	
Formative Assessments (Ongoing assessments during the learning period)	Student will: Discuss with math teacher times for extra help Self-advocate and ask for assistance when needed Write all assignments in agenda and check agenda Learn how to break down word problems by teacher made assignments
Summative Assessments (Assessment at the end of the learning period)	Student will be given a word problem test, similar to the SAT, at their level.
RESOURCES	
http://academic.cuesta.edu/acasupp/as/701.htm http://www.geosoc.org/schools/pass/math1.htm	
DIFFERENTIATED INSTRUCTIONAL STRATEGIES / RESOURCES / MATERIALS	
The following differentiated instructional strategies include and are not limited to: - Additional time for tasks and activities - Conscience partnerships and/ or groups - Graphic organizers	

- Larger font
- Copy of class notes and presentations
- Modify task and/ or activities
- Discuss task with student before presenting to the whole group

Unit/Topic Title	Time Management and Organization Strategies to Complete Class and Work Assignments	Approximate Pacing	3-4 days per week/ 4 weeks
OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS			
Students will understand:			
Identification, prioritizing, and planning class and work assignments are critical organizational strategies.			
CONTENT AREA STANDARDS			
NJSLS #	21st Century Life and Career Standards		
2.2.6.B.1	Use effective decision-making strategies.		
STUDENT LEARNING TARGETS			
Declarative Knowledge		Procedural Knowledge	
Students will know:		Students will be able to:	
- Identify purposes of planning class and work assignments - Identify components of a plan to complete class and work assignments - State steps to complete a task. - Identify, prioritize, and schedule job responsibilities		- Use strategies to pace work so that assignment is completed according to a schedule. - Identify alternative approaches when faced with difficulty in completing a task. - Use strategies to monitor own work so that assignment is completed according to expectations or required standards. - Follow a systematic procedure to complete specific tasks with increasing independence. - Identify mistakes on task assignments with and without assistance.	
EVIDENCE OF LEARNING			
Formative Assessments (Ongoing assessments during the learning period)	Student will: Have agenda checked every class Have a notebook/backpack check for organization Bring proper books and materials to class Create timelines for longer term assignments		
Summative Assessments (Assessment at the end of the learning period)	Notebook/backpack/agenda check		
RESOURCES			
http://www.mindtools.com/pages/main/newMN_HTE.htm http://www.studygs.net/timman.htm			
DIFFERENTIATED INSTRUCTIONAL STRATEGIES / RESOURCES / MATERIALS			
The following differentiated instructional strategies include and are not limited to:			
Additional time for tasks and activities			

- Conscience partnerships and/ or groups
- Graphic organizers
- Larger font
- Copy of class notes and presentations
- Modify task and/ or activities
- Discuss task with student before presenting to the whole group

Unit/Topic Title	Improve Test-Taking Skills	Approximate Pacing	Ongoing throughout the year
OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS			
Students will understand:			
To improve test taking skills previewing, allocating time, outlining responses to essays, and reviewing answers must be done.			
CONTENT AREA STANDARDS			
RELATED STANDARDS			
NJSLS #	21st Century Life and Career Standards		
CRP2.	Apply appropriate academic and technical skills.		
CRP9.	Model integrity, ethical leadership and effective management.		
STUDENT LEARNING TARGETS			
Declarative Knowledge		Procedural Knowledge	
Students will know:		Students will be able to:	
- identify problems and examine alternative solutions. - implement solutions to problems and evaluate effectiveness.		- Use strategies to prepare for successful performance on tests. - Use strategies to perform successfully on tests. - Use strategies to improve performance on subsequent tests.	
EVIDENCE OF LEARNING			
Formative Assessments (Ongoing assessments during the learning period)	Student will: Inform teacher when tests are announced Have materials assembled and accessible for studying Seek extra help from mainstream teacher if unsure of material		
Summative Assessments (Assessment at the end of the learning period)	Teacher made test on test-taking strategies		
RESOURCES			
http://people.richland.edu/james/misc/testtake.html http://www.testtakingtips.com/			
DIFFERENTIATED INSTRUCTIONAL STRATEGIES / RESOURCES / MATERIALS			
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Unit/Topic Title	Improve Social and Interpersonal Skills to Interact Appropriately with Peers and Adults in a Variety of Settings	Approximate Pacing	3-4 days per week/ 4 weeks
OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS			
Students will understand:			
Improved social and interpersonal skills will assist in interacting appropriately with peers and adults in a variety of settings.			
CONTENT AREA STANDARDS			
NJSLS #	Standard Language		
2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.		
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.		
STUDENT LEARNING TARGETS			
Declarative Knowledge		Procedural Knowledge	
Students will know:		Students will be able to:	
- Identify patterns of conduct that comply with social and environmental expectations in specified situations. - Demonstrate patterns of conduct that comply with social and environmental expectations in specified situations. - respond effectively to unexpected events and potentially harmful situations. - cooperate in a variety of group situations. - interact acceptably with others within the course of social, vocational, and community living.		- Identify characteristics of behaviors that enable one to function effectively in a variety of social situations. - Identify characteristics of behaviors that prevent one from functioning effectively in a variety of social situations. - Cooperate with peers. - Show respect for property of others. - Monitor own behaviors that enable one to function effectively in a variety of social situations and make adjustments if needed. - Behave in ways that comply with personal safety rules and procedures.	
EVIDENCE OF LEARNING			
Formative Assessments (Ongoing assessments during the learning period)	Through observation, student will: Address the teacher and other students politely Keep/respect boundaries Have appropriate interpersonal relationships with parents, teachers, and peers. Not evoke highly negative responses from others that lead to high levels of peer rejection.		
Summative Assessments (Assessment at the end of the learning period)	Student will have a reduction of student discipline referrals to the principal's office, school suspensions, and teacher reprimands.		
RESOURCES			
http://www.selfesteem2go.com/social-skills-activities.html http://www.allbusiness.com/human-resources/careers-career-development/11134-1.html			
DIFFERENTIATED INSTRUCTIONAL STRATEGIES / RESOURCES / MATERIALS			

