Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Job Transition

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Job Transition/ Personal and Career Exploration **Grade Level(s): 9-12**	**Unit Summary**: This unit will assist students as part of their transition into their adult life to explore their personal interests and careers to prepare them for goal setting.
Essential Question(s): What are my personal interests? What is a job? Why do people work? What are the career clusters? What are some careers that would relate to my personal interests?	**Enduring Understanding(s):** Students will explore their personal interests, values, and personality traits. Students need to understand their strengths and weaknesses Students need to understand difference between a job and a career. Student need to be familiar with the 16 career clusters in preparation in setting goals. Students need to make the connection between how career choice will affect their lifestyle.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target	NJSLS:
1. Define a job, an occupation, and a career. 2. Describe how skills, interests, and desired lifestyle may shape career plans. 3. List reasons why people work. 4. Explain how work life affects lifestyle. 5. Determine values, interests, aptitudes and abilities. 6. Explain the importance of a good self-concept in choosing a career. 7. Identify your personality and learning styles and match them to career choices. 8. Recognize personal strengths and weaknesses.	1. CRP.K-12.CRP.10 2.WORK.K-12.9.2.A.a 3. WORK.K-12.9.2.B.1 4. NJCluster9.4 A-P 5. 9.2.12.C.1 a. AAAA.K-12.4.1 - [*Cumulative Progress Indicator*] - Demonstrate an understanding of one's own personal strengths and needs. b. AAAA.K-12.1.2 - [*Cumulative Progress Indicator*] - Identify personal goals, interests, preferences and abilities related to work activities.

Interdisciplinary Connections:

English: Researching and investigating to assist in planning. - W.5.7
Preparing to create an appropriate goal using writing strategies W.5.6.
Independent Living: Determining strengths and weaknesses as well as understanding learning styles
Determining conflicting interest and how it involves one's decisions -2.2.6.B.3

Students will engage with the following text:

-Various internet resources:

https://www.thebalancecareers.com/
https://www.thebalancecareers.com/interest-inventories-526168
https://www.mynextmove.org/explore/ip
https://careertech.org/career-clusters
-Teacher-made materials

Students will write:

- Student will use writing in do now or warm-up activities.
- Students will use writing to make a list of hobbies and interests.
- Students will use writing to create a comparative chart of likes and dislikes.
- Students will use writings to list strengths and struggles.
- Students will use writing in individual projects.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

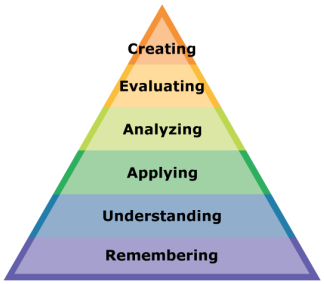
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

-Whole class discussions
-Small Group discussions
-Various hands-on activities
-Use of chromebooks for interactive activities
-Art, Media responses: Collages, powerpoint, Canvas, piktochart
-Interest inventory
-Class discovery of matching interests and careers
-Pair/share activities: discussions on interests, strengths and struggles
-Investigating Career Clusters

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Assessments through:
participation in planning and creating a self profile
Participation in class discussion and answering application questions.
Frequent checks of understanding by asking questions related to objectives.
Observation during independent activities.
Observation during pair and share activities on their ability to express and explain personal goals.
Student completion of various writing assignments and worksheets.

Accommodations/Modifications:

Extra time given when needed
Preferential seating
Additional processing time during activities and class discussions
Use of chromebooks/other technology to assist in writing
One-one assistance when appropriate
Verbal prompting and natural supports
Tiered materials for various learning levels
Materials read to students when appropriate.

Summative Assessments:

Create Self Portfolio using the Chromebook (google Docs) Must include: Lifestyle Goals, Values, interests, Aptitudes and abilities, personality traits, and learning styles. (Should also include any interest inventory results).

Accommodations/Modifications:

Extra time given when needed.
Additional processing time to complete assessments.
Use other technology to assist in writing.
Use of pencil and paper in place of chromebook (google Docs)
Individual help by teacher or classroom aides for redirection and clarification of directions.
Verbal prompting and natural supports.
Tiered materials for various learning levels
Materials read to students when appropriate.

