

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Transition English

Course Number: 151002

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Unit 1 - Ready for Work</p>	<p>Unit Summary: This unit will prepare students to go out to their first semester job sites and help them identify job appropriate behaviors and practices. They will become familiar with the importance of safe work practices, soft skills and the subtleties of how these skills impact long-term job success, as much as being able to successfully complete job tasks.</p>
<p>Grade Level(s): 12+</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● As an employee, what social skills do I need to increase my chances of long-term success? ● What daily professional practices are necessary and expected in the workplace? ● What are natural my supports and how can I identify and utilize them in the workplace? ● How do I recognize unsafe situations in the workplace and what do I do to prevent injury to myself, co-workers and customers? 	<p>Enduring Understanding(s):</p> <p>Students need to know how to demonstrate professional behavior when interacting with co-workers, supervisors and customers in the workplace.</p> <p>Social boundaries and expectations in the workplace differ from those in personal social situations.</p> <p>Interpreting and managing non-verbal communication of others (body language, facial expressions, tone of voice, etc.) to ensure successful interactions with others in the workplace.</p> <p>Recognizing that every job has natural supports available that, when utilized, help make employees more successful. Identifying and accessing natural resources.</p> <p>Demonstrating general daily practices that successful employees are expected to follow: such as clocking in on time, following a schedule, adhering to dress codes, etc.</p> <p>Recognizing potentially dangerous situations and following the correct rules and procedures designated by your employer in order to ensure a healthy and safe workplace environment.</p>

RT II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<p><u>Learning Target</u></p> <ol style="list-style-type: none"> 1. To engage in proper greetings and introductions with supervisors and co-workers and clients/customers/etc. 2. To identify and adhere to the appropriate dress code and hygiene requirements for a variety of jobs, specifically the jobs in which they will be placed during the school year 3. To locate time card, clock in and track hours correctly and determine appropriate expected pay. 4. To call out of work according to generally accepted workplace standards 5. To identify and follow safety rules at work place and in school 6. To display professional behavior in accordance with the work environment; that will allow them to communicate, socialize and assimilate into the workplace and with their co-workers 8. To identify and begin to use appropriate “soft skills” (i.e., listening and speaking using work appropriate language, making eye contact, problem solving, time management/timeliness, flexibility, teamwork, conflict resolution, decision making, following chain of command and taking initiative)that are necessary to success in the workforce). 9. To read and follow a daily schedule 10. To ask appropriate questions of co-workers and supervisors to identify daily jobs duties and tasks 	<p><u>NJSLS:</u></p> <ol style="list-style-type: none"> 1. CPR4 2. CPR5 3. CPR8 4. CPR9
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Interdisciplinary Connections:

<p>Reading (standard English curriculum) - read and comprehend Achieve3000 articles and activities</p> <p>Math - tracking of hours, basic calculations</p> <p>Health - understanding and following safety procedures</p> <p>FACS - understanding and following appropriate, professional workplace behaviors</p> <p>Art/Media - collage on workplace safety</p>
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Students will engage with the following text:

James Stanfield First Job Survival Skills

Achieve3000 Articles

Selected online materials

Teacher-made materials (worksheets, guided notes, quizzes, etc.)

Students will write:

Students will write responses for Warm-up Activities

Students will write responses, summaries, etc. for Achieve3000 articles

Students will use writing to define vocabulary and answer class activities individually and in small group settings

Students will use writing to complete worksheet activities and quizzes

Students will use writing on formal and informal assessments as well as on individual projects

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

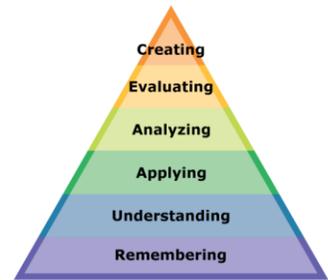
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- completing warm-up activities
- participate in whole class instruction, brainstorming, note taking
- participate in class discussions
- modeling and demos followed by independent practice
- independent reading (Achieve3000)
- create collage on workplace safety
- use of interactive technology in classroom (SmartBoard, PowerPoint)
- use of Chromebooks for Google Classroom assignments and readings
- participate in pair/share activities
- give individual and pair presentations
- use of teacher-made materials, notes and worksheets
- view and react to video presentations (James Stanfield curriculum)
- follow daily routine activities (clock in and track hours, change shirts for work, freshen up with hygiene bags)

