

COURSE TITLE

Career Transition 4A

LENGTH

Full Year
Grades 11-12

DEPARTMENT

Special Education
Michelle M. Perez Hoen - Supervisor

SCHOOL

Rutherford High School

DATE

Fall 2018

Initial BOE Approval Date (Born on): September 10, 2018

Career Transition

1. INTRODUCTION/REVIEW:

This five-credit course is designed for eleventh-grade and twelfth-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 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 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.

I. Objectives

Course Outline:

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

- F. 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.
- ❖ Demonstrate appropriate behavior in public places

New Jersey Student Learning Standards

CAREER READY PRACTICES

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day 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.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also 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.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, 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.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals 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.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals 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.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals 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' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals 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.

CRP11. Use technology to enhance productivity.

Career-ready individuals 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.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference 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.

TECHNOLOGY

STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

8.1.8.A.1 – Demonstrate knowledge of a real-world problem using digital tools.

STANDARD 9.1: PERSONAL FINANCIAL LITERACY**STRAND B: Money Management**

9.1.8.B.1 Distinguish among cash, check, credit card, and debit card.

9.1.8.B.2 Construct a simple personal savings and spending plan based on various sources of income.

9.1.8.B.3 Justify the concept of “paying yourself first” as a financial savings strategy.

9.1.8.B.4 Relate the concept of deferred gratification to [investment,] meeting financial goals, and building wealth.

9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.

9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.

9.1.8.B.7 Construct a budget to save for long-term, short-term, and charitable goals.

9.1.8.B.8 Develop a system for keeping and using financial records.

9.1.8.B.9 Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).

9.1.8.B.10 Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.

9.1.8.B.11 Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals.

STRAND E: BECOMING A CRITICAL CONSUMER

- 9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
- 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.
- 9.1.8.E.3 Compare and contrast product facts versus advertising claims.
- 9.1.8.E.4 Prioritize personal wants and needs when making purchases.
- 9.1.8.E.5 Analyze interest rates and fees associated with financial services, credit cards, debit cards, and gift cards.
- 9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.
- 9.1.8.E.7 Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws.
- 9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.

STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION**STRAND C: CAREER PREPARATION**

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

II. Proficiency Levels

This course is open to select classified students in grades 11-12

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 administration 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

The course is half year and is offered to identified students in grades 11-12.

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. Guest Speakers from H.I.P. and Y.E.S.
- C. Board Meetings
- D. Lectures
- E. 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, 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)

- Study guides
- Reference Videos (when applicable)
- Re-teaching and review
- Guided note-taking
- Modification of content and student products
- Testing accommodations
- Pre-teaching of vocabulary and concepts
- Preferential Seating
- 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
- Exemplars of varied performance levels

Differentiation for Enrichment

- Flexible grouping
- Topic selection 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/Pacing Guide – USE THIS AS A GUIDE and EXAMPLE

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & 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 	<p>5 weeks</p>	<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 	<p>9.1.8.E.1 9.1.8.E.6 9.2.8.B.3 CRP1 CRP2 CRP3</p>	<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>

<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"> ● Pinpointing essential vocabulary ● Jigsaw Activities ● Written responses ● Re-teaching and review <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Provide extension activities ● Adjusting the pace of lessons 	<p>9.2.8.B.2 9.1.8.E.1 9.2.8.B.3 CRP10. CRP3. CRP5</p>	<p><i>Formative Assessment</i></p> <p>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. 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.B.1 9.2.8.B.2 9.2.8.B.3 9.2.8.B.4 9.2.8.B.5 9.2.8.B.6 9.2.8.B.7</p> <p>CRP1. CRP2. CRP3</p>	<p><i>Formative Assessment</i> Debate- What type of job do you want? Class discussion- Why is it important to have good job skills? Classwork- Video questions: What are best ways to look for a job?</p> <p><i>Summative Assessment</i> Technology based projects Job applications Alternative assessments Discuss what it’s like to apply for a job</p>
<p>Main Topic</p> <ul style="list-style-type: none"> • Examine what it means to behave appropriately 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>9.1.8.E.1 9.1.8.E.2 9.1.8.E.3. 9.1.8.E.4 9.1.8.E.5 9.1.8.E.6</p> <p>CRP11. CRP12. CRP10.</p>	<p><i>Formative Assessment</i> 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> Technology based projects Create a Google slides group project on “Living Independently in the World “</p>

For Enhancement:

- Modification of content and student products