Performance Assessments:

Group presentation on a Career Cluster of their choice

Accommodations/Modifications:

Extra time given when needed.
Additional processing time to complete assessments.
Use of chromebooks/other technology to assist in writing.
Individual help by teacher or classroom aides for redirection and clarification of directions.
Verbal prompting and natural supports.
Tiered materials for various learning levels
Materials read to students when appropriate.

(2)PART I: UNIT RATIONALE

<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Job Transition/ Developing A Career Plan **Grade Level(s): 9-12**	**Unit Summary**: This unit will assist students in choosing appropriate goals and learn to successfully attain them in developing a career plan.
Essential Question(s): Why do I need to plan for the future? What makes me a productive member of society? What are different career possibilities? Who are the people that can help me obtain my goal? How can I attain a job that is realistic to my interests and abilities? How can I break down the steps to achieve my goals?	**Enduring Understanding(s):** Students will plan education and career path aligned to personal goals. Students will determine eduction and training you need to reach your career goal Students need to know how to set appropriate goals to plan for their lifestyle.. Students must learn how to break down their goals into manageable steps. Students must be able to identify why they chose a particular job and goal. Students need to determine the education and training needed to reach their career goal. Student will know who they go to for trusted advice and assistance in achieving their goals.

(2)PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target	NJSLS:
1. To analyze personal interests to apply towards future and career planning. 2. Apply strengths and weaknesses to use as a guide for goal setting. 3. Evaluate different career possibilities. 4. To recognize a support team and other resources for career planning. 5. To distinguish what it means to be a responsible and contributing member of society. 6. To create an appropriate individual goal for the future. 7. Determine the education and training needed to reach career goals. 8. Develop a career action plan to meet career goals by assessing personal abilities and interest.	1. CRP.K-12.CRP10.1 2.CRP.K-12.CRP7 3. WORK.K-12.9.1.A

Interdisciplinary Connections:

English: Researching and investigating to assist in planning. - W.5.7
Creating an appropriate goal using writing strategies W.5.6.
Independent living: Decision making using personal supports -2.2.12.B.1, 2.2.8.B.2
Determining conflicting interest and how it involves one's decisions -2.2.6.B.3

Students will engage with the following text:

-Various internet resources:
https://www.umassd.edu/fycm/goalsetting/resources/smartgoals/
https://www.edweek.org/tm/articles/2015/01/20/10-tips-for-setting-successful-goals-with.html
http://enhanced-learning.net/doc/samples/GSWMsamplepages.pdf
-Stanfield DVD Program

-Teacher-made materials

Students will write:

- Student will use writing in do now or warm-up activities.
- Students will use writing to make a list of hobbies and interests.
- Students will use writing to create a comparative chart of likes and dislikes.
- Students will use writings to list strengths and struggles.
- Students will use writing in individual projects.
- Students will use writing to create a timeline of the changes and experiences in their life so far.
- Students will use writing to construct an appropriate goal and the steps to achieve it.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

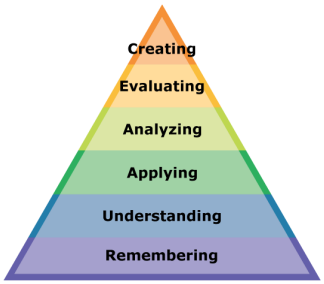
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

-Whole class discussions
-Small Group discussions
-Various hands-on activities
-Use of chromebooks for interactive activities
-Art, Media responses: Collages, powerpoint, Canvas, piktochart
-Interest inventory
-Class discovery of matching interests and careers
-Creating a timeline
-Pair/share activities: discussions on interests, strengths and struggles
-SMART goal planning
-Career action plan project

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Assessments through:
Participation in class discussion and answering application questions.
Frequent checks of understanding by asking questions related to objectives.
Observation during independent activities.
Observation during pair and share activities on their ability to express and explain personal goals.
Observation during role playing activities.
Student completion of various writing assignments and worksheets.

