

Transition Skills

Unit 1 Title: Finding a Job		
Stage 1: Desired Results		
Standards & Indicators: AFLS - Vocational Skills Assessment Protocol		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
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: <ul style="list-style-type: none"> Explore careers based on interests and skills Make necessary preparations to obtain a job 	Essential/Guiding Question: <ul style="list-style-type: none"> How can my interests help find a job or career path? How can I effectively communicate my needs and interests? How do I prepare for an interview? How do I complete a resume and job application? Who should I ask for letters of reference? Who can help me find a job or find success at my job? 	
Content: Personal interests <ul style="list-style-type: none"> Career exploration AFLS Protocol 	Skills(Objectives): Identify jobs that correspond with job-related interests <ul style="list-style-type: none"> Identify qualities or attributes that would rule out certain jobs or positions Search for job openings Determine if learner has skills and requirements for job Considers job in relation to current interests Prepares a resume and obtains letters of reference Fills out an application for employment Identify community resources that will support job Prepare a list of questions to ask potential employer Prepares to talk about strengths in relationship to the job Displays adequate hygiene for interview Answers variety of questions and demonstrates soft skills during mock interview Answers interview questions Uses a communication device 	
Interdisciplinary Connections: Students will learn how to apply skills towards maintaining gainful employment across the life span.		
Stage 2: Assessment Evidence		
Performance Task(s): <ul style="list-style-type: none"> Identify jobs that correspond with job-related interests Identify jobs that are not good fits with learner's preferences Search for job openings in paper want ads and computer job postings Will determine if learner possesses skills and requirements for job 	Other Evidence: Demonstration of skills taught <ul style="list-style-type: none"> Situational role play and discussion AFLS Grids 	

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<ul style="list-style-type: none"> ● Will decide if job activities fit with personal interests ● Researches a job position or company ● Prepare a professional resume to submit for employment and obtain letters of reference ● Fill out a job application ● Identify community resources that will support job ● Prepare a list of questions to ask potential employer ● Prepares to talk about strengths in relationship to the job ● Describe adequate hygiene and dress for interview ● Mock interview ● Answer questions in a conversational style ● Use a communication device to communicate during interview 	
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> ● Guided instruction ● Cooperative learning ● Effective verbal and nonverbal communication with peers and teachers ● Situational roleplay ● Prevocational kit completion and hands-on learning opportunities ● Student journaling and reflection ● Student and peer interviews ● Think Pair Share ● Formative assessment ● Student self-assessment 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● IEP ● NJCAN ● Naviance ● Instructional Videos ● Online resources ● EverFi ● Teacher developed worksheets ● Journals ● Online Classroom (Google Classroom) ● Prevocational Kits ● AFLS Vocational Skills Assessment Protocol <p>GLSEN Educator Resources For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas. Advancing Opportunities</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

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<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</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,</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</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>

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<p>depending on how a student is performing. One-on-one coaching with a student, designed around 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>designed around 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. 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>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. Allow extra time on assessments. Provide study guides. Weekly conference to set short term goals.</p>	<p>ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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Unit 2 Title: Basic Skills and Entrepreneurship		
Stage 1: Desired Results		
Standards & Indicators: <u>AFLS - Vocational Skills Assessment Protocol</u>		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
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: <ul style="list-style-type: none"> ● Understand skills necessary to thrive in a work environment ● Utilize prior knowledge of job skills to collaborate with peers to successfully 		Essential/Guiding Question: <ul style="list-style-type: none"> ● What job skills do I need to be successful at work? ● How do I work as part of a team? ● What are the basics of running a successful business?

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<p>operate a business</p> <ul style="list-style-type: none"> ● Understand that soft skills are keys to success 	
<p>Content: AFLS Protocol</p> <ul style="list-style-type: none"> ● Kits ● Guided instruction and independent practice 	<p>Skills(Objectives): Pays attention during training</p> <ul style="list-style-type: none"> ● Performs all assigned tasks during shift ● Remains calm at work ● Job or task planning ● Identify effective communication techniques for self-advocacy and relationship-building ● Follows directives from supervisors or others when reasonable or beneficial to task ● Describes role of coworkers ● Receives suggestions and corrective feedback ● Define basic business concepts ● Identify critical roles and needs within a business

Interdisciplinary Connections:

Students will learn how to apply skills towards maintaining gainful employment across the life span.

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> ● Attend to instructor when learning new information ● Perform assigned tasks ● Remain calm at work ● Plan for necessary sequence of steps to complete tasks and perform the actions required to complete task ● Work collaboratively with peers and instructors to start and maintain a business ● Follow directions from supervisors or others when reasonable ● Describe the various roles of coworkers ● Respond in a calm manner when provided with suggestions or corrective feedback 	<p>Other Evidence: Demonstration of skills taught</p> <ul style="list-style-type: none"> ● Situational role play and discussion ● AFLS Grids
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Stage 3: Learning Plan

<p>Learning Opportunities/Strategies:</p> <ul style="list-style-type: none"> ● Guided instruction ● Cooperative learning ● Effective verbal and nonverbal communication with peers and teachers ● Situational roleplay ● Prevocational kit completion and hands-on learning opportunities ● Student journaling and reflection ● Student and peer interviews ● Think Pair Share ● Formative assessment ● Student self-assessment 	<p>Resources:</p> <ul style="list-style-type: none"> ● IEP ● NJCAN ● Naviance ● Instructional Videos ● Online resources ● EverFi ● Teacher developed worksheets ● Journals ● Online Classroom (Google Classroom) ● Prevocational Kits ● AFLS Vocational Skills Assessment Grids ● Performance Based Scenarios ● Prompting Cards ● Skills Checklist <p>GLSEN Educator Resources</p>
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		For Educators: Supporting LGBTQIA Youth Resource List Respect Ability: Fighting Stigmas, Advancing Opportunities	
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			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).</p> <p>A personalized course packet with enrichment materials.</p> <p>An adaptive assessment that gets harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific for higher thinking challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.</p>	<p>Course packet with individualized materials.</p> <p>An adaptive assessment that gets harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific for higher thinking challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.</p> <p>A personalized course packet with individualized remediation or enrichment materials.</p> <p>An adaptive assessment that gets easier or harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.</p>	<p>Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).</p> <p>A personalized course individualized packet.</p> <p>An adaptive assessment that gets easier or harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.</p> <p>Allow extra time on assessments.</p> <p>Provide study guides.</p> <p>Weekly conference to set short term goals.</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::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Pacing Guide

Course Name Daily Living Skills	Resources/Materials	Standards
MP 1-2		
UNIT 1 - Finding a Job (90 Days)	AFLS IEP EverFi Instructional Videos Online resources Teacher developed worksheets Journals Online Classroom (Google Classroom) Prevocational Kits End of Unit Assessment: Mastery/demonstration of skills taught	AFLS - Vocational Skills Protocol
MP 3-4		
UNIT 2 - Basic Skills and Entrepreneurship (90 Days)	IEP NJCAN Naviance Instructional Videos Online resources EverFi Teacher developed worksheets Journals Online Classroom (Google Classroom) Prevocational Kits AFLS Vocational Skills Assessment Grids Performance Based Scenarios Prompting Cards Skills Checklist End of Unit Assessment: Mastery/demonstration of skills taught	AFLS - Vocational Skills Protocol