

# WBL I

**Unit 1: In-House Placements at PTHS**

**Stage 1: Desired Results**

**Standards & Indicators:**

L.SS.9–10.1. **Language. System and Structure of Language.9-10.1.** Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. **Language. Knowledge of Language.9-10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

SL.PE.9–10.1. **Speaking and Listening.Participate Effectively.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**Career Readiness, Life Literacies and Key Skills**

Standard	Performance Expectations	Core Ideas
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills and abilities.	Innovative ideas or innovation can lead to career opportunities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.	There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

**Central Idea/Enduring Understanding:**

- Learning a new job
- Gaining Independence

**Essential/Guiding Question:**

- What are some obstacles I may experience when learning a new job?
- How do I identify the responsibilities of a new job?
- How can I increase independence on the job?

**Content:**

Job expectations

- Rules of a job
- Soft skills practice
- Workplace safety
- AFLS Grid
- Characteristics of a good employee
- Basic Skills
- Coworker relations
- Fixed activity skills

**Skills(Objectives):**

Explore job responsibilities.

- Create a list of rules for a job.
- Identify safety procedures for a job.
- Create and apply checklists for job completion.
- Create personal goals for performance.
- Appropriately apply soft skills and site specific hard skills to various in-house workplaces.

**Interdisciplinary Connections:** Students will apply employment skills across multiple settings to build independence and post secondary success.

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## Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b></p> <p>Performance Task 1:</p> <ul style="list-style-type: none"> <li>● Creating and identifying job rules, responsibilities, and creating task sheets. Structured observations will determine the need for individualized instruction through the use of task analysis, prompting, cueing, and scaffolding.</li> </ul> <p>Performance Task 2</p> <ul style="list-style-type: none"> <li>● Students will complete job responsibilities and staff will complete structured observations. Structured observations will determine the need for individualized instruction through the use of task analysis, prompting, cueing, and scaffolding.</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>● Role playing scenarios</li> <li>● Staff and peer verbal feedback</li> <li>● Performance based assessments</li> <li>● AFLS Grid</li> <li>● Individualized Prompts</li> <li>● Structured Observations</li> </ul>
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## Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><u>Job Responsibilities</u></p> <ul style="list-style-type: none"> <li>● Transition Coordinator and/or Job Coaches will visit job sites and identify job responsibilities, rules, and safety procedures. Students will learn the new job responsibility.</li> </ul> <p><u>Checklist for Job Completion</u></p> <ul style="list-style-type: none"> <li>● Staff and students will analyze steps needed to achieve tasks. Job coaches and students will role play ways to ask for assistance. Job coaches and transition coordinator will create modifications to address weaknesses or challenges for specific skills.</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>● IEP</li> <li>● NJCAN</li> <li>● AFLS Vocational Skills Assessment Protocol Grids</li> <li>● Performance Based Scenarios</li> <li>● Prompting Cards</li> <li>● In-house Job Placements</li> <li>● Skills Checklist</li> </ul> <p><a href="#">GLSEN Educator Resources</a>  <a href="#">For Educators: Supporting LGBTQIA Youth Resource List</a>  <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></p>
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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<p>Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).                      A personalized course packet with enrichment materials.                      An adaptive assessment that gets harder depending on how a student is performing.                      One-on-one coaching with a student, designed around</p>	<p>Course packet with individualized materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and</p>	<p>Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).                      A personalized course individualized packet. An adaptive assessment that gets easier or harder depending on how a student is performing.                      One-on-one coaching with a student, designed</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:                      Extended time</p>

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<p>his/her specific for higher thinking challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.</p>	<p>weaknesses so that they can assist and challenge each other. A personalized course packet with individualized remediation or enrichment materials. An adaptive assessment that gets easier or harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.</p>	<p>around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. Weekly conference to set short term goals.</p>	<p>Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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### Pacing Guide

Course Name WBL I	Resources/Materials	Standards
MP 1-2		
<p><b>UNIT 1</b> <b>In-House Placements at PTHS</b> (90 Days)</p>	<p>End of Unit Assessment: AFLS Vocational Skills Assessment Protocol 90 Day Work Placement</p>	<p>L.SS.9–10.1. L.KL.9–10.2.A SL.PE.9–10.1.</p>