

COURSE TITLE

Community Based Instruction

LENGTH

Full Year
Ages 18-21

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:

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 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

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 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 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 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 ages 18-21.

VI. Resources

Text / Materials

Transitions Curriculum series

Teacher supplemental material

- Handouts
- Videos
- Internet sites

VII. Suggested Activities

- A. Field trips into community
- B. Group presentation
- C. Guest speakers
- D. Various job completions
- E. Round-table/group discussions
- F. Lectures
- G. 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

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<ul style="list-style-type: none"> • Buying, preparing and consuming food • Purchase food using a personal budget • Plan and eat balanced meals • Prepare meals and store food appropriately 	<p>5 weeks</p>	<p>For Support</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>For Enhancement</p> <ul style="list-style-type: none"> • Oral and written assignments • Extra time • Peer editing/reviewing • Guided notes 	<p>9.1.8.E.1 9.1.8.E. 9.1.8.E.3 9.1.8.E.4 9.1.8.E.5 9.1.8.E..6</p> <p>CRP2. CRP3. CRP4.</p>	<p>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</p> <p>Summative Assessment</p> <p>Technology based projects Create a Google slides group project on creating a personal budget. Alternative assessments Create a collage that illustrates how to manage your finances</p>

<ul style="list-style-type: none"> • Opening a bank account • Credit and credit cards • Personal financial goals • Understanding a pay check and its deductions • Making financial investments 	<p>5 Weeks</p>	<p>For Support:</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>For Enhancement</p> <ul style="list-style-type: none"> • Modification of content and student products • Testing accommodations • Authentic assessments • Pre-teaching of vocabulary and concepts 	<p>9.1.8.B.1 9.1.8.B.2 9.1.8.B.3 9.1.8.B.4</p> <p>CRP5 CRP6 CRP7</p>	<p>Formative Assessment Questioning Class discussion - Describe why it is good to have a financial plan for your future. Classwork- Vocab terms on personal finance</p> <p>Summative Assessment</p> <p>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?</p>
<p>Main Topic</p> <ul style="list-style-type: none"> • Field trips into community • Demonstrate use of laundry facilities at a laundromat 	<p>5 weeks</p>	<p>For Support:</p> <ul style="list-style-type: none"> • Small group instruction • Modified homework assignments 	<p>9.2.8.B.1 9.2.8. B.2. 9.2.8. B.3.</p> <p>CRP6. CRP7.</p>	<p>Formative Assessment Classwork-Complete a chart detailing job opportunities that are available in the community of Rutherford</p>

<ul style="list-style-type: none"> • Purchase appropriate clothing • Understand how to organize and prepare yourself for workday 		<ul style="list-style-type: none"> • Modified assessments <p>For Enhancement:</p> <ul style="list-style-type: none"> • Provide extension activities • Adjusting the pace of lessons 	<p>CRP8.</p>	<p>Current events- What is a community resource? Summative Assessment</p> <p>Rubric- Students will complete a writing assignment: What is the best way to prepare your clothes for work?</p>
<p>Main Topic</p> <ul style="list-style-type: none"> • Job internships • Complete job evaluations • Demonstrate appropriate behavior on the job site • Complete a written reflection on their work experience 	<p>5 weeks</p>	<p>For Support:</p> <ul style="list-style-type: none"> • Small group instruction • Modified homework assignments • Modified assessments <p>For Enhancement:</p> <ul style="list-style-type: none"> • Provide extension activities • Adjusting the pace of lessons 	<p>9.2.8.B.4 9.2.8.B.5 9.2.8. B.6. 9.2.8.B.7</p> <p>CRP2. CRP3. CRP4.</p>	<p>Formative Assessment</p> <p>Entry/Exit Tickets- Name 5 things that you learned from your experience on the job Classwork- Examine what is acceptable behavior on the job.</p> <p>Summative Assessment Google slides presentation on Work Experience</p>

<p>Main Topic:</p> <ul style="list-style-type: none"> ● Understanding public transportation ● Travel using bus and train system ● Compare/Contrast public transportation vs owning a car ● Read and Navigate a map 	5 Weeks	<p>For Support:</p> <ul style="list-style-type: none"> ● Small group instruction ● Modified homework assignments ● Modified assessments <p>For Enhancement:</p> <ul style="list-style-type: none"> ● Provide extension activities ● Adjusting the pace of lessons 	<p>9.1.8.B.1 9.1.8.B.2 9.1.8.B.3 9.1.8.B.4</p> <p>CRP5 CRP6 CRP7</p>	<p>Formative Assessment</p> <p>Roleplay with money Classwork- Discussion, using real money Roleplay with cash register Summative Assessment using money in real life situations</p>
<ul style="list-style-type: none"> ● Understand how to act in social situations ● how to act in small/large group settings and one on one setting ● How to converse with people 	5 Weeks	<p>For Support:</p> <ul style="list-style-type: none"> ● Small group instruction ● Modified homework assignments ● Modified assessments <p>For Enhancement:</p> <ul style="list-style-type: none"> ● Provide extension activities ● Adjusting the pace of lessons 	<p>9.2.8.B.1 9.2.8. B.2. 9.2.8. B.3.</p> <p>CRP6. CRP7. CRP8.</p>	<p>Formative Assessment</p> <p>Roleplay Classwork- Discussion Summative Assessment Classtrips to socialize with classmates and other people outside the program</p>
<ul style="list-style-type: none"> ● Understand how to live independently ● how to find an apartment ● How to figure out and pay bills Budgeting 	5 weeks	<ul style="list-style-type: none"> ● Small group instruction ● Modified homework assignments ● Modified assessments <p>For Enhancement:</p>	<p>9.2.8.B.1 9.2.8. B.2. 9.2.8. B.3.</p> <p>CRP6. CRP7. CRP8.</p>	<p>Formative Assessment</p> <p>Comparing bills Classwork- looking at apartments Summative Assessment</p>

		<ul style="list-style-type: none">● Provide extension activities● Adjusting the pace of lessons		Project on living independently
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