

Course: Individual Studies
Unit 2 - Transition

Year of Implementation: 2021-2022

Curriculum Team Members *{insert names and emails}*: Anthony Guerrero aguerrera@lrhsd.org, Leslie Schmauder lschmauder@lrhsd.org, Megan Packer mpacker@lrhsd.org, Morgan Crothers mcrothers@lrhsd.org

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

English Language Arts

- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively)
- WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening
- SL.11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Transfer Goal: Students will be able to independently use their learning to plan for their successful transition to the next stage of their education.

As aligned with LRHSD long term learning goals: The Lenape Regional High School District Special Education program, in alignment with the General Education program’s New Jersey Core Curriculum Content Standards for 21st Century Life and Careers, prepares our students to become successful and responsible citizens in a diverse, ever-changing world. Through completing our General Education and Special Education coursework, our students will be better able to maximize independence, advance and accomplish their personal, educational, and career goals, self-advocate in real-life situations, make sound decisions with confidence, and positively contribute to society.

Enduring Understandings

Essential Questions

Students will understand that . . .

EU 1

future career endeavors require preparation and experiences that lead to personal and professional growth.

EU 2

exploring a variety of avenues such as college, career, vocational training, military and specialized training programs etc. will help them to determine their individual niche in life.

EU 3

communication skills are crucial to expressing oneself in a manner that is both appropriate and effective for present and future endeavors.

Knowledge

Students will know . . .

EU 1

- How do you decide what you want to do for a career?
- What are the best resources available to you to help plan for the future?
- Why is it important to plan for your future?

EU 2

- Which personal interests and choices will affect career opportunities?
- Why is it important to know your academic and personal strengths when selecting post-secondary options?
- How can you incorporate your personal interests in your post-secondary planning?
- What are the best avenues available to explore your career options?

EU 3

- What are your "blind spots" regarding the choices for your future?
- How will you determine your expectations for your future and communicate this with stakeholders?
- How will you identify your strengths and limitations regarding your education and express this to others?
- How do you acquire the proper skills necessary for interviewing etiquette to enhance your job and college opportunities?

Skills

Students will be able to . . .

EU 1

- the necessary steps to plan for a future potential career. (9.4.12.CI.2)
- the direct influence of personal interests and academic strengths and limitations on post-secondary options. (9.4.12.CI.3)
- what programs and areas of study are available for their desired post-secondary experience. (9.4.12.CI.2, 9.4.12.CI.3)
- the resources available to research post-secondary options. (9.4.12.CI.3, 9.4.12.CT.4, SL.9-10.2)

EU 2

- the process of obtaining and completing crucial forms and applications. (WHST.9-10.6, WHST.11-12.6)
- the benefits of post-secondary scholarships. (9.4.12.CI.2, 9.4.12.CI.3)
- programs of study available at a particular school. (9.4.12.CI.2, 9.4.12.CI.3)

EU 3

- the elements required for job attainment or college acceptance. (9.4.12.CI.1)
- etiquette and interpersonal skills when interviewing for post-secondary opportunities. (9.4.12.CT.2, L.9-10.3, L.11-12.1, L.11-12.3, SL.11-12.1.A)
- personal strengths and applicable work experience. (9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.1)

EU 1

- navigate the Naviance Career system (Career Interest Profiler and Career Cluster Profiler). (9.4.12.CT.4)
- research potential careers through a variety of resources. (9.4.12.CI.2, 9.4.12.DC.6)
- create a rough timeline of application deadlines. (WHST.9-10.6, WHST.11-12.6)

EU 2

- adhere to deadlines. (WHST.9-10.6, WHST.11-12.6)
- complete forms for potential scholarships (9.4.12.CI.2, 9.4.12.CI.3)
- navigate the Naviance College system (SuperMatch, College Match, and Scattergram). (9.4.12.CI.2, 9.4.12.CI.3, 9.4.12.CT.4)
- navigate New Jersey Career Assistance Navigator (NJ CAN assessment). (9.4.12.CI.2, 9.4.12.CI.3, 9.4.12.CT.4)

EU 3

- select proper attire to wear to a job/career/college interview. (9.4.12.CI.1, 9.4.12.CI.3)
- complete a job application online and on paper. (9.4.12.CI.2, 9.4.12.CI.3)
- exhibit proper personal conduct for a job/career/college interview. (9.4.12.CI.1, 9.4.12.CI.3, L.9-10.3, L.11-12.1, L.11-12.3)

- acquire the necessary materials to bring to a job/career/college interview. (9.4.12.CI.3, 9.4.12.CT.1)
- explain their strengths and weaknesses from the Strengths Explorer in Naviance as they pertain to their education, career choices and post-secondary plans. (9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3)

Stage Two - Assessment

Other Evidence:

- Supplemental worksheets
- Personal reflections
- Journal entries
- Writing tasks
- Personal Study Skills Evaluation (October and January)
- List of individual strengths and weaknesses
- Self-assessment of personal abilities, interests and priorities

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Complete a self-directed search using Google or other internet search engines. (A,M) EU1, EU2
- List and research several careers that match interests and abilities. (A) EU1, EU2
- Complete the following in Naviance: (A,M) EU1, EU2
 - Game Plan
 - Scattergrams
 - College Maps
 - Scholarship Match
 - College Match
 - College Compare
- Research Post-Secondary School Options: (A,M) EU2
 - Naviance (A)

- CollegeBoard.com (A)
- Vocational Training websites (A)
- Guidance counselors (A)
- Job search websites (A)
- NJCAN.org (A)

- Complete and analyze inventories assessing career interests and experience. (M) EU2
- Create and compile a Career Inventory and Career Comparison Project for the Student Advocacy Portfolio. (T) EU 2
- Complete college comparison (graphic organizer). (M) EU2
- Complete military branch comparison (graphic organizer). (M) EU2
- Design a career flyer using research for the chosen career, highlighting key points. (M) EU1, EU2, EU3
- Create interview questions for a person in your chosen career. (T) EU3
- Interview a person in a career that interests you. (T) EU3
- Conduct an interview with current or former military personnel. (M,T) EU2, EU3
- Conference with a guidance counselor to prepare for post-high school planning and transition. (M) EU1, EU2, EU3
- Participate in a volunteer experience. (T) EU2
- Complete a job application for a part-time position. (A,M) EU1, EU2, EU3
- Complete college / military application. (M) EU1
- Apply for a student scholarship. (M) EU2
- Investigate locations and date of college and career fairs. (A) EU2
- Create interview questions for college representatives at a college fair. (T) EU3
- Answer a typical interview question worksheet. (A, M) EU3
- Think-Pair-Share incorporating interview questions (M) EU3
- Role Play Scenario focused on body language, proper etiquette, eye contact, and active listening for interviews (T) EU3
- Discussion on proper interview attire (A,M) EU2
- Student-teacher reflective conferences for improvement (M) EU1, EU3