

COURSE TITLE

Career Transition 2A

LENGTH

Full Year

Grades 9 - 10

DEPARTMENT

Special Education

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SCHOOL

Rutherford High School

Primary Content

Career Readiness, Life Literacies and Key Skills

Initial BOE Approval Date (Born on): June 27, 2022

Embedded Content

Computer Science and Design Thinking

Initial BOE Approval Date (Born on): June 27, 2022

Career Transition

1. INTRODUCTION/REVIEW:

This 2.5 or five credit course is designed for ninth-grade and tenth-grade students in a self-contained special education class. The purpose of this course is to enable students to deal with the demand and challenges of everyday life. This course will be a one-semester 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. This section of the transition program will concentrate on various study skills activities.

2. LEARNING OBJECTIVES:

A. The following learning objectives are aligned to the New Jersey Student Learning Standards

1. Objectives:

I Community

- Learning about my community
 1. Community Helpers and resources
 2. Police
 3. Fire
 4. Public Safety
 5. Recreation and leisure opportunities
- Personal Safety in my community
 1. Where do I go for help?
 2. Cyber safety
 3. Social media safety
- Caring for personal needs
 1. Proper hygiene
 2. Grooming
 3. Health needs
 4. When to see a doctor
- Public transportation for work
 1. How can I get to work?
 2. What is the best possible way to get to work?
 3. How to read a bus schedule
- Create employment and personal goals
 1. Complete inventories and search for areas of career interest
 2. Complete job applications
 3. Search for employment opportunities in the community
- Examine what it means to behave appropriately at work
 1. Demonstrate appropriate behavior in public places
 2. How to live independently
 3. Care of home and budgeting finances

Student Outcomes:

- Students will learn about all available community resources that will benefit their lives
- Learn about how to access safety and recreation sources
- Students will know where they can receive help when in danger
- Students will gain understanding of how to be safe on the internet
- Students will gain perspective on proper grooming and dress
- Students will learn to identify health concerns
- Students will examine the best ways that they can utilize public transportation
- Students will understand how to be financially literate
- Students will understand how to search for and acquire a job
- Students will learn how to fill in a job application
- Students will demonstrate proper social skills and acceptable behavior at their job
- Students will know how to create a budget and plan to live independently
- Students will demonstrate appropriate behavior in public places

New Jersey Student Learning Standards

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS PRACTICES

(CRLKSP 1) Act as a responsible and contributing community member and employee

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding everyday through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

(CRLKSP 2) Attend to financial well-being

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

(CRLKSP 3) Consider the environmental, social and economic impacts of decisions

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

(CRLKSP 4) Demonstrate creativity and innovation

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they

discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

(CRLKSP 5) Utilize critical thinking to make sense of problems and persevere in solving them.

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

(CRLKSP 6) Model integrity, ethical leadership and effective management

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the here-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

(CRLKSP 7) Plan education and career paths aligned to personal goals

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

(CRLKSP 8) Use technology to enhance productivity, increase collaboration and communicate effectively

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible, and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks.

(CRLKSP 9) Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS

Standard 9.1 Personal Financial Literacy

9.1.8 CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of each.

9.1.8.CP.1: Compare prices for the same goods or services.

9.1.8.CP.2: Analyze how spending habits affect one's ability to save.

9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, checkbooks, online/mobile banking).

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.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

Standard 9.2 Career Awareness, Exploration, Preparation, and Training

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

Standard 9.4 Life Literacies and Key Skills

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

COMPUTER SCIENCE AND DESIGN THINKING

Standard 8.1 Networks and the internet

8.1.8.NI.3: Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.

8.1.8.NI.4: Explain how security measures have been created in response to key malware events.

Standard 8.1 Impacts of Computing

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individuals everyday activities and career options.

Standard 8.2 Interaction of Technology and Humans

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

Standard 8.2 Ethics and Culture

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

NJSLSA.SL.1: Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

II. Proficiency Levels

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

III. 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 administrator with suggestions for changes on an ongoing basis.

IV Grouping

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

V Articulation/Scope & Sequence/Time Frame

This course is half-year and is offered to identified students in grades 9 - 10.

VI 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

VII 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

VIII 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.

IX Interdisciplinary Connections

Connections to all academic courses are infused into the curriculum.

X Differentiating Instruction for Students with Special Needs: Students with disabilities, Students at Risk, English Language Learners, Students with 504 Plans, and Gifted & Talented Students.