Accommodations/Modifications:

Extra time given when needed
Preferential seating
Additional processing time during activities and class discussions
Use of chromebooks/other technology to assist in writing
One-one assistance when appropriate
Verbal prompting and natural supports
Tiered materials for various learning levels
Materials read to students when appropriate.
Allow students use illustrations as a response when appropriate.

Summative Assessments:

Create SMART long-term goals for work, learning, community, recreation and leisure, relationships, and home life.
Create and present a map using technology showing how the career action plan was developed by using a rubric for teacher assessment and self assessment.

Accommodations/Modifications:

Extra time given when needed.
Additional processing time to complete assessments.
Use of chromebooks/other technology to assist in writing.
Individual help by teacher or classroom aides for redirection and clarification of directions.
Verbal prompting and natural supports.
Tiered materials for various learning levels
Materials read to students when appropriate.

Performance Assessments:

Completion of SMART goal project according to completion checklist created by teacher.
Add Smart Goals to Self Portfolio

Accommodations/Modifications:

Extra time given when needed.
Additional processing time to complete assessments.
Use of chromebooks/other technology to assist in writing.
Individual help by teacher or classroom aides for redirection and clarification of directions.
Verbal prompting and natural supports.
Tiered materials for various learning levels
Materials read to students when appropriate.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Job Transition

Course Number:

(3)PART I: UNIT RATIONALE

<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Job Transition/Finding a Job	**Unit Summary**: This unit will assist students in going through the job search process from job hunting, interviewing to getting to the job .
Grade Level(s): 9-12	

Essential Question(s):	Enduring Understanding(s):
How/where do I look for a job?	Students must learn what do to search for a job (networking, search engines, want ads)
What is the difference between a job and a career when searching for work?	Students need to understand that entry level jobs can lead to experience for career placements.
How do I compete a job application?	Students will be acquainted with various types of job applications hard copies and online in order to successfully and accurately complete one.
What is a resume?	Students will utilize template and information on their pocket resumes to complete a professional resume.
What types outfits are appropriate for a job interview?	Students will demonstrate the ability to appropriately groom and dress for an interview.
Why is it important to prepare for a job interview?	Students will have a command of a basic job interview questions and be able to demonstrate the ability to answer questions confidently.
How do i complete various employment forms needed to get hired?	Students will be familiar with the various forms needed as hired to complete the job search process.
Why is it important have a transportation plan for getting to to work?	Students will understand the need to clean up their social media sites as they begin to apply for jobs. Students will be aware of various transportation options and have a plan on which they will use for individual needs to be independent to search for and become gainfully employed..

(3)PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target	
1. **To become familiar with search engines and internet sites to assist in finding a job such as (Indeed.com, Linkedin, CareerBuilder, SimplyHired, Ziprecruiter, Monster.com)**	**CRP.K-12.CRP7** - [*Practice*] - Employ valid and reliable research strategies CPRK-12 CPR 2 Apply appropriate academic and technical skills CRP4. Communicate clearly and effectively and with reason

2. **To employ various modes of job searching including networking, store front walk ins, help wanted ads, telephone soliciting.**

3. **Develop an understanding of how volunteering and entry level jobs can lead to career path employment.**

4. **To become familiar with vocabulary and formats used in online and hard copy job applications and be able to practice and demonstrate the ability to independently complete a job application.**

5. **After gathering pertinent and accurate information, students will use a template to develop a comprehensive resume of all their experiences and skill sets on a resume.**
6. **To develop a basic cover letter template that can be applied to any job being applied for**

7. **Students will be able to evaluate the type of job interview they will be engaged in and make appropriate choices for grooming and proper attire.**

8. **Students will have the opportunity to analyze and illustrate best communication practices including body language, facial expressions, tone and listening skills.**
9. **Students will have a command of basic job interview questions and given the opportunity to prepare and practice will be able to demonstrate the ability to answer those questions confidently.**
10. **To be aware of and be prepared to complete forms needed to complete the job seeking process such as W-4, I-9 Employment Eligibility Verifications forms. online banking forms etc**
11. **To understand that social media can influence whether or not they are offered a job**

12. **Explore various options for getting to and from work. Understand the pros and cons of each option make a plan on which option will be best for the job they are seeking.**

.CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP10. Plan education and career paths aligned to personal goals.

