

Course: *Pre-Vocational Skills*
Unit #3: *Employability*

Year of Implementation: 2023-2024

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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:** *(keep each of the following headings in place)*
 - **Content Standards**
 - 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
 - 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
 - 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
 - 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
 - 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
 - 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
 - 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
 - 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
 - 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
 - 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
 - 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
 - 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

- **21st Century Life & Career Standards**

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

- All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

- **Interdisciplinary Content Standards**

- 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning and skills to be employable.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

1. **maximize independence**
2. **advance and accomplish their personal, educational, and career goals**
3. **self-advocate in real-life situations**
4. **make sound decisions with confidence**
5. **positively contribute to society**

Enduring Understandings {use Arial 11 font}

Students will understand that. . .

EU 1

following directions is crucial to successfully completing a job.

EU 2

working as a team is beneficial to maximize job performance.

Essential Questions {use Arial 11 font}

EU 1

- How can you make sure you are following directions correctly?
- Why is it important to listen attentively to the person giving directions?
- In reference to following directions, what makes you either a visual or auditory learner?

EU 2

- What are rules to follow for effective teamwork?

<p><i>EU 3</i> appropriate communication creates opportunities to share ideas effectively with others.</p> <p><i>EU 4</i> the ability to accept responsibility for your actions and decisions increases employability.</p>	<ul style="list-style-type: none"> ● How will working collaboratively be beneficial to you when working out in the community? ● What makes you a team player? <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● What are effective ways of communication? ● What are ways to show active listening? <p><i>EU 4</i></p> <ul style="list-style-type: none"> ● What are characteristics of a responsible employee? ● How do you take responsibility for your actions?
<p><u>Knowledge</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● the outcome of listening attentively while receiving directions. ● strategies to effectively follow directions. ● appropriate ways to seek clarification when unclear about directions. <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● skills necessary to be a good team member. ● that everyone has a role on the team. <p><i>EU3</i></p> <ul style="list-style-type: none"> ● effective ways to listen. ● the difference between communicating with peers and authority figures. 	<p><u>Skills</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● follow single and multi-step directions. ● actively listen during verbal directions. ● utilize visual cues as directions. ● ask for assistance when necessary. <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● work collaboratively towards a common goal. ● exhibit appropriate interaction while completing a task. <p><i>EU3</i></p> <ul style="list-style-type: none"> ● demonstrate calm demeanor for their emotions. ● differentiate appropriate conversations for various audiences.

- strategies of self-advocacy on the job.
- ways body language is part of communication.

EU4

- examples of being responsible at school, home and work.
- steps to make decisions.
- consequences for their actions.

- clearly state appropriate needs on the job.

EU4

- describe their responsibilities on a daily basis.
- compare the consequences of a good and poor decision.

Stage Two - Assessment

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. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Accomplish written following directions worksheets (A EU1)
- Listen to story about a job scenario and recall details (A EU2, EU3, EU3, EU4)
- Play Teacher Says (aka “Simon Says”) (A EU1)
- Complete peer checklist to identify active listening skills while another student gives verbal directions (A EU1, EU2)
- List the rules and responsibilities of teamwork (A EU2, EU3)
- Explain steps for being a good listener (A EU1, EU4)
- Create a chart with stress coping strategies (A EU3, EU4)
- List characteristics of a responsible employee (A EU4)
- Provide verbal directions for performing a task (M EU1)
- Fill out a daily point sheet for following directions (M EU1)
- Work as a team to complete various classroom tasks (M EU2)
- Role playing proper listening skills (M EU1, EU3)
- Create a responsibility chart (M EU4)
- Utilize stress coping skills in the community (T EU4)
- Instruct another student in a performance task (T EU2, EU3)
- Organize and complete teamwork jobs with the school (T EU2)
- Use pictures and videos of people on the internet and evaluate their body language (T EU3)
- Complete and evaluate a household chore responsibility at home that has been practiced at school (T EU4)

Pacing Guide

Unit 3 will be taught intermittently throughout the year.

Instructional Materials

{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}

Task Boxes

Laminated charts

Sign In/Sign Out Log

Grooming materials

Daily Warm Up

Visuals of good vs bad appearances

Data Sheets

Video Modeling

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.