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can

maximize success for all students. Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk, Students with 504 Plans)

- Study guides
- Reference videos (when applicable)
- Re-teaching and review
- Guided note-taking
- Modifications of content and student products
- Testing accommodations
- Pre-teaching of vocabulary and concepts
- Preferential teaching
- Use of technology
- Differential teacher feedback on assignments
- Vocabulary practice
- Tiered assignments
- Assist students in web-based learning as needed
- Authentic assessments
- Step by step instruction
- Teacher modeling
- Real-world scenarios
- Example of varied performance levels

Differentiation for Enrichment

- Flexible grouping
- Topic selected by interest
- Elevated questioning techniques
- Cooperative learning groups
- Adjusting the pace of lesson
- Enhancement based on unit content
- Use of technology
- Interest-based content

XI Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XII Curriculum Map/Packing Guide

| Unit Topic | Time Allocated | Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, Student with 504 Plans & Gifted & Talented Students | Standards | Assessments |
|---|----------------|--|--|--|
| <p>Main Topic</p> <ul style="list-style-type: none"> ● Community Helpers ● Learning about my community and job opportunities ● Community resources (police, fire, recreation) ● Personal safety in my community | 5 weeks | <p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Small group instruction ● Modified homework assignments ● Modified assessments <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Provide extension activities ● Adjusting the pace of lessons | CRLLKSP 1 - 9 9.1.8.CP.1 9.1.8.FP.2 9.2.8.CAP.3 | <p><i>Formative Assessment:</i></p> <p>Classwork - complete KWL on Rutherford Current events - What community activities are going on in Rutherford</p> <p><i>Summative Assessment</i></p> <p>Technology based projects Create a google slide on our community Alternative assessments Poster project on jobs in the community</p> |

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|---|----------------|--|--|--|
| <p>Main Topic</p> <ul style="list-style-type: none"> ● Caring for Personal Needs ● Public transportation for work ● Examine using bus to commute ● Examine using trains to commute ● Evaluating and reading time schedules for transportation | <p>6 weeks</p> | <p><i>For Support:</i></p> <ul style="list-style-type: none"> ● <i>Pinpointing essential vocabulary</i> ● <i>Jigsaw Activities</i> ● <i>Written responses</i> ● <i>Re-teaching and review</i> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Provide extension activities ● Adjusting the pace of lessons | <p>CRLKSP 1 - 9 9.1.8.CP.1 9.2.8.CP.2 9.2.8.CAP.3</p> | <p><i>Formative Assessment</i> Questioning - What is appropriate grooming techniques? Entry/Exit Tickets - What did you learn about mass transit? Socratic seminars - Why is it important to practice good grooming habits?</p> <p><i>Summative Assessment</i></p> <p>Technology based projects: Research Community resources for commuting.</p> <p>Alternative assessments 2 Teacher made quizzes 1 Teacher made test on Community/Transportation Benchmark project "How can you utilize transportation in your community project."</p> |
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|---|----------------|--|--|---|
| <p>Main Topic</p> <ul style="list-style-type: none"> ● Create employment and personal goals ● Complete inventories and search for areas of career interest ● Complete job applications ● Search for employment opportunities in the community | <p>5 Weeks</p> | <p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Re-teaching and review ● Allotted time for activities and responses ● Graphic organizers ● Text material annotated and summarized <p><i>For Enhancement</i></p> <ul style="list-style-type: none"> ● Modification of content and student products ● Testing accommodations ● Authentic assessments ● Pre-teaching of vocabulary and concepts | <p>9.2.8.CAP.2 9.2.8.CAP.3 9.2.8.CAP.8 9.2.8.CAP.9 9.2.8.CAP.12 9.4.8.CI.3 9.4.8.CI.4 CRLKSP 1 - 9</p> <p>NJSLSA.SL.1</p> | <p><i>Formative Assessment</i></p> <p>Debate - What type of job do you want? Class discussion - Why is it important to have good job skills? Classwork - Video questions: What are the best ways to look for a job?</p> <p><i>Summative Assessment</i></p> <p>Technology based projects Job applications Alternative assessments Discuss what it is like to apply for a job</p> |
| <p>Main Topic</p> <ul style="list-style-type: none"> ● Examine what it means to behave appropriate at work ● Demonstrate appropriate behavior in public places ● How to live independently ● Care of home and budgeting finances | <p>4 Weeks</p> | <p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Small group instruction ● Notebook check ● Scaffolding of assignments ● Chunking of material ● Guided questions and note taking ● Outline for writing assessments <p><i>For Enhancement</i></p> <ul style="list-style-type: none"> ● Modification of content and student products | <p>9.1.8.CR.1 9.1.8.CDM.1 9.1.8.CP.1 9.1.8.CP.2 9.1.8.F1.2 9.1.8.FP.2 9.1.8.FP.3 9.1.8.FP.4 8.1.8.NI.3 8.1.8.NI.4 8.1.8.CI.1</p> | <p><i>Formative Assessment</i></p> <p>Questioning - Why is behaving appropriately important at work? Classwork - Poster project Success at work! What do we have to do?</p> <p><i>Summative Assessment</i></p> <p>Technology based projects Create a Google slide group project "living Independently in the World"</p> |

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| | | | 8.2.8.ITH.1 8.2.8.ITH.2 8.2.8.EC.1 CRLKSP 1 - 9 | |
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