Interdisciplinary Connections:

Transition English: Reading a job application and understanding all vocabulary, writing a well written and grammatically correct letter to accompany a resume.
Transition Math: Budgeting for transportation to and from work, being sure job applied for fits budget needs. t

Financial literacy: Being able to complete W4 forms.
Technology Using internet to search jobs, using technology to complete cover letters, job application and resume.

Students will engage with the following text:

-Various internet resources
-Teacher made materials, sample job applications

Students will write:

- **Student will use writing in do now or warm-up activities.**
- **Students will use writing to complete cover letter and resume**
- **Students will use writing to create a comparative chart of needs and wants.**

(3)PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

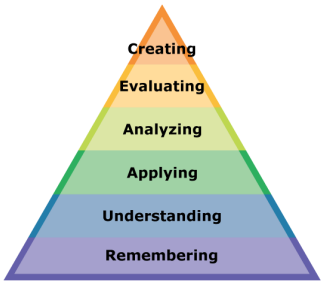
How will students uncover content and build skills.

-Whole class discussions
-Various hands-on activities
-Use of chromebooks to research local jobs
Use chromebooks to research transportation options and how to use them.
-Keep a personal log on jobs applied for and the pros and cons of each.
--Use teacher-made materials to accurately map out where a job is and how to get there.

(3)PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Assessments through:
Participation in class discussion and answering interview questions.
Frequent checks of understanding by asking questions related to objectives.
Student completion of making a list of available employers
Observation during practice in interviewing
Observation during independent activities.
Observation during role playing activities in interviewing and meeting prospective employers.
Student completion of various writing assignments and worksheets.
Students ability to keep accurate records on their volunteer jobs and work experiences
Understanding how to use a bus or Uber type transportation

Accommodations/Modifications:

Extra time given when needed
Preferential seating
Additional processing time during activities and class discussions
Paper copies of material given when needed using the chromebook
Use of chromebooks/other technology to assist in writing
One-one assistance when appropriate
Verbal prompting
Natural supports
Materials read to students when appropriate.
Differentiated instruction and tiered materials to individual abilities and IEP modifications and goals

Summative Assessments:

Students will demonstrate proficient interviewing skills by practicing mock interviews.
Students will choose a job and write a pertinent cover letter and complete a job application.

Accommodations/Modifications:

Extra time given when needed.
Additional processing time to complete assessments.
Use of chromebooks/other technology to assist in writing.
Paper copies of material given when needed using the chromebook
Individual help by teacher or classroom aides for redirection and clarification of directions.
Verbal prompting and natural supports.
Materials read to students when appropriate.
Differentiated instruction and tiered materials to individual abilities and IEP modifications and goals

Performance Assessments:

Students will add to their self portfolio by including a job application, a cover letter and a resume as well as completing a mock job interview.

Accommodations/Modifications:

Additional processing time to complete assessment
Individual help by teacher or classroom aides for redirection and clarification of directions.
Verbal prompting and natural supports.
Materials read to students when appropriate.
Tiered materials to individual abilities and IEP modifications and goals.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Job Transition

Course Number:

(4)PART I: UNIT RATIONALE

<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Job Transition/ Joining the Workforce **Grade Level(s): 9-12**	**Unit Summary**: The purpose of this unit is to make students aware of what it means to start a new job, how to be professional, and how to communicate in the workplace.
Essential Question(s): Why is it important to make a good impression? How do I make a good impression? How do I dress for work? What does it mean to be professional? What behaviors are expected as an employee in the workplace? What does it mean to have workplace ethics? What communication skills do I need be a professional? What is the importance of being able to work as a team? What does leadership mean? How can I develop appropriate relationships in the workplace?	**Enduring Understanding(s):** Students need to know ways to manage the anxieties and challenges of a first day of work. Students need to know the importance of a good impression. Students must recognize how to dress for work. Students need to understand what it means to be professional in the workplace. Students need to know desirable personal qualities employers are looking for in employees. Students must be able to identify the difference between appropriate and inappropriate behaviors in the workplace. Students need to learn workplace ethics to make them successful employees to obtain and maintain a job. Students must understand and demonstrate how to communicate appropriately and effectively in the workplace. Students need to know how to work productively in teams while using culture global competence. Students must understand ways to develop appropriate workplace relationships.

