

Course: *Pre-Vocational Skills*
Unit #4: *Job Sampling*

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**
 - 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
 - 9.2.5.CAP.2: Identify how you might like to earn an income.
 - 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
 - 9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
 - 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
 - 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
 - 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement
 - 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
 - 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
 - **21st Century Life & Career Standards**

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<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf>

○ ***Interdisciplinary Content Standards***

- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional 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 (NJSL) 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 successful in a job

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

using available resources are essential to becoming successful while learning a new job.

EU 2

correctly completing tasks will create positive outcomes.

EU 3

a goal for any employee is to obtain independence on the job.

Essential Questions {use Arial 11 font}

EU 1

- When I obtain a job, what resources can I use to gain knowledge about my position?
- What are obstacles I may experience when learning a new job?
- Where do I find rules and regulations regarding my job?

EU 2

- How would practicing help improve completing new tasks?

EU 3

- What are situations in which I may need to ask for help in the workplace?

	<ul style="list-style-type: none"> • What are ways that I can increase independence on the job? • How can I demonstrate positive outcomes on the job?
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • expectations of their job. • rules of their job. • safety procedures of their jobs. <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● methods to break down tasks into smaller steps. ● modifications they may need to complete the task. <p><i>EU3</i></p> <ul style="list-style-type: none"> • what is the proper time and way to ask for assistance on the job. • characteristics of a good employee. 	<p><u>Skills</u> Students will be able to. . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • review job responsibilities and goals with location leaders and/or teaching assistants/job coaches. • create a task list of duties at the job. <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● develop modifications on the job to meet individualized abilities. ● complete task checklists. ● accept constructive criticism and modify methods. <p><i>EU3</i></p> <ul style="list-style-type: none"> • create personal goals to improve performance. • identify areas of strengths and weakness in their personal work ethic. • self-advocate.
<p>Stage Two - Assessment</p>	

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

- List responsibilities of new jobs (A EU1)
- Match supervisors with job locations in the building (A EU1)
- List roles of the job coach/assistants, supervisor and employees (A EU1, EU3)
- Role play ways to ask for help when needed (A EU2, EU3)
- List characteristics of an effective employee (A EU3)
- Analyze steps needed to achieve a task (M EU2, EU3)
- Chart individual strengths and weaknesses for each job (M EU3)
- Identify jobs in the community that would match jobs they have in the school (T EU1)
- Develop a job description of current placement to provide for other students in the future (T EU1)
- Create modifications to address weaknesses for specific skills (T EU2)
- Utilize stress coping skills in the community (T EU4)

Pacing Guide

Unit 4 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.