

CURRICULUM

FOR

SCHOOL TO WORK

GRADES 9-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

James Fisher, Program Supervisor for Special Education

The Board acknowledges the following who contributed to the preparation of this curriculum.

Carly Romeo

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
School to Work
Grades 9-12

Date of Board Adoptions:
Adopted – September 20, 2022

RAHWAY PUBLIC SCHOOLS CURRICULUM

School to Work - Grade 9 -12

PACING GUIDE

Unit	Title	Pacing
1	Career/Vocational Exploration	10 weeks
2	Workplace Readiness/Money Management	10 weeks
3	Vocational Training	20 weeks

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.

- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

Curriculum Key

- Content that encompasses **Career Ready Practices (CRP) = RED**
- Content that encompasses **Mathematical Skills (MS) = ORANGE**
- Content that encompasses **English Language Arts (ELA) = PURPLE**
- Content that encompasses **Daily Living Skills (DLS) = GREEN**

Curriculum Key

- Content that encompasses **African and African American History/Amistad (AAH) = RED**
- Content that encompasses the **Holocaust and Other Genocides (HG) = ORANGE**
- Content that encompasses **LGBTQ & Disabilities (LGBTQ/D) = PURPLE**
- Content that encompasses **Asian American & Pacific Islander History (AAPI) = GREEN**

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: School to Work

Unit Title: Career Exploration

Target Course/Grade Level: School to Work/Grades: 9-12

Unit Summary: The students will gain a practical understanding of work-based learning, learn various ways to search for a job, and explore a variety of jobs and careers. Students will be exposed to a variety of jobs/careers and work on making career-like decisions, while gaining an understanding of problem-solving skills, teamwork, and employer expectations.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

New Jersey Student Learning Standards:

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Develop an investment short and long term plan for personal goals.

Content Strand:

Career Readiness, Life Literacies, and Key Skills

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.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations..

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

9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

Interdisciplinary Connections and Standards:

Math:

9-12.F.LE.1b: Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

9-12.F.LE.1c: Recognizing situations in which a quantity grows or decays by constant presence per unit interval relative to another.

9-12.F.LE.3: Observe using a graph and tables that a quantity increasing exponentially eventually exceeds quantity increasing linearly, quadratically, or as a polynomial function.

9-12.F.LE.6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimated the rate of change from the graph.

English Language Arts:

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

.W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks

Computer Science and Design Thinking:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models

New Jersey Student Learning Standards for English Language Arts Companion Standards:

Science and Technical Subjects:

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit Understandings

Students will understand that...

- There are various options available after high school(CRP, DLS,ELA)
- A variety of skills are needed to be successful in the work-place(CRP, DLS,ELA, MS)
- Different skills sets and requirements are needed for employment(CRP, DLS,ELA, MS)
- Multiple tools can be used when searching for a job (CRP, DLS,ELA)
- Aptitude tests can help identify strengths and weaknesses (CRP, DLS,ELA, MS)
- Identify traditional and non-traditional jobs/careers (CRP, DLS,ELA)

- Importance of understanding terminology associated with jobs (medical benefits, vacation time, insurances,etc).(CRP, DLS,ELA, MS)

Unit Essential Questions

- What options do I have after graduating high school? (CRP, DLS)
- How to use my skills to be successful in the workforce? (CRP, DLS,ELA, MS)
- What are skill sets? (CRP, DLS,ELA, MS)
- How do I know what skill sets are right for me? (CRP, DLS,ELA, MS)
- Where can I find businesses that are hiring? (CRP, DLS,ELA)
- What are job benefits? (CRP, DLS,ELA, MS)
- How do I communicate appropriately with others at the workplace? (CRP, DLS,ELA)
- How much does medical benefits and insurance cost? (CRP, DLS, MS)

Knowledge and Skills

Students will know...

- How to identify skills that will ensure their success after high school (CRP, DLS,ELA, MS)
- How to make career decisions (CRP, DLS,ELA)
- How to locate job listings and apply to jobs appropriate to their skills (CRP, DLS,ELA)
- The importance of understanding job and career terminology (CRP, DLS,ELA, MS)
- Practical understanding of work-based learning (CRP, DLS,ELA, MS)
- How to properly communicate with individuals of various opinions and views (CRP, DLS,ELA)

Students will be able to...

