



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: Special Education COURSE: Pre-Vocational Skills

Curriculum Development Timeline

School: TOIS

Course: Prevocational Skills

Department: Special Education

Board Approval	Supervisor	Notes
August 2024	Kelly McHale	New Course





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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Understanding Personal Strengths	21-22	Develop communication skills
2	Understanding personal interests/preferences	23- 24	Develop interpersonal skills
3-4	Identifying personal strengths and interests/ preferences	25	Understanding the importance of punctuality and attendance
5-6	Learning to communicate needs effectively	25-26	Understanding acceptable/ appropriate professional behavior
7-8	Learning to communicate desires effectively	27-28	Learn about teamwork
9-10	Develops Self- Advocacy Skills	29-30	Learn about collaboration
Week	Marking Period 2	Week	Marking Period 4
11-12	Identify various career interest	31-32	Apply math, reading and writing skills in workplace context
13-14	Identify skills needed for different careers	33-34	Apply reading and writing skills in workplace context





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15-16	Demonstrate various different skills needed for different jobs	35	Understanding basic financial literacy concepts
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17-18	Identify educational requirements for different jobs	36-38	Learn daily living skills necessary for independence
19-20	Explore Personal Career Interests	39-40	Developing basic personal health and safety skills and household responsibilities

Core Instructional & Supplemental Materials including various levels of Texts

- Project Discovery Curriculum
- Pre-Vocational Task boxes
- Classroom jobs/ business
- DLM Essential Elements
- NJSLS for Comprehensive Health and Physical Education
- NJSLS for Mathematics
- NJSLS for English Language Arts
- NJSLS for Social Studies
- Career Readiness, Life Literacies, and Key Skills 9.4 Life Literacies and Key Skills

Time Frame	40 Weeks
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Topic

- Develop pre-vocational skills.
- Foster independent living skills.
- Promote social-emotional development.
- Enhance communication and interpersonal skills.
- Encourage self-advocacy and decision-making.
- Increase access to community resources
- Develop awareness and enhance personal safety

Alignment to Standards





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Career Readiness, Life Literacies, and Key Skills 9.2 Career Awareness, Exploration, Preparation.

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals,





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and other personal factors.

- 9.1.8.CP.1: Compare prices for the same goods or services.
- 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
- 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.3: Explain how to create budget that aligns with financial goals
- 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.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

Functional Academics Related to Work:

Mathematics:

- 8.NS.A Know that there are numbers that are not rational, and approximate them by rational numbers.
- 7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations

English Language Arts:

- NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.





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Anchor standards:

- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **Emotional Health:**
- 2.1.5.EH.2: Identify approachable body language and behaviors
- 2.1.8.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.8.EH.5: Differentiate actions as being safe/ healthy or unsafe/ unhealthy

Social & Sexual Health:

- 2.1.5.SSH.2: Determine factors that contribute to building friendships
- 2.1.8.SSH.3: Discuss showing respect toward others and expecting respect
- 2.1.8.SSH.4: Determine healthy relationship behaviors

Community Health Services and Support

- 2.1.5.CHSS.1: Discuss emergencies and appropriate responses
- 2.1.8.CHSS.4: Model social norms and common procedures in the community

Movement Skills and Concepts

- 2.2.8.MSC.2: Discuss and demonstrate using tools effectively and accurately
- 2.2.8.MSC.5: Using modeling and examples for self assessment and adjusting physical execution of the task
- 2.2.8.MSC.5: Utilize modifications, strategies and adaptive tools to promote further independence in a tasks across environments

Personal Safety

- 2.3.5.PS.4: Identify trusted adults in their lives
- 2.3.5. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, crosswalk, dont walk, poison symbol, allergens on food labels).
- 2.3.8.PS.6: Demonstrate how to communicate your personal boundary needs

Dynamic Learning Maps: DLM Essential Elements:

Mathematics:





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- M.EE.8.NS.2.b. Compare quantities represented as decimals in the real-world examples to the hundredths.
- M.EE.4.MD.2.b. Measure mass or volume using standard tools.
- M.EE.5.NF.1 Identify models of Halves ($\frac{1}{2}$, $\frac{2}{2}$) and fourths ($\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$).
- M.EE.8.F.1-3 Given a function table containing at least 2 complete ordered pairs, identify a missing number that completes another ordered pair (limited to linear functions).