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Daily warm-up activities
Participation in class discussions
Completion of daily class routines (clocking in, preparing for job site, following daily schedule)
Completion of classroom assignments, worksheets, guided notes, etc.
Quizzes
Completion of at least 2 Achieve3000 articles and corresponding questions and writing prompts per week

Accommodations/Modifications:

IEP modifications will be followed for all students in program
All assignments will be tiered to accommodate various levels of students
Assignments will be graded PASS/FAIL
Extra time will be given as needed
Students will not be required to complete certain assignments if absent or at a job site
Homework assignments will be kept to a minimum or not given
Writing will be graded on content only (i.e., spelling, punctuation, sentence structure, etc. will not be counted against students)
Oral reports or assessments will be given in lieu of written, as necessary

Summative Assessments:

Lexile Level Set to establish current reading levels
Unit test - divided into smaller parts to accommodate students' abilities - to check for long-term retention

Accommodations/Modifications:

Assessments will be tiered to accommodate various levels of students
Extra time will be given as needed
Writing will be graded on content only (i.e., spelling, punctuation, sentence structure, etc. will not be counted against students)
Oral assessments will be given in lieu of written, as necessary
Retesting as needed

Performance Assessments:

Collage on workplace safety and presentation of project to class

Accommodations/Modifications:

Grading rubric will be adjusted to align with each student's IEP, taking into account each student's strengths

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Transition English

Course Number: 151002

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Unit 2 - Understanding your paycheck</p>	<p>Unit Summary: This unit will teach students how to read and understand a paycheck, their responsibilities as a taxpayer and how to ensure they are being compensated properly and fairly.</p>
<p>Grade Level(s): 12+</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● How do I read and interpret the various parts of a paycheck? ● Why do I pay taxes and where does the money go? ● What is the difference between mandatory and elective deductions? 	<p>Enduring Understanding(s):</p> <p>Students need to understand how compensation differs with regular and overtime hours.</p> <p>Students need to be aware if they are entitled to vacation, holiday, sick, etc. pay at their particular job.</p> <p>Paying taxes is a legal responsibility of working citizens.</p> <p>Keeping a personal record of hours worked is important to make sure you are being compensated fairly for all the hours you have worked.</p> <p>Understanding that Social Security is designed to be a source of income in retirement, but responsible individuals plan for multiple sources of income to ensure financial independence in the future.</p> <p>While you have little control over mandatory deductions, you can decide if and how elective deductions can be utilized to your benefit.</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
<p>1. To define the following paycheck terminology and concepts:</p> <ul style="list-style-type: none">● Hourly rate● Hours worked● Overtime● Holiday, vacation and sick time● Mandatory deductions (FICA, Social Security, etc.)● Elective deductions (401K, HSA, Medical insurance, etc.)● Federal vs. State taxes● Minimum wage vs. Living wage● Personal allowances and withholding● W4 form	<p>1. 9.1.4.F.1*</p> <p>2. 9.1.8.A.1**</p> <p>3. 9.1.8.A.7**</p> <p>4. 9.1.12.A.1</p> <p>5. 9.1.12.A.10</p>
<p>2. To locate specific paycheck information, such as pay period, hourly rate, hours worked, deductions, etc.</p>	<p>Due to the nature of this program and the varying needs of the students, some standards will align with lower grades to provide prerequisite skills needed for the higher level skills to be taught and understood..</p>
<p>3. To examine and calculate paycheck for accuracy</p>	<p>*indicates 4th grade standard</p>
<p>4. To complete a personal allowance worksheet and fill out a W4 form that reflects the withholdings indicated</p>	<p>**indicates 8th grade standard</p>

Interdisciplinary Connections:

Reading (standard English curriculum) - read and comprehend Achieve3000 articles and activities

Math - paycheck calculation skills

Business - paycheck terminology and understanding of fair business practices

Students will engage with the following text:

James Stanfield First Job Survival Skills

Achieve3000 Articles

Selected online materials

Teacher-made materials (worksheets, guided notes, quizzes, etc.)

