

Course Title – Community Based Training

Implement start year – 2015-2016

Revision Committee Members, email, extension – Kate Allen, Kallen@lrhsd.org, X8370; Sandy Langan Slangan@lrhsd.org, X8612; Marc Rohm, Mrohm@lrhsd.org, X8996; Kathy Waldron, Kwaldron@lrhsd.org, X8890

Unit #4, topic – Structured Learning Experience

Transfer Goal – Students will be able to independently use their learning to participate in job sampling in the community.

Stage 1 – Desired Results

<u>Established Goals</u>	<u>21st Century Themes</u> (www.21stcenturyskills.org)
<p>2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p>Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p>	<p><input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health Literacy <input checked="" type="checkbox"/> Environmental Literacy</p>
<p>9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.</p> <p>9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.</p> <p>9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans).</p> <p>9.3.12.C.13 Comply with workplace child labor regulations and safety and</p>	<p><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills</i> <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i> <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction</p>

<p>health policies during structured learning experiences.</p> <p>9.3.12.C.14 Interpret and justify written employer organizational policies and procedures for job performance.</p>	<p><u>X</u> Social and Cross-Cultural Skills <u>X</u> Productivity and Accountability <u>X</u> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> maintaining employment requires specific social skills.</p> <p><i>EU 2</i> a positive work ethic is necessary to be successful on the job.</p> <p><i>EU 3</i> a sense of satisfaction comes from doing a job well.</p> <p><i>EU 4</i> conflicts may arise in the workplace, but must be resolved appropriately.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What social skills do I need to acquire to be a good employee? • How can you communicate well in the workplace? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does my attitude impact my job? • What are ways I can show a positive work ethic? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Why is it important that I establish a sense of pride in my work? • How can I ensure I am doing my job well? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • What conflicts may occur on the job? • How do I resolve conflicts with my job coach, coworkers or supervisor? • How should I handle constructive criticism from my supervisor?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the good communication skills required to keep their job. • strategies to achieve social expectations on the job. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • demonstrate appropriate social skills such as: good manners, posture and eye contact, smiling, and speaking clearly. • build relationships on the job. • express themselves appropriately depending on the given situation.

<p><i>EU 2</i></p> <ul style="list-style-type: none"> • how their attitudes affect coworkers and customers. • characteristics of good work ethic. • consequences of exhibiting poor behavior on the job. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • the expectations of their job. • ways to check for success. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • the definition of conflict. • resources available for assistance when conflicts occur. • strategies for handling conflicts. 	<ul style="list-style-type: none"> • complete a task as part of a team. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • identify what constitutes a positive and negative attitude. • exhibit examples of good work ethic. • describe consequences that may occur as a result of poor behavior. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • follow directions verbally or from a checklist • describe emotions that show pride. • self-evaluate performance on the job. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • identify situations which involve conflict. • troubleshoot conflicts as they arise. • recall past experiences to assist in current conflict. • adapt behavior based on constructive criticism. • approach appropriate personnel when conflict occurs.
--	---

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

-

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- role playing scenarios involving conflict resolution
- self assessment checklist
- job coach reports
- verbal feedback from employer/job coach/transition coordinator
- observation of student performing job

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. 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.*

- Listen to guest speakers from different job sites (A)
- List rules for bathroom etiquette (A)
- Identify consequences of having a poor attitude while at work (A)
- Chart ways to turn angry thoughts into calm thoughts (A)
- Complete self reflecting work journals (M)
- Role play greetings when arriving at work site (M)
- Purchase and pack lunch for work (M)
- Compare and contrast characteristics of good and poor attitudes (M)
- Role play positive social interactions in a variety of settings (M)
- Describe proper manners and etiquette at a job (M)
- Discuss job specific conflict resolution (M)
- Create video solving conflict issues (M)
- Complete W2 form (T)
- Tour businesses for possible employment opportunities (T)
- Create a checklist of expectation at a work site (T)
- Perform job specific tasks at a Structured Learning Experience (T)

Timeline: Unit 4 will be done throughout the entire year.