

COURSE TITLE:

Career Transition 1 and 2

LENGTH:

Full Year
Grades 9 – 10

SCHOOL:

Rutherford High School

Approved:

1. INTRODUCTION/REVIEW:

This ten-credit course is designed for ninth and tenth grade students in a self-contained special education class. The purpose of this course is to enable students to deal with the demands and challenges of everyday life. This course will be a full-year course utilizing two periods per day. Students will be visiting regular education classes a number of times throughout the course. This will encourage the development of social skills while learning new material. The extended transition program for the ninth and tenth grade self-contained students will include two components: study skills and basic life skills. The ninth grade students will concentrate on the study skills segment of the course while the tenth graders will focus on the life skills component.

2. LEARNING OBJECTIVES:

- A. The following learning objectives are aligned with the *New Jersey Core Curriculum Content Standards*. There are two career education and consumer, family, and life skills standards, each of which has a number of lettered strands.

Standard 3.2 Writing

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Building upon knowledge and skills gained in preceding grades, by the end of grade 12, students will:

- A. Writing as a Process
1. Define and narrow a problem or research topic.
 2. Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing.

Standard 9.1 Career and Technical Education

All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace. Building upon knowledge and skills gained in preceding grades, by the end of grade 12, students will:

9.1 A Career Awareness/Planning

1. Re-evaluate personal interests, abilities, and skills through various measures including self-assessments.
2. Evaluate academic and career skills needed in various career clusters.
3. Analyze factors that can impact an individual's career.
4. Review and update career plan and include the plan in a portfolio.

5. Research current advances in technology that apply to a selected occupational career cluster.

9.1 B Employability Skills

1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.
2. Communicate and comprehend written and verbal thoughts, ideas, directions and information relative to educational and occupational settings.
3. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher education settings.
4. Evaluate the following academic and career skills as they relate to home, school, community, and employment.
 - Communication
 - Punctuality
 - Time management
 - Organization
 - Decision making
 - Goal Setting
 - Safety
 - Employment application skills
 - Teamwork
5. Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.

Standard 9.2 Consumer, Family and Life Skills

All students will demonstrate critical life skills in order to be functional members of society. Building upon knowledge and skills gained in preceding grades, by the end of grade 12, students will:

9.2 A Critical Thinking

1. Apply communications and data analysis to the problem solving and decision making processes in a variety of life situations.
2. Describe and apply constructive responses to criticism.
3. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.
4. Recognize bias, vested interest, stereotyping, and manipulation and misuse of information while formulating solutions to problems that interfere with attaining goals.
5. Apply knowledge and skills needed to use various means of transportation within a community.

9.2 B Self-Management

1. Revise and update the personal growth plan to address multiple life roles.
2. Apply project planning and management skills in academic and/or occupational settings.
3. Compare and contrast methods for maximizing personal productivity.

9.2 C Interpersonal Communication

1. Model interpersonal and effective conflict resolution skills.
2. Communicate effectively in a variety of settings with a diverse group of people.

9.2 D Character Development and Ethics

1. Analyze how character influences work performance.
2. Identify and research privileges and duties of citizens in a democratic society.
3. Discuss consequences and sanctions when on-the-job rules and laws are not followed.
4. Apply a professional code of ethics to a workplace problem or issue.

9.2 E Consumer and Personal Finance

1. Analyze factors that influence gross and net income.
2. Discuss how to obtain and maintain credit.
3. Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis.
4. Use comparative shopping techniques for the acquisition of goods and services.
5. Evaluate the actions a consumer might take in response to excess debt and personal financial status.

9.2 F Safety

1. Engage in an informed discussion about rules and laws designed to promote safety and health.
2. Describe and demonstrate basic first aid and safety procedures.
3. Analyze the occurrence of workplace hazards.
4. Practice the safe use of tools and equipment.
5. Implement safety procedures in the classroom, and workplace where appropriate.
6. Discuss motor vehicle safety, including but not limited to, New Jersey motor vehicle laws and regulations, methods of defensive driving, and the importance of personal responsibility on public roads/streets.

B. OBJECTIVES FOR THE STUDY SKILLS COMPONENT (GRADE 9):

Note taking Skills (3.2)

Goal: The students will effectively take notes in a variety of situations. The student will be able to:

1. Identify and utilize a variety of note-taking skills.
2. Utilize notebooks with notes for reference.
3. Learn to paraphrase and summarize information while taking notes.

Time Management Skills (9.1)

Goal: Students will improve ability to manage time effectively. The student will be able to:

1. Identify and prioritize long and short-term assignments.
2. Understand the amount of time to complete a given task.
3. Understand the importance of making up missed assignments in a timely manner.