Students will write:

Students will write responses for Warm-up Activities

Students will write responses, summaries, etc. for Achieve3000 articles

Students will use writing to define vocabulary and answer class activities individually and in small group settings

Students will use writing to complete worksheet activities and quizzes

Students will use writing on formal and informal assessments as well as on individual projects

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- **completing warm-up activities**
- **participate in whole class instruction, brainstorming, note taking**
- **participate in class discussions**
- **modeling and demos followed by independent practice**
- **independent reading (Achieve3000)**
- **completing Powerpoint project on “My paycheck”**
- **use of interactive technology in classroom (SmartBoard, PowerPoint)**
- **use of Chromebooks for Google Classroom assignments and readings**
- **participate in pair/share activities**
- **give individual and pair presentations**
- **use of teacher-made materials, notes and worksheets**
- **view and react to video presentations (James Stanfield curriculum)**

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Daily warm-up activities
Participation in class discussions
Completion of classroom assignments, worksheets, guided notes, etc.
Quizzes
Completion of at least 2 Achieve3000 articles and corresponding questions and writing prompts per week

Accommodations/Modifications:

IEP modifications will be followed for all students in program
All assignments will be tiered to accommodate various levels of students
Assignments will be graded PASS/FAIL
Extra time will be given as needed
Students will not be required to complete certain assignments if absent or at a job site
Homework assignments will be kept to a minimum or not given
Writing will be graded on content only (i.e., spelling, punctuation, sentence structure, etc. will not be counted against students)
Oral reports or assessments will be given in lieu of written, as necessary

Summative Assessments:

Lexile Level Set (as assigned)
Unit test - divided into smaller parts to accommodate students' abilities - to check for long-term retention

Accommodations/Modifications:

Assessments will be tiered to accommodate various levels of students
Extra time will be given as needed
Writing will be graded on content only (i.e., spelling, punctuation, sentence structure, etc. will not be counted against students)
Oral assessments will be given in lieu of written, as necessary
Retesting as needed

Performance Assessments:

Powerpoint on "My Paycheck" and presented to classmates

Accommodations/Modifications:

Grading rubric will be adjusted to align with each student's IEP, taking into account each student's strengths

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Transition English

Course Number: 151002

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Unit 3 - Money Management</p>	<p>Unit Summary: This unit will teach students how fiscal responsibility depends on making choices based on understanding the difference between wants and needs. They will also</p>
<p>Grade Level(s): 12+</p>	<p>learn how to determine ways to cut expenses to stay within a given budget, how to use banking services correctly and how to establish and maintain good credit.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● How do I distinguish between wants and needs? ● Are there ways I can control certain expenses so I can stay within my budget? ● How can I use banking and credit services to benefit my personal finances effectively? 	<p>Enduring Understanding(s):</p> <p>Students will learn the importance of prioritizing expenses and make responsible spending choices.</p> <p>Indulging in “unnecessary” expenses is acceptable if it is planned and does not prevent you from meeting your other financial obligations.</p> <p>Students need to know which banking services are most appropriate for various needs and different stages of their lives.</p> <p>Establishing and maintaining good credit will have long term effects on your financial well-being.</p> <p>It is important to recognize and avoid the pitfalls of overextending your financial means and falling prey to predatory lending/credit card companies.</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
<ol style="list-style-type: none">1. To recognize the difference between wants and needs2. To explain the effect of advertising on personal spending3. To distinguish between variable vs. fixed expenses and provide examples4. To define Inflation and demonstrate how it affects budgeting decisions5. To compare and contrast various banking services and determine which ones are appropriate in given situations (e.g., direct deposit, bill pay, transfers, overdraft protection, etc.)6. To distinguish between various types of credit cards7. To evaluate the advantages and disadvantages of using credit cards and loans8. To explain what credit scores mean and how to establish and maintain good credit9. To locate and cite credit protection laws and assess how they can be used to protect their financial future	<ol style="list-style-type: none">1. 9.1.4.B.1*2. 9.1.8.B.1**3. 9.1.8.B.9**4. 9.1.8.B.10**5. 9.1.12.B.16. 9.1.12.B.4 <p>Due to the nature of this program and the varying needs of the students, some standards will align with lower grades to provide prerequisite skills needed for the higher level skills to be taught and understood..</p> <p>*indicates 4th grade standard **indicates 8th grade standard</p>