(4)PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target	NJSLS
1. Explain what makes a good impression and why it is important starting a job. 2. Explain how to personal habits and how you dress relates to the workplace. 3. Describe how to manage the anxieties and challenges of a first day of work. 4. Define what it means to be professional and behaviors associated with professional success. 5. Identify what it means to have a positive attitude at work. 6. Describe ways to demonstrate it how to take initiative. 7. Define teamwork and leadership and what it means to be an effective member of a team. 8. Explain the importance of ethics in the workplace. 9. Translate ethical behaviors expected in the workplace to specific situations that they may experience on the job. 10. Identify strategies for handling unethical practices. 11. Describe good speaking habits and explain their importance in the workplace. 12. Identify strategies for communicating clearly and effectively and with reason and how it relates to the workplace. 13. Demonstrate how to be an active listener. 14. Distinguish between friend and colleague and explore appropriate ways to develop workplace relationships	1. CRP.K-12.CRP8.1 2. CRP.K-12.CRP5 3. CRP.K-12.CRP12 4. CRP.K-12.CRP9 5. CRP.K-12.CRP4 6. WORK.K-12.9.2.C.a

Interdisciplinary Connections:

ELA: Speaking and effectively collaborating in discussion SL.4.1.
Identify various perspectives as presented in different mediums RI.9-10.7
Using writing to support argument W.11-12.1.
Independent Living/Health:Determining conflicting interest and how it involves one's decisions -2.2.6.B.3

Students will engage with the following text:

-Various internet resources
-Stanfield DVD Program
-Teacher-made materials
-Teacher-made materials can be made using *Succeeding In The World Of Work* by Glencoe

Students will write:

- **Students will use writing for "Do Now" or various teacher made activities**
- **Students will use writing to list of people to ask for help when on the job**
- **Students will use writing to complete comparative diagram of ethical and unethical workplace behaviors**
- **Students will use writing to when creating a list of series of appropriate conversation starters on the job**

(4)PART III: TRANSFER OF KNOWLEDGE AND SKILLS

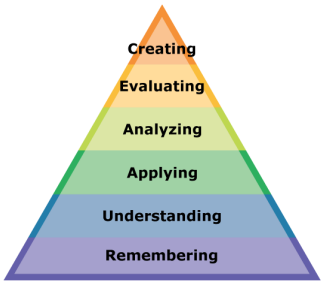
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

-Hands-on activities
-Use of chromebooks for interactive activities
-Class discussions
-Class practice of conversation starters
-Role playing ethical situations on the job
-Pair and share
-Team work activities to assist in the concept of teamwork and leadership
-Verbalize appropriate professional behaviors expected on the job

(4)PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Assessments through:
Participation in class discussion and answering application questions.
Frequent checks of understanding by asking questions related to objectives.
Observation during independent activities.
Observation during role playing activities.
Student completion of various writing assignments and worksheets.
Complete an ethics questionnaire as often used on an online job application

Accommodations/Modifications:

Extra time given when needed.
Additional processing time to complete assessments.
Use of chromebooks/other technology to assist in writing.
Using media to visually enhance concepts such as dealing with coworkers and management.
Individual help by teacher or classroom aides for redirection and clarification of directions.
Verbal prompting and natural supports.
Materials read to students when appropriate.

Summative Assessments:

-Group presentation on the one part of the unit: Good Impressions, Workplace ethics, Desired qualities of an employee, Communication in the Workplace, etc.
-Students must include a google slide presentation and one roleplaying (skit) on their topic from the unit.
-How they work as a team will also be part of the assessment.

Accommodations/Modifications:

Extra time allowed when responding to oral testing.
Additional processing time to complete written assessments.
Use of chromebooks/other technology to assist in writing.
Using media to visually enhance concepts such as dealing with coworkers and management.
Individual help by teacher or classroom aides for redirection and clarification of directions.
Verbal prompting and natural supports.
Materials read to students when appropriate.
individual practice of communication skills without audience of classmates.