- Identify their interests and skills (CRP, DLS,ELA, MS)
- Find jobs/careers that fit their interests and abilities (CRP, DLS,ELA, MS)
- Communicate with employees/bosses independently and appropriately (CRP, DLS,ELA)
- Navigate through the workplace understanding responsibilities and expectations (CRP, DLS,ELA)

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit tests
- Quizzes
- Trips
- Teacher made materials
- Projects
- Role Play
- Essays
- Interviews
- Open Discussions
- Modeling

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Hands on Activities and Experiences
- Interactions with peers and adults
- Investigations of what works individually
- Interviewing
- Testing

RESOURCES

Teacher Resources:

- Teacher made materials
- Social Skills Activity Textbook: For Secondary Student with Special Needs (Darlene Mannix)
- <http://www.aeseducation.com/careercenter21/employability-skills-lesson-plans/>
- <http://www.goodcharacter.com/BCBC/3rs.html>
- <https://www.123test.com/career-test/>
- <https://www.yourfreecareertest.com/>
- <https://www.weareteachers.com/free-online-learning-resources/>
- Communicating Clearly (J. Weston Walch)
- From School to Work (J.J.Littrell, James H. Lorenz, Harry T. Smith)
- Surviving After High School (Arthur J. Heine)
- <https://www.teacherspayteachers.com/Browse/Search:self%20advocacy%20worksheets>
- https://elevation.org/wp-content/uploads/2019/11/Unit1_Lessons_and_Activities.pdf

Parent Resources:

- <https://blog.brookespublishing.com/20-tips-on-preparing-students-for-employment/>
- <https://successfulstudent.org/20-life-skills-not-taught-in-school/#job>
- <https://www.ou.edu/content/dam/Education/zarrow/transition-resources/curriculum/me!/me/Me%20copyright/rev.Me%20all%20units%20combined.pdf>
- <https://www.moneycrashers.com/kids-educational-websites-learning-money/>

Student Resources:

- <http://www.youthgroupgames.co.uk/fun-games-teach-life-skills.html>
- <https://www.weareteachers.com/free-online-learning-resources/>
- <http://successfulstudent.org/20-life-skills-not-taught-in-school/>
- <https://do2learn.com/JobTIPS/>
- <https://www.123test.com/career-test/>
- <https://www.yourfreecareertest.com/>
- Surviving After High School (Arthur J. Heine)
- <https://www.moneycrashers.com/kids-educational-websites-learning-money/>

Equipment Needed:

- Transportation
- Computer
- Kitchen
- Teacher made materials

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: School to Work

Unit Title: Workplace Readiness/Money Management

Target Course/Grade Level: Workplace Readiness/Money Management/Grades: 9-12

Unit Summary: The students will understand work-place safety, learn about teamwork and problem-solving skills, and gain knowledge in the area of money management through exploration of budgeting and banking. Students will learn about applying to jobs and resumes, while practicing interviewing skills along with the importance of job appropriate behavior and appearance.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

New Jersey Student Learning Standards:

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Develop an investment short and long term plan for personal goals.

Content Strand:

Career Readiness, Life Literacies, and Key Skills

9.1.2.FP.2: Differentiate between financial wants and needs

9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."

9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.

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.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.

9.1.8.PB.2: Explain how different circumstances can affect one's personal budget

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.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.

Interdisciplinary Connections and Standards:

Math:

9-12.F.LE.1b: Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

9-12.F.LE.1c: Recognizing situations in which a quantity grows or decays by constant presence per unit interval relative to another.

9-12.F.LE.6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimated the rate of change from the graph.

9-12.N.Q.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

English Language Arts:

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks

Computer Science and Design Thinking:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models

New Jersey Student Learning Standards for English Language Arts Companion Standards:

Science and Technical Subjects:

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit Understandings

Students will understand ...

- Personal responsibilities (CRP, DLS, ELA)
- Identify various individual needs and preferences (CRP, DLS)
- Communication Skills, Teamwork, and Problem-Solving (CRP, DLS, ELA)
- Good decision making skills (CRP, DLS, ELA, MS)
- Social Awareness (CRP, DLS, ELA)
- Budgeting Skills (CRP, DLS, ELA, MS)
- Banking (CRP, DLS, ELA, MS)

Unit Essential Questions

- How do I identify my responsibility? (CRP, DLS, ELA)
- What do I preferably need to be successful? (CRP, DLS)
- How do I communicate better? (CRP, DLS, ELA)
- How do I weigh the pros and cons to making a good decision? (CRP, DLS, ELA, MS)
- How do I learn to optimize my socialization skills? (CRP, DLS, ELA)
- How much do I need to make to support myself (pay bills, etc.)? (CRP, DLS, ELA)
- What type of banking account do I need? (CRP, DLS, ELA, MS)
- How do I deposit and withdraw money from my account? (CRP, DLS, ELA, MS)
-

Knowledge and Skills

Students will know...