English Language Arts:

- ELA.EE.RI.8.2 Provide a summary of a familiar informational text
- ELA.EE.L.8.5.a Demonstrate understanding of the use of multiple meaning words.
- ELA.EE.W.8.2.a Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
- ELA.EE.RI.8.9 Identify where two different texts on the same topic differ in their interpretation of the details.

Learning Objectives and Activities

Goals:

- Develop personal strengths, interests and preferences
- Learn how to communicate needs and desires effectively
- Develop self-advocacy skills
- Identify career options and requirements
- Understanding the skills and education needed specific careers
- Apply math, reading and writing skills to the real world situations
- Learn daily living skills necessary for independence
- Understand basic health and safety practices
- Develop skills for managing personal and household responsibilities

Activities:

- **Self- Awareness and Self- Advocacy:**





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- *Activity:* Interest inventories and personality assessments by following a checklist, gathering materials for a job.
- *Activity:* Role-playing self-advocacy scenarios
- *Activity:* Writing exercises focused on personal goals and aspirations, using sensory strategies to help regulate throughout the school day.
- **Job Exploration and Career Awareness**
 - *Activity:* Prevocational task boxes
 - *Activity:* project discovery units
 - *Activity:* Videos from various professions.
 - *Activity:* Virtual job shadowing and field trips.
 - *Activity:* Research and presentations on different careers.
- **Workplace Readiness and Soft skills**
 - *Activity:* Team-building exercises and group projects.
 - *Activity:* Mock interviews and workplace role-playing.
 - *Activity:* Communication at work (customers, co workers, supervisors) ○
Activity: Workshops on presentation/ grooming and professionalism.
 - *Activity:* Keeping you work place clean
- **Functional Academics Related to Work**
 - *Activity:* Budgeting exercises and simulations using menu math activities
 - *Activity:* Reading and writing workplace documents using samples from project discovery, task boxes and even game instructions
 - *Activity:* Math problems related to work scenarios through menu math activities.
- **Independent Living Skills**
 - *Activity:* Cooking and meal planning lessons.
 - *Activity:* Personal hygiene through tasks analysis, health workshops, job task checklists, etc.
 - *Activities:* Household management tasks and routine using a checklist. Having classroom jobs that change to learn different skills.





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- **Project Discovery Curriculum**
 - [Overview of curriculum](#)
 - [Sample lesson of Career Readiness Curriculum](#)
 - Step sheets
 - Visual cues
 - Video models
 - Parent training/ materials/assessments
 - Worksheets (paper and online)
 - Mock Workplace materials to simulate the natural environment

Assessments

- Class participation and engagement in activities and discussions
- Completion of individual and group assignments
- Use of video modeling
- Skill demonstrations and simulations
- Pre-vocational task Skills checklists
- Project Discovery Curriculum assessments
- Community based interventions

Interdisciplinary Connections





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Functional Academics

- **Standards:**
 - NJSLS for Mathematics and English Language Arts
 - DLM Essential Elements for Mathematics and English Language Arts

Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.





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Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Career Readiness, Life Literacies, and Key Skills

Financial Psychology

- Not all financial information is accurate or truthful.
- An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial wellbeing.
- Marketing techniques are designed to encourage individuals to purchase items they may not need or want

Financial Responsibilities

- The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

Planning and Budgeting

- There are specific steps associated with creating a budget.
- A budget aligned with an individual's financial goals can help prepare for life events.

Career Awareness and Planning

- Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.





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- Developing and implementing an action plan is an essential step for achieving one's





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personal and professional goals.

Critical Thinking and Problem Solving

- The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. • Multiple solutions exist to solve a problem.

Digital Citizenship

- Digital communities are used by Individuals to share information, organize, and engage around issues and topics of interest.
- Digital tools have positively and negatively changed the way people interact socially.

Global and Cultural Awareness

- Culture and geography can shape an individual's experiences and perspectives.

Technology Literacy

- Different digital tools have different purposes.
- Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

Technology Integration

Effects of Technology on the Natural World

- Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems.
- Impacts of technological systems on the environment need to be monitored and must inform decision-making.
- Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.





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See Career Readiness, Life Literacy, and Key Skills standards above.

Career Education

Project Discovery Curriculum: *Career Awareness:*

- Learners will explore, learn and develop real-life job skills with actual tasks and job tools while reinforcing core academic skills.
- Mock work stations set up in the classroom.
- Hand tools
- Creating brochures
- Clerical Job Tasks
- Class Business/Job activities
- Organizing pegboard

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments • Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text) • Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments





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- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations • Propose interest-based extension activities • Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