Performance Assessments:

Student will demonstrate how to introduce themselves to a new person through role playing.
Complete an ethical questionnaire with 90% accuracy as what is expected of a professional employee

Accommodations/Modifications:

Additional processing time to complete assessment
Individual help by teacher or classroom aides for redirection and clarification of directions.
Verbal prompting when appropriate
Modification will be made to meet accommodations of individual IEPs

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Job Transition

Course Number:

(5)PART I: UNIT RATIONALE

<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Job Transition/ Skills to be successful in the workplace **Grade Level(s): 9-12**	**Unit Summary**: The purpose of this unit will to give the students the tools they need to be successful in the workplace by preparing them with decision making and problem solving skills as well as information, time and money management.
Essential Question(s): Why is it important as an employee to use critical thinking skills to problem solve and make decision? How can technology enhance productivity? Why do we need to be able to adapt to change? What time management skills do I need to be a professional employee? How do you can I balance life and work?	**Enduring Understanding(s):** Students must learn decision making skills in the work place and consider the environment, social and economical impacts of decisions. Students need to know workplace problem solving skills and utilize critical thinking to make sense of problems and solve them. Students must be familiar with how using technology can enhance productivity. Students need to understand the importance of adapting to change. Students must learn basic money management as it relates to the workforce and earning a paycheck. Students must learn time management as a skill to becoming a successful employee. Students must understand the need for balancing life and work. Students must learn the appropriate use of social media and how it relates to their job and career. Students need to know their role at work, home, and the community and how it relates to being a good employee.

(5)PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target	NJSLS
1. Identify and apply the decision-making process on the job. 2. Describe how to generate, choose, and implement solutions to problems. 3. Explain how to prioritize your work. 4. Describe how to develop and maintain a system for organizing information. 5. Identify strategies for managing your time effectively. 6. Practice and improve time management skills as to aid students to be successful employees 7. Create a schedule that will help you accomplish tasks on time. 8. Identify the skills needed to work in a technological environment. 9. Explain how technology is transforming the workplace. 10. Identify steps to take to prepare a basic budget. 11. Describe strategies that will help you stay within your budget. 12. Identify parts of a paycheck and explain how to keep records effectively in earning a paycheck. 13. Explain strategies for adapting to change.	1. CRP.K-12.CRP1 2. CRP.K-12.CRP11 3. AAAA.K-12.2 4. WORK.K-12.9.1.B 5. WORK.K-12.9.2.B 6. WORK.K-12.9.2.E 7. WORK.K-12.9.2.F.a

Interdisciplinary Connections:

ELA: Speaking and effectively collaborating in discussion SL.4.1.
Identify various perspectives as presented in different mediums RI.9-10.7
Using writing to support argument W.11-12.1.
Independent living: Decision making using personal supports -2.2.12.B.1, 2.2.8.B.2
Determining conflicting interest and how it involves one's decisions -2.2.6.B.3

Students will engage with the following text:

-Various internet resources:
-Stanfield DVD Program
-Teacher-made materials
-Teacher-made materials using *Succeeding In The World Of Work* by Glencoe pages 357-367 for Steps to decision-making and steps to problem solving.

Students will write:

- **Students will use writing for do nows.**
- **Students will use writing to list Steps in the decision making process and the problem-solving process.**
- **Students will use writing to complete various teacher-made activities.**
- **Students will use writing in brainstorming activities**
- **Students will use writing to record parts of a paycheck.**
- **Student will use writing to keep a mock schedule of clocking in and out of work as well as breaks.**

(5)PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

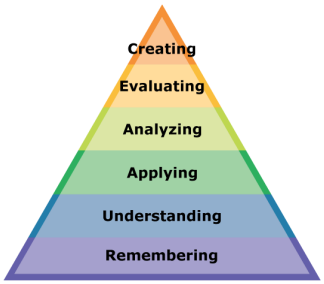
How will students uncover content and build skills.