- how to access and execute their responsibilities (CRP, DLS, ELA)
- what constitutes success (CRP, DLS, ELA)
- how to properly communicate with individuals in different situations (work, school, job) (CRP, DLS, ELA)
- what are pro and cons of impacting decisions confronted (CRP, DLS, ELA)
- what is appropriate communications and interactions (CRP) (DLS)(ELA)
- how to set up a bank account (CRP, DLS, ELA, MS)
- how to deposit and withdraw money from their account (CRP, DLS, ELA, MS)
- how to budget money and ensure they have the means to pay their bills (CRP, DLS, ELA, MS)

Students will be able to...

- apply their responsibilities to daily tasks (CRP, DLS)
- identify success and various components (CRP, DLS, ELA)
- communicate properly in different situations confronted (CRP, DLS, ELA)
- weigh a decision on situations (CRP, DLS, ELA)
- recognize when to speak and when to listen (CRP, DLS, ELA)
- deposit and withdraw money from a bank account (CRP, DLS, ELA, MS)
- manage their money effectively (CRP, DLS, ELA, MS)

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of Unit Test
- Quizzes
- Trips
- Teacher made materials
- Projects
- Role Play
- Essays

- Interviews
- Open Discussions
- Modeling

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Hands on Activities and Experiences
- Interactions with peers and adults
- Investigations of what works individually
- Interviewing
- Testing
- Oral Presentations

RESOURCES

Teacher Resources:

- Teacher made materials
- Money Math
- Social Skills Activity Textbook: For Secondary Student with Special Needs (Darlene Mannix)
- <https://www.e-learningforkids.org/>
- <http://lifeskills.endlex.com/menu/articleindex.html>
- <http://www.aeseducation.com/careercenter21/employability-skills-lesson-plans/>
- <https://www.moneycrashers.com/kids-educational-websites-learning-money/>
- Communicating Clearly (J. Weston Walch)
- From School to Work (J.J.Littrell, James H. Lorenz, Harry T. Smith)
- Surviving After High School (Arthur J. Heine)

Parent Resources:

- <https://www.e-learningforkids.org/>
- <http://lifeskills.endlex.com/menu/articleindex.html>
- <http://successfulstudent.org/20-life-skills-not-taught-in-school/>
- <https://www.moneycrashers.com/kids-educational-websites-learning-money/>

Student Resources:

- <http://www.youthgroupgames.co.uk/fun-games-teach-life-skills.html>
- <https://www.e-learningforkids.org/>
- <http://successfulstudent.org/20-life-skills-not-taught-in-school/>
- <http://www.goodcharacter.com/BCBC/3rs.html>
- Surviving After High School (Arthur J. Heine)
- <https://www.moneycrashers.com/kids-educational-websites-learning-money/>

Equipment Needed:

- Computer
- Internet
- Teacher made materials
- Banking slips for demonstration/practice

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: School to Work

Unit Title: Vocational Training

Target Course/Grade Level: School to Work/Grades: 9-12

Unit Summary: The students will gain hands-on experience within the school and community utilizing various skills needed to be successful in the workplace. Students will demonstrate their understanding of workplace safety and effectively communicate with others. Students will practice using their skills and managing job stress and changes.

Approximate Length of Unit: 20 Weeks

LEARNING TARGETS

New Jersey Student Learning Standards:

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Develop an investment short and long term plan for personal goals.

Content Strand:

Career Readiness, Life Literacies, and Key Skills

9.1.2.FP.2: Differentiate between financial wants and needs

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time

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.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

9.1.5.CP.1: Identify the advantages of maintaining a positive credit history.

9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."

9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.

9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.

9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.

9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.

