COURSE TITLE

Community Based Instruction

LENGTH

Full Year

Ages 18 - 21

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:**

     The curriculum for the Rutherford High School Transition Program is designed for students ages 18 - 21 who have been identified through their Child Study Team and Individualized Education Plan as having a need for an extended school program to help them transition into adult life. Community-Based Instruction is sustained and repeated instruction that takes place in the community rather than in a school building. Our curriculum focuses on the following skills: Self-advocacy, basic needs of young adults, realistic job choices, personal responsibility, and life goals. The students' schedules will include real-life work placements in a community setting two to four days a week, depending on their individualized plan. Their schedule also includes functional academics and life skills taught in a classroom setting in order to reinforce student learning of academic and functional skills.

2. **LEARNING OBJECTIVES:**

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

     1. Objectives:

Student Outcomes:

Transitions Curriculum - James Stanfield

This program will focus on three areas of instruction:

   Personal Management, Career Management and Life Management

Personal Management helps the student "Get A Plan," which includes:
Decision Making Strategies' Self-Control Strategies; Anger and Conflict Management Skills; Career Choices; Identifying Work Strengths; Compensating for Disabilities; Use of Positive Self-talk; Vocational Aptitude; and Continuing Education.

Career Management helps the student "Get A Job," which includes:
Effective Communication Skills; How to Conduct A Job Search; How to Write A Resume; How to Complete Job Applications; How to Interview For A Job; How to Meet Job Expectations; How To Get Along with Others on the Job; How to Avoid Common Job Mistakes; Employee Rights and Responsibilities; and How To Handle Rejection.

Life Management helps the student "Get A Life," which includes: Good Healthy Habits; How to Budget and Save; How to Be A Savvy Shopper; How to Find A Place To Live; How to Use Public Transportation; How to Enjoy and Manage Leisure Time; Citizenship Skills; How to Meet Friends and Partners; Safety Basics; Basic Baby Care; and How to Handle A Crisis.

New Jersey Student Learning Standards

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS PRACTICES

(CRLLKSP 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.

(CRLLKSP 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.

(CRLLKSP 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.

(CRLLKSP 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.

(CRLLKSP 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.

(CRLLKSP 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.

(CRLLKSP 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.

(CRLLKSP 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.

(CRLLKSP 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 ages 18 - 21..

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 ages 18 - 21

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
Main Topic ● Buying, preparing and consuming food ● Purchase food using a personal budget ● Plan and eat balanced meals ● Prepare meals and store food appropriately	5 weeks	*For Support:* ● Re-teaching and review ● Allotted time for activities and responses ● Graphic Organizers ● Text material annotated and summarized For Enhancement: ● Oral and written assignments ● Extra time ● Peer editing/reviewing ● Guided notes	CRLLKSP 1 - 9 9.1.8.CP.1 9.1.8.CP.2 9.1.8.FP.2 9.1.8.FP.3 NJSLSA.SL.1	Formative Assessment: Questioning - What are the best ways to buy and prepare foods? Classwork - Poster project - create a poster demonstrating the US recommended food groups and servings Summative Assessment Technology based projects - create a google slide group project on creating a personal budget. Alternative Assessments Create a collage that illustrates how to manage your finances

Main Topic				
Main Topic ● Opening a bank account ● Credit and credit cards ● Personal financial goals ● Understanding a paycheck and its deductions ● Making financial investments	5 weeks	For Support: ● Re-teaching and review ● Allotted time for activities and responses ● Graphic organizers ● Text material annotated and summarized For Enhancement: ● Modification of content and student products ● Testing accommodations ● Authentic assessments ● Pre-teaching of vocabulary and concepts	CRLLKSP 1 - 9 9.1.8.CDM.1 9.1.8.CP.2 9.1.8.FI.2 9.1.8.FP.2 9.1.8.FP.3	Formative Assessment Questioning - Class discussion - Describe why it is good to have a financial plan for your future. Classwork - Vocabulary terms on personal finance *Summative Assessment* Technology based projects. Write a current event topic on finance Alternative assessments DBQ - Why is it important to have a good credit score? What are some ways that this can be accomplished?
● Field trips into community ● Demonstrate use of laundry facilities at a laundromat ● Purchase appropriate clothing ● Understand how to organize and prepare yourself for workday		For Support: ● Small group instruction ● Modified homework assignments ● Modified assessments For Enhancement: ● Provide extension activities ● Adjusting the pace of lessons	CRLLKSP 1 - 9 9.1.8.CP.1 9.1.8.CP.2 9.1.8.CP.2 9.1.8.FI.2 9.1.8.FP.2 9.1.8.FP.3	Formative Assessment Classwork - Complete a chart detailing job opportunities that are available in the community of Rutherford Current events - What is a community resource? Summative Assessment Rubric - Students will complete a writing assignment: What is the best way to prepare your clothes for work?

Main Topic	5 Weeks	*For Support:*	CRLLKSP 1 - 9	Formative Assessment
● Job internships ● Complete job evaluations ● Demonstrate appropriate behavior on the job site ● Complete a written reflection on their work experience		● Small group instruction ● Modified homework assignments ● Modified assessments ● *For Enhancement* ● Provide extension activities ● Adjusting the pace of lessons	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	Entry/Exit Tickets - name 5 things that you learned from your experience on the job Classwork - examine what is acceptable behavior on the job. Summative Assessment Google slides presentation on Work Experience
Main Topic: ● Understanding public transportation ● Travel using bus and train system ● Compare/contract public transportation vs owning a car ● Read and navigate a map	5 Weeks	For Support: ● Small group instruction ● Modified homework assignments ● Modified assessments For Enhancement: ● Provide extension activities ● Adjusting the pace of lessons	CRLLKSP 1 - 9 9.1.8.CMD.1 9.1.8.CP.1 9.1.8.CP.2 9.2.8.CAP.9 9.2.8.CAP.12 9.4.8.CI.3 9.4.8.CI.4	Formative Assessment Roleplay with money Classwork - Discussion, using real money Roleplay with cash register Summative Assessment - using money in real life situations

● Understand how to act in social situations ● How to act in small/large group setting and one on one settings ● How to converse with people	5 Weeks	For Support: ● Small group instruction ● Modified homework assignments ● Modified assessments For Enhancement: ● Provide extension activities ● Adjusting the pace of lessons	CRLLKSP 1 - 9 9.1.8.FP.2 9.1.8.FP.4 9.2.8.CAP.12 9.4.8.CI.3 9.4.8.CI.4	Formative Assessment Roleplay Classwork - Discussion Summative Assessment Class trips to socialize with classmates and other people outside the program
● Understand how to live independently ● How to find an apartment ● How to figure out and pay bills/budgeting	5 Weeks	● Small group instruction ● Modified homework assignments ● Modified assessments For Enhancement: ● Provide extension activities ● Adjusting the pace of lessons	CRLLKSP 1 - 9 9.1.8.CDM.1 9.1.8.CP.1 9.1.8.CP.2 9.1.8.FL.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 8.2.8.ITH.1 8.2.8.ITH.2 8.2.8.EC.1	Formative Assessment Comparing bills Classwork - looking at apartments Summative Assessment ● Project on living independently