-Hands-on activities
-Use of chromebooks for interactive activities
- Keep a daily and weekly log of hours worked and breaks taken
-Class discussions
-Class practice of earning a paycheck and understanding each part
-Role playing difficult situation to apply decision making and problem-solving skills.
-Pair and share on various objectives

(5)PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Assessments through:
Participation in class discussion and answering application questions.
Frequent checks of understanding by asking questions related to objectives.
Observation during independent activities.
Observation during role playing activities.
Student completion of various writing assignments and worksheets.
Completion of mock schedule to practice time-management

Accommodations/Modifications:

Extra time given when needed.
Additional processing time to complete assessments.
Use of chromebooks/other technology to assist in writing.
Using media to visually enhance concepts such as dealing with coworkers and management.
Individual help by teacher or classroom aides for redirection and clarification of directions.
Verbal prompting and natural supports.
Materials read to students when appropriate.

Summative Assessments:

Student accurate completion of a time clock log of hours worked weekly/monthly.
Completion of Graphic organizer of problem-solving process. (See Page 262 for example)
Students will demonstrate decision making skills using mock situation in the workplace.

Accommodations/Modifications:

Extra time allowed when responding to oral testing.
Additional processing time to complete written assessments.
Use of chromebooks/other technology to assist in writing.
Using media to visually enhance concepts such as time and information management.
Individual help by teacher or classroom aides for redirection and clarification of directions.
Verbal prompting and natural supports.
Materials read to students when appropriate.

Performance Assessments:

Complete a time management log to demonstrate the understanding of time=money
Group presentation on changes in technology and how it can be used in the work place and specific occupations.

Accommodations/Modifications:

Additional processing time to complete assessment
Individual help by teacher or classroom aides for redirection and clarification of directions.
Verbal prompting when appropriate
Modification will be made to meet accommodations of individual IEPs

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Job Transition

Course Number:

(6)PART I: UNIT RATIONALE

<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Job Transition/ Workplace safety and Health **Grade Level(s): 9-12**	**Unit Summary**: This unit will address the importance of personal habits and self-care as related to being in the workplace as well as general safety on the job.
Essential Question(s): Why are grooming habits so important? Why is it important to take of my body? As an employee, why is it important to adhere to dress codes? How can I learn to cope with stress in healthy manner on and off the job? As an adult, why is it important to care for my clothes and other personal belongings? What do I need to do to protect myself from potential drug and alcohol abuse? What are labor laws and why are they important to know?	**Enduring Understanding(s):** Students must know the importance of personal health and how it relates to the workplace. Students will learn how to take care of their bodies, their clothing, and other personal belongings and how it relates to career success. Students must learn how to cope with stress in a healthy way. Students must build awareness about potential drug and alcohol abuse and how it can negatively affect their lives and potential jobs. Students must know there are rules and procedures to maintain a safe workplace. Students need to know how to respond effectively to workplace emergencies. Students must be familiar with labor laws and their right to know laws how it affects the workplace.

(6)PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target	NJSLS:
1. Understand the importance of hygiene and proper grooming practices for employment and lifelong success. 2. Describe how a nutritious diet and good sleep contributes to health and workplace success. 3. Recognize appropriate dress for work versus leisure and other activities. 4. Identify causes of stress and explore different ways with coping with stress on and off the job. 5. Learn how to properly take care of their clothes: Cleaning, Storing, and distinguishing between clothes in good condition and clothes in bad condition. 6. Identify the long-term effects of alcohol and drugs and how to protect yourself from potential abuse and how it relates to workplace safety and maintaining a job. 7. Describe rules and procedures for maintaining a safe workplace. 8. Identify the role of the employer and the employee in protecting the environment. 9. Define OSHA and their role in the workplace and explain how OSHA benefits works. 10. Explain how to respond effectively to workplace emergencies. 11. Identify labor laws and how they affect the workplace. 12. Describe effective stratieges for handling sexual harassment. 13. Be familiar with the main antidiscrimination laws and explain their role in protecting workers.	1. CRP.K-12.CRP3.1 2.AAAA.K-12.4 3. AAAA.K-12.5 4. CRP.K-12.CRP9.1 F 5. CRP.K-12.CRP7.1 6. WORK.K-12.9.2.F.a 7. WORK.K-12.9.2.F.1