Interdisciplinary Connections:

Reading (standard English curriculum) - read and comprehend Achieve3000 articles and activities
FACS - personal budgeting skills
Business - understanding credit, loans, inflation, etc.

Students will engage with the following text:

James Stanfield First Job Survival Skills
Achieve3000 Articles
Selected online materials
Teacher-made materials (worksheets, guided notes, quizzes, etc.)

Students will write:

Students will write responses for Warm-up Activities

Students will write responses, summaries, etc. for Achieve3000 articles

Students will use writing to define vocabulary and answer class activities individually and in small group settings

Students will use writing to complete worksheet activities and quizzes

Students will write on formal and informal assessments as well as on individual projects

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

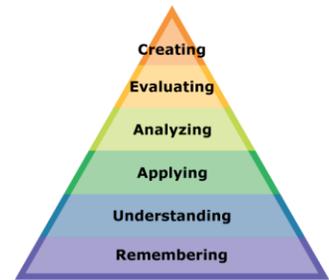
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- complete warm-up activities
- participate in whole class instruction, brainstorming
- participate in class discussion
- modeling and demos followed by independent practice
- independent reading (Achieve3000)
- complete personal budget project
- complete “choice” project
- use of interactive technology in classroom (SmartBoard, PowerPoint)
- use of Chromebooks for Google Classroom assignments and readings
- participate in pair/share activities
- give individual and pair presentations
- use of teacher-made materials, notes and worksheets
- view and react to video presentations (James Stanfield curriculum)

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Daily warm-up activities
Participation in class discussions
Completion of classroom assignments, worksheets, guided notes, etc.
Quizzes
Completion of at least 2 Achieve3000 articles and corresponding questions and writing prompts per week

Accommodations/Modifications:

IEP modifications will be followed for all students in program
All assignments will be tiered to accommodate various levels of students
Assignments will be graded PASS/FAIL (as will end of marking period and year grades)
Extra time will be given as needed
Students will not be required to complete certain assignments if absent or at a job site
Homework assignments will be kept to a minimum or not given
Writing will be graded on content only (i.e., spelling, punctuation, sentence structure, etc. will not be counted against students)
Oral reports or assessments will be given in lieu of written, as necessary

Summative Assessments:

Lexile Level Set (as assigned)
Unit test - divided into smaller parts to accommodate students' abilities - to check for long-term retention

Accommodations/Modifications:

Assessments will be tiered to accommodate various levels of students
Extra time will be given as needed
Writing will be graded on content only (i.e., spelling, punctuation, sentence structure, etc. will not be counted against students)
Oral assessments will be given in lieu of written, as necessary
Retesting as needed

Performance Assessments:

Personal budget project

Project of choice on one of the following topics: Banking Services for the 21st Century Consumer; Choosing Needs over Wants or Types of Advertising and How They Impact Purchasing Decisions (students can choose their own presentation method with the assistance of the teacher)

Accommodations/Modifications:

Grading rubric will be adjusted to align with each student's IEP, taking into account each student's strengths