Test-Taking Skills (9.2)

Goal: The students will learn to study for tests in an organized manner.

The student will be able to:

1. Read and understand test directions.
2. Learn to organize information for essay responses on tests.
3. Utilize graded tests and quizzes for studying.

Organization Skills (9.1)

Goal: The students will demonstrate techniques to improve organizational skills. The student will be able to:

1. Present assignments in a neat and organized manner.
2. Organize and maintain a notebook.
3. Record assignments in their student planner.
4. Organize locker and backpack for easy retrieval of materials.

Learning Styles (9.1 and 9.2)

Goal: The students will be aware of their learning styles and how it affects them academically. The student will be able to:

1. Identify the different types of learning styles.
2. Identify their specific learning style.
3. Identify specific strategies to address their learning style.

C. OBJECTIVES FOR THE LIFE SKILLS COMPONENT (GRADE 10):

Critical Thinking and Problem Solving (9.2)

Goal: The students will recognize problems and devise a variety of methods to solve these problems. The student will be able to:

1. Communicate, analyze data, apply technology, and problem solve.

2. Plan and follow steps to make choices and decisions.
3. Identify and assess problems that interfere with attaining goals.
4. Apply knowledge and skills needed to use various means of transportation within a community.

Self-Management (9.2)

Goal: The students will understand their strengths and weakness while developing coping strategies. The student will be able to:

1. Recognize and build upon personal strengths.
2. Learn to accept criticism and respond constructively.
3. Recognize personal likes and dislikes.
4. Demonstrate steps to deal with stress and conflict.
5. Develop and implement a personal growth plan that includes short and long-term goals to enhance development.

Interpersonal Communication/Social Skills (9.2)

Goal: The students will demonstrate age-appropriate social and emotional skills. The student will be able to:

1. Demonstrate respect and flexibility in interpersonal and group situations.
2. Organize thoughts to reflect logical thinking and speaking.
3. Work cooperatively with others to solve a problem.
4. Demonstrate appropriate social skills within group activities.
5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.

Character Development and Ethics (9.2)

Goal: The students will demonstrate the essential components of character development and ethics. The student will be able to:

1. Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.
2. List problems and their causes, effects, and solutions that are faced in the home, school and/or community.
3. Describe how personal ethics influence decision-making.

Consumer and Personal Finances (9.2)

Goal: The students will understand the components of financial education and make economic choices. The student will be able to:

1. Identify and demonstrate personal finance skills in checkbook maintenance and investing.
2. Construct a simple personal savings/spending plan.
3. Understand that people make financial choices that have costs, benefits, and consequences.
4. Explain the difference in cost between cash and credit purchases.
5. Compare prices of similar items from different sellers.

Safety (9.2)

Goal: The students will apply principals and skills that promote personal well-being. The student will be able to:

1. Identify common hazards associated with home, school, and community.
2. Demonstrate appropriate safety procedures for hands-on experiences.
3. Describe appropriate response procedures for emergency situations.
4. Engage in an informed discussion about rules and laws designed to promote safety and health.

3. PROFICIENCY LEVELS

This course is open to select classified students in grades 9-10.

4. METHODS OF ASSESSMENT**Student Assessment**

The teacher will provide a variety of assessments during the course of the year. The assessments may include, but are not limited to, chapter and unit tests and quizzes, group work/projects, simulations, homework and case studies.

Curriculum/Teacher Assessment

The teacher will provide the administration with suggestions for changes on an ongoing basis.

5. GROUPING

Students in this course should have been identified by the Child Study Team. Students will be grouped by grade level in this course.

6. ARTICULATION / SCOPE AND SEQUENCE / TIMEFRAME

The course length is full year and is offered to identified students in grades 9-10.

7. RESOURCES

Text / Materials

Connections: A Guide to Maximizing Student Potential from the New Jersey Department of Education, Division of Student Services, Office of Special Education Programs.

Teacher supplemental material

- Handouts
- Videos
- Internet sites

8. METHODOLOGIES

Students will participate in lectures, field trips, and a variety of community-based and instructional activities that will take place both in and out of the classroom.

9. SUGGESTED ACTIVITIES

- A. Field trips into community
- B. Regular education classroom visitation
- C. Group presentation
- D. Guest speakers
- E. Various in-school job completions
- F. Round-table/group discussions
- G. Lectures
- H. Independent research

10. INTERDISCIPLINARY CONNECTIONS

Connections to all academic courses are infused into the curriculum.

11. PROFESSIONAL DEVELOPMENT

As per the Professional Improvement Plan, the teacher will continue to improve through participation in professional development opportunities, organizations dedicated to transitional issues, and feedback from students and colleagues.