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Unit/Topic Title	Motivation	Approximate Pacing	3-4 days per week/ 2 weeks
OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS			
Students will understand:			
Motivation is the force that moves you from just thinking about something to doing it.			
CONTENT AREA STANDARDS			
NJSLS #	2014 Comprehensive Health and Physical Education Standards		
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.		
2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.		
STUDENT LEARNING TARGETS			
Declarative Knowledge		Procedural Knowledge	
Students will know:		Students will be able to:	
- What motivates them - External motivators are those that come from a source outside of them. - Internal motivators are those that are within them.		- Understand what motivates them. - Apply motivation strategies.	
EVIDENCE OF LEARNING			
Formative Assessments (Ongoing assessments during the learning period)	Student will: Interview motivated students and summarize what they said Write down what motivates them, and check that daily Make use of objectives that are challenging but attainable Will know what they are to do, how to proceed, and how to determine when they have achieved goals		
Summative Assessments (Assessment at the end of the learning period)	Teacher observation that student is more motivated		
RESOURCES			
http://www.selfmotivationskills.com/ http://www.patsula.com/books/gb2.pdf			
DIFFERENTIATED INSTRUCTIONAL STRATEGIES / RESOURCES / MATERIALS			
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Unit/Topic Title	Transitions	Approximate Pacing	Ongoing throughout the year
OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS			
Students will understand:			
Emerging Employable Skills, Structured Learning Experience, and Career Planning			
CONTENT AREA STANDARDS			
RELATED STANDARDS			
NJSLS #	21st Century Life and Career Standards		
CRP1	Act as a responsible and contributing citizen and employee.		
CRP4	Communicate clearly and effectively and with reason.		
CRP9	Model integrity, ethical leadership and effective management.		
CRP10	Plan education and career paths aligned to personal goals		
STUDENT LEARNING TARGETS			
Declarative Knowledge		Procedural Knowledge	
Students will know:		Students will be able to:	
- Skills that are needed for a job. - Skills that are needed to look for a job. - How to fill out a job application. - How to interview for a job. - Job skills and expectations.		- Select a job that best fits their best skills. - Fill out a job application - Interview for a job - Identify appropriate work behavior. - Identify job skills. - Understand job expectations. - Observe various job locations within the community.	
EVIDENCE OF LEARNING			
Formative Assessments (Ongoing assessments during the learning period)	Students will: - Search for a job they may want to pursue. - Fill our sample job applications. - Practice job interviewing. - Visit and observe members of the community who have jobs.		
Summative Assessments (Assessment at the end of the learning period)	Students will choose a career that they may want to pursue, fill out a mock job application, and take part in a mock job interview.		
RESOURCES			
https://www.nj.gov/education/specialed/transition/CBICurricularMaterials.pdf			

DIFFERENTIATED INSTRUCTIONAL STRATEGIES / RESOURCES / MATERIALS

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- Graphic organizers
- Larger font
- Copy of class notes and presentations
- Modify task and/ or activities
- Discuss task with student before presenting to the whole group