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Transition English

Course Number: 151002

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Unit 4 - Internet Safety	Unit Summary: This unit will reinforce responsible internet behavior, as both a consumer and social media participant. Students will learn how to protect themselves from predators and avoid behaviors that put them in situations where they are perceived as predators. They will understand how and when to stop contact in situations that can put them in potentially unsafe situations.
Grade Level(s): 12+	
Essential Question(s): <ul style="list-style-type: none"> ● How do I know that people on the internet are who they say they are? ● What information should I never put on the internet and social media sites? ● How is perception important when practicing good internet/social media etiquette? 	Enduring Understanding(s): <p>It is important to recognize that there are no regulations on the web and not everything and everyone on the internet is real or true.</p> <p>Once something is put on the internet, taking it down does not prevent it from still being on the web.</p> <p>Personal and financial information must be protected and sharing information on the web can compromise your finances and privacy, causing long-term problems.</p> <p>Students need to protect themselves from people / organizations seeking to take advantage of them.</p> <p>Students must learn that their desire to connect with and meet people online must also show respect and courtesy to others.</p> <p>When others do not respond to their social media advances, they must leave those people alone, preventing the risk of inadvertently violating the privacy and perceived safety of others.</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<p><u>Learning Target</u></p> <ol style="list-style-type: none">1. To explain the importance of protecting your personal identity and provide examples of what information makes up someone's personal identify2. To explain and demonstrate understanding of how to avoid internet predators3. To summarize the difference between reliable and unreliable internet sites and sources4. To assess their own personal social media habits and critique its appropriateness5. To restructure inappropriate internet practices to conform with safe and appropriate ones.	<p><u>NJSLS:</u></p> <ol style="list-style-type: none">1. 9.1.8.E.2**2. CRP33. CRP54. CRP7 <p>Due to the nature of this program and the varying needs of the students, some standards will align with lower grades to provide prerequisite skills needed for the higher level skills to be taught and understood..</p> <p>*indicates 4th grade standard **indicates 8th grade standard</p>
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Interdisciplinary Connections:

Reading (standard English curriculum) - read and comprehend Achieve3000 articles and activities
Health - understanding and following safe online practices
Technology - distinguishing between reliable and unreliable internet sources, protecting identity

Students will engage with the following text:

James Stanfield Circles
Achieve3000 Articles
Selected online materials
Teacher-made materials (worksheets, guided notes, quizzes, etc.)

Students will write:

Students will write responses for Warm-up Activities

Students will write responses, summaries, etc. for Achieve3000 articles

Students will use writing to define vocabulary and answer class activities individually and in small group settings

Students will use writing to complete worksheet activities and quizzes

Students will use writing on formal and informal assessments as well as on individual projects

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- complete warm-up activities
- participate in whole class instruction, brainstorming
- participate in class discussion
- modeling and demos followed by independent practice
- independent reading (Achieve3000)
- complete my “online” self project
- use of interactive technology in classroom (SmartBoard, PowerPoint)
- use of Chromebooks for Google Classroom assignments and readings
- participate in pair/share activities
- give individual and pair presentations
- use of teacher-made materials, notes and worksheets
- view and react to video presentations (James Stanfield curriculum)

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Daily warm-up activities
Participation in class discussions
Completion of classroom assignments, worksheets, guided notes, etc.
Quizzes
Completion of at least 2 Achieve3000 articles and corresponding questions and writing prompts per week

Accommodations/Modifications:

IEP modifications will be followed for all students in program
All assignments will be tiered to accommodate various levels of students
Assignments will be graded PASS/FAIL (as will end of marking period and year grades)
Extra time will be given as needed
Students will not be required to complete certain assignments if absent or at a job site
Homework assignments will be kept to a minimum or not given
Writing will be graded on content only (i.e., spelling, punctuation, sentence structure, etc. will not be counted against students)
Oral reports or assessments will be given in lieu of written, as necessary

Summative Assessments:

Lexile Level Set (as assigned)
Unit test - divided into smaller parts to accommodate students' abilities - to check for long-term retention

Accommodations/Modifications:

Assessments will be tiered to accommodate various levels of students
Extra time will be given as needed
Writing will be graded on content only (i.e., spelling, punctuation, sentence structure, etc. will not be counted against students)
Oral assessments will be given in lieu of written, as necessary
Retesting as needed

Performance Assessments:

“My Online Self” project and presentation

Accommodations/Modifications:

Grading rubric will be adjusted to align with each student’s IEP, taking into account each student’s strengths