Interdisciplinary Connections:

English: using writing during various activities, researching, and using organizational skills to make a chart or comparative list.
Health: Promoting and applying all around wellness such as self-care, drug and alcohol awareness/prevention, and safety, as well as, coping with stress in a healthy way
FACS: Clothing cleaning/maintenance.
Independent Living: Personal grooming/hygiene

Students will engage with the following text:

-Various internet resources
https://www.osha.gov/
https://www.youtube.com/watch?v=bDprrB1xC1I (Young workers video)
https://www.youtube.com/watch?v=Qpowg5Ynh0w (how to prevent slip and falls)
-Stanfield DVD Program
-Teacher-made materials

Students will write:

- Student will use writing in do now or warm-up activities.
- Students will use writing to complete worksheets and in-class activities.
- Students will use writing during exploration of OSHA website
- Students will use writing to complete various teacher made assignments or activities.
- Students will use writing to create a graphic organizer on a list of action to take to prevent an accident or emergency
- Students will use writing to report on labor laws.

(4)PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

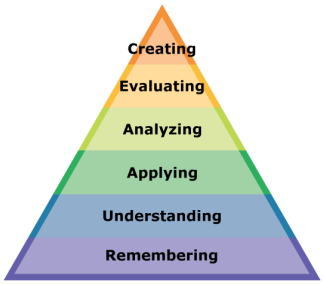
-Various hands-on activities
-Using the morning routine as practice in preparing/grooming for work
-Use of chromebooks for interactive activities
-Using SMART Board and Stanfield videos
-While watching the Stanfield videos on preparing for work, students will participate in comparing characters on proper hygiene and work readiness.

-Using physical examples of clothing to recognize proper care and when they should be worn at work or leisure activities.
-Class discussions
-Pair and share activities
-Role playing activities
-Various worksheets
-Cooperative learning project overall self-care and wellness

(6)PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Assessments through:
Participation in class discussion and answering application questions.
Frequent checks of understanding by asking questions related to objectives.
Creation and Completion of morning self-care routine using a checklist
Student completion of comparing characters when it comes to proper grooming in the Stanfield videos.
Observation during independent activities.
Observation during role playing activities.
Student completion of various writing assignments and worksheets.

Accommodations/Modifications:

Extra time given when needed
Preferential seating
Additional processing time during activities and class discussions
Paper copies of material given when needed using the chromebook
Use of chromebooks/other technology to assist in writing
One-one assistance when appropriate
Verbal prompting
Natural supports
Materials read to students when appropriate.
Differentiated instruction and tiered materials to individual needs and IEP modifications and goals

Summative Assessments:

Participation in group project that demonstrate the understanding of self-care, wellness, and workplace health by using technology to create an online poster or powerpoint that must include:

1. **2 elements learned about hygiene/grooming**
2. **2elements learned when dressing for work vs leisure activities**
3. **2 elements learned about workplace safety and OSHA**
4. **2 elements learned about workplace emergencies**
5. **2 elements learned about coping with stress**
6. **2 elements learned about drugs and alcohol and how it relates to the workplace**
7. **2 elements learned about Labor Laws**

***A checklist will be used to assess all components are present in the project.**

Accommodations/Modifications:

Tiered grouping
Extra time given when needed
Use of chromebooks/other technology to assist in writing
Paper copies of material given when needed using the chromebook
Individual help by teacher or classroom aides for redirection and clarification of directions.
Verbal prompting and natural supports.
Materials read to students when appropriate.
Differentiated instruction and tiered materials to individual needs and IEP modifications and goals

Performance Assessments:

Students will create a night-morning routine to demonstrate the understanding of how self-care relates to the workplace by explaining why it is necessary to complete each step as it applies to the workplace.

Accommodations/Modifications:

Additional processing time to complete assessment
Individual help by teacher or classroom aides for redirection and clarification of directions.
Verbal prompting when appropriate
Modification will be made to meet accommodations of individual IEPs