Interdisciplinary Connections and Standards:

Math:

9-12.F.LE.1b: Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

- 9-12.F.LE.1c:** Recognizing situations in which a quantity grows or decays by constant presence per unit interval relative to another.
- 9-12.F.LE.3:** Observe using a graph and tables that a quantity increasing exponentially eventually exceeds quantity increasing linearly, quadratically, or as a polynomial function.
- 9-12.F.LE.6:** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimated the rate of change from the graph.
- CC.9-12.N.Q.1:** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

English Language Arts:

- RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- .W.11-12.2.B** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- SL 11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks

Computer Science and Design Thinking:

- 8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1:** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.2.2.EC.1:** Identify and compare technology used in different schools, communities, regions, and parts of the world.
- 8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models

New Jersey Student Learning Standards for English Language Arts Companion Standards:

Science and Technical Subjects:

- RST.9-10.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- RST.9-10.2.** Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- RST.9-10.6.** Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
- RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
- RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit Understandings

Students will understand that....

- Applying basic mathematical skills to employment finances (CRP, DLS, ELA, MS)
- Understand roles of relationships within workforce (CRP, DLS, ELA)
- Skills for maintaining employment (CRP, DLS, ELA, MS)
- Recognize importance of supervision (CRP, DLS)
- Understand workplace safety and importance of following directions (CRP, DLS, ELA)
- Communicate effectively with other at the workplace (CRP, DLS, ELA, LGBTQ/D)
- Choosing and accessing transportation (CRP, DLS, ELA)

Unit Essential Questions

- How do I budget my finances? (CRP, DLS, ELA, MS)
- How do I effectively perform the duties required on my job? (CRP, DLS)
- How do I communicate with individuals in the workplace? (CRP, DLS, ELA, LGBTQ/D)
- How do I maintain employment? (CRP, DLS, ELA, MS)
- How do I seek, secure and maintain employment? (CRP, DLS, ELA)

Knowledge and Skills

Students will know...

- How to use their basic mathematical skills to budget finances based on a fixed income (CRP, DLS, MS)
- How to budget their income to live independently (CRP, DLS, MS)
- The importance of properly communicate with individuals at my place of employment and socially (CRP, DLS, ELA, LGBTQ/D)
- How to take directives from a boss and follow through with them, recognize the importance of attendance, productivity, and work safety (CRP, DLS, ELA)

Students will be able to...

- Budget personal finances. (CRP, DLS, MS)
- Learn ways to live and function independently. (CRP, DLS, ELA)
- Interact properly with individuals at a workplace and socially. (CRP, DLS, ELA, LGBTQ/D)
- Recognize and develop adequate employable skills. (CRP, DLS, ELA, MS)
- Learn the process of an interview and follow up. (CRP, DLS, ELA)
- Learn various ways to locate jobs. (CRP, DLS, ELA)

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit tests
- Quizzes
- Trips
- Develop a Budget with spending expenditures
- Teacher made materials
- Projects
- Role Play
- Essays
- Interviews
- Open Discussions
- Modeling

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Hands on Activities and Experiences

- Interactions with peers and adults
- Interviewing
- Composing a Budget
- Role Playing
- Vocational Practice in the School and Community

RESOURCES

Teacher Resources:

- Teacher made materials
- Money Math
- Social Skills Activity Textbook: For Secondary Student with Special Needs (Darlene Mannix)
- <https://www.e-learningforkids.org/>
- <http://lifeskills.endlex.com/menu/articleindex.html>
- <http://www.aeseducation.com/careercenter21/employability-skills-lesson-plans/>
- Communicating Clearly (J. Weston Walch)
- From School to Work (J.J.Littrell, James H. Lorenz, Harry T. Smith)
- Surviving After High School (Arthur J. Heine)

Parent Resources:

- <https://www.e-learningforkids.org/>
- <https://www.pinterest.com/pin/254523816414574014/>
- <http://lifeskills.endlex.com/menu/articleindex.html>
- <http://successfulstudent.org/20-life-skills-not-taught-in-school/>
- <https://www.moneycrashers.com/kids-educational-websites-learning-money/>

Student Resources:

- <http://www.youthgroupgames.co.uk/fun-games-teach-life-skills.html>
- <https://www.e-learningforkids.org/>
- <http://successfulstudent.org/20-life-skills-not-taught-in-school/>
- <http://www.goodcharacter.com/BCBC/3rs.html>
- Surviving After High School (Arthur J. Heine)
- <https://www.moneycrashers.com/kids-educational-websites-learning-money/>

Equipment Needed:

- Computer
- Internet
- Teacher made materials
- Kitchen
- Washer/Dryer