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Transition English

Course Number: 151002

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Unit 5 -Career Exploration</p> <p>Grade Level(s): 12+</p>	<p>Unit Summary: This unit will give students a broad overview of the 12 Career Clusters, jobs which fall under each cluster and preparation needed for a variety of jobs. They will also explore current needs and future outlook for specific jobs. Students will take interest inventories that will give them direction in career options and help them make realistic goals that are achievable within their personal education levels. Students will research a job of particular interest and present information on that job to their classmates.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● What jobs would be a good fit for my personality, interests and educational background? ● What jobs have the most opportunities and best outlook for the future? ● Do I have realistic career goals and do I know how to pursue careers in that specific field? ● How can adult service agencies (DDD, DVR) help me in achieving my career goals? 	<p>Enduring Understanding(s):</p> <p>Knowing your likes and dislikes and how they apply to different jobs is important in deciding what kind of job you would enjoy after graduation.</p> <p>Personal and professional Interests change as we get older and may alter our original career goals.</p> <p>A successful job search requires an awareness of trends and needs in the current job market.</p> <p>Having realistic, achievable career goals will lead to a more fulfilling and meaningful existence.</p> <p>Students must learn where to go for help in achieving their job/career goals.</p>

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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
<ol style="list-style-type: none">1. To identify the 12 Career Clusters2. To give examples of specific jobs within each of the Career Clusters and differentiate preparation, education and personal traits required for various jobs3. To complete interest inventories and identify personal interests and strengths4. To connect personal interests with achievable career goals	<ol style="list-style-type: none">1. 9.2.4.A.3*2. 9.2.8.B.1**3. 9.2.B.8.6**4. 9.2.12.C.1 <p>Due to the nature of this program and the varying needs of the students, some standards will align with lower grades to provide prerequisite skills needed for the higher level skills to be taught and understood..</p> <p>*indicates 4th grade standard **indicates 8th grade standard</p>

Interdisciplinary Connections:

Reading (standard English curriculum) - read and comprehend Achieve3000 articles and activities
FACS - understanding career paths and developing short and long-term goals

Students will engage with the following text:

James Stanfield First Job Survival Skills
Achieve3000 Articles
Selected online materials
Teacher-made materials (worksheets, guided notes, quizzes, etc.)

Students will write:

Students will write responses for Warm-up Activities

Students will write responses, summaries, etc. for Achieve3000 articles

Students will use writing to define vocabulary and answer class activities individually and in small group settings

Students will use writing to complete worksheet activities and quizzes

Students will use writing on formal and informal assessments as well as on individual projects

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- complete warm-up activities
- participate in whole class instruction, brainstorming
- participate in class discussion
- modeling and demos followed by independent practice
- complete independent reading (Achieve3000)
- complete individual project on assigned career cluster
- use of interactive technology in classroom (SmartBoard, PowerPoint)
- use of Chromebooks for Google Classroom assignments and readings
- participate in pair/share activities
- give individual and pair presentations
- use of teacher-made materials, notes and worksheets
- view and react to video presentations (James Stanfield curriculum)

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Daily warm-up activities
Participation in class discussions
Completion of classroom assignments, worksheets, guided notes, etc.
Quizzes
Completion of at least 2 Achieve3000 articles and corresponding questions and writing prompts per week

Accommodations/Modifications:

IEP modifications will be followed for all students in program
All assignments will be tiered to accommodate various levels of students
Assignments will be graded PASS/FAIL (as will end of marking period and year grades)
Extra time will be given as needed
Students will not be required to complete certain assignments if absent or at a job site
Homework assignments will be kept to a minimum or not given
Writing will be graded on content only (i.e., spelling, punctuation, sentence structure, etc. will not be counted against students)
Oral reports or assessments will be given in lieu of written, as warranted

Summative Assessments:

Lexile Level Set (as assigned)
Unit test - divided into smaller parts to accommodate students' abilities - to check for long-term retention

Accommodations/Modifications:

Assessments will be tiered to accommodate various levels of students
Extra time will be given as needed
Writing will be graded on content only (i.e., spelling, punctuation, sentence structure, etc. will not be counted against students)
Oral assessments will be given in lieu of written, as necessary
Retesting as needed

Performance Assessments:

Career Cluster project and presentation