

Strand	Speaking and Listening	
<p style="text-align: center;"><u>Concept</u></p> <p>A. Discuss and apply rules for good, prompt attendance on the job</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> Demonstrate, discuss, and explain purpose of good, prompt attendance on the job
<p>Alignments: CCSS: 3.SL.1 Performance: 1.8, 3.3 Knowledge: (CA) 1,4 NETS: 2a DOK: 3</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Teacher will lead class discussions on why attendance and being on time is important Teacher will provide examples/scenarios of good and poor attendance on the job through: <ul style="list-style-type: none"> role play videos articles 		
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> Performance evaluations Attendance record Observations Teacher generated quiz/test 		
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> Johnny is a new employee at Wal-Mart. He has been working there for 8 weeks and will have his performance evaluation with his supervisor tomorrow. He has called in 5 days during the 8 weeks for being sick, car broke down, and other personal issues. What do you think Johnny's supervisor will report on his evaluation in regards to attendance? <p>Circle one and explain your answer.</p> <p>Excellent Good Needs Improvement</p>		

Instructional Resources/Tools

- * Examples of employee handbooks in regards to attendance policies
- Role play examples
- Video examples
- Performance evaluations (Community Experience and other examples from other places of employment)

Literacy Connections

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly

Cross Curricular Connections

- Career Connections
- Vocational Work Skills

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<p align="center"><u>Concept</u></p> <p>B. Demonstrate and enhance job appropriate interpersonal skills</p>		<p align="center"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> Discuss, demonstrate, and provide examples of interpersonal skills. (i.e., use appropriate language, listening skills, communicate clearly using appropriate voice, tone, and volume; and interact appropriately with co-workers and supervisors)
<p>Alignments: CCSS: 9-10.SL.1d; 9-10.SL.6 Performance: 1.10, 2.6, 3.2 Knowledge: (CA) 6 NETS: 2a DOK: 3</p>		
<p align="center"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Teacher will provide specific workplace examples of appropriate interpersonal skills through: <ul style="list-style-type: none"> role plays videos a variety of workplace performance evaluation forms 		
<p align="center"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> Observations of: <ul style="list-style-type: none"> role plays discussions Performance evaluations 		
<p align="center"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> A supervisor asks you to sweep the floor before you leave; this is not your normal assigned duty. How would you respond? 		

Instructional Resources/Tools

- Examples of performance evaluations
- Videos
- Role plays (different scenarios)

Literacy Connections

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented

Cross Curricular Connections

- Vocational Work Skills
- Career Connections
- Communications

Community Experience

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<p style="text-align: center;"><u>Concept</u></p> <p>C. Perform and initiate specific assigned job tasks</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Complete a variety of job tasks assigned by a supervisor at the community experience job site • Demonstrate the ability to take initiative to complete job tasks
<p>Alignments CCSS: 9-10.SL.6 Performance: 2.6, 4.3 Knowledge: (SS) 4 NETS: N/A DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Teacher/supervisor will: <ul style="list-style-type: none"> • explain • demonstrate and provide guided practice as needed for students to complete job assignments successfully 		
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Performance evaluation • Observations 		
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • Based on performance evaluations 		

Instructional Resources/Tools

- Sample jobs, such as:
 - packaging items
 - stocking shelves
 - loading and unloading
 - sweeping
 - cleaning

Literacy Connections

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Cross Curricular Connections

- Functional Math
- Vocational Work Skills
- Communications

Strand	N/A	
<u>Concept</u>		<u>Learning Targets</u>
D. Gain and apply knowledge of appropriate workplace attire and etiquette		1. <ul style="list-style-type: none"> Discuss, demonstrate, and explain purpose of appropriate workplace attire and etiquette
Alignments CCSS: N/A Performance: 4.3 Knowledge: (SS) 6 NETS: N/A DOK: 2		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> Through guided practice and small group instruction students will: <ul style="list-style-type: none"> discuss, in detail, appropriate workplace attire and etiquette for a variety of workplace environments explain the purpose of workplace attire in a variety of settings demonstrate appropriate workplace attire during community experience assignment 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> Performance evaluations Observations 		
<u>Sample Assessment Questions</u>		
<ul style="list-style-type: none"> Students will be provided a variety of workplace environments and will be asked to describe appropriate attire for that particular workplace in detail 		
<u>Instructional Resources/Tools</u>		
<ul style="list-style-type: none"> A variety of workplace environments that require different workplace attire, such as: <ul style="list-style-type: none"> business casual uniforms 		

<p><u>Literacy Connections</u></p> <ul style="list-style-type: none">• N/A
<p><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none">• Vocational Work Skills• Communications

Community Experience

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<p style="text-align: center;"><u>Concept</u></p> <p>E. Develop and demonstrate workplace skills</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Develop and demonstrate the following workplace skills: <ul style="list-style-type: none"> • Sort • Organize • Package • Assist with carryout orders • Prioritize work duties • Collaborative work skills • Demonstrate initiative and flexibility • Problem solving • Appropriate communication
<p>Alignments CCSS: 9-10.SL.1; 9-10.SL.6 Performance: 4.5, 4.6 Knowledge: N/A NETS: N/A DOK: 3</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Teacher will provide direct instruction of appropriate skills to be demonstrated and applied at the community experience work site 		
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Checklist/observations • Discussion • Performance evaluation 		
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • How should you respond when a supervisor asks you to carry out an order for a customer? 		

Instructional Resources/Tools

- Community Experience program handbook
- Models of appropriate workplace skills

Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Cross Curricular Connections

- Vocational Work Skills
- Communications
- Functional Reading
- Functional Math

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<p align="center"><u>Concept</u></p> <p>F. Participate in the workplace evaluation process</p>		<p align="center"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> During a formal evaluation process, students will maintain professional composure while receiving constructive criticism and respond appropriately
<p>Alignments: CCSS: 9-10.SL.6 Performance: 1.10, 2.2, 2.3, 3.6 Knowledge: (CA) 6 NETS: N/A DOK: 4</p>		
<p align="center"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Model professional composure during mock evaluations Specific feedback led by professional staff Reflection through conversation guided by teacher 		
<p align="center"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> Mock evaluation to prepare students for an actual performance evaluation 		
<p align="center"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> How would you respond if you disagree with (a) section(s) of your performance evaluation? 		
<p align="center"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> Handbook/sample of performance evaluation 		
<p align="center"><u>Literacy Connections</u></p> <ul style="list-style-type: none"> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate 		

Cross Curricular Connections

- Vocational Work Skills
- Communications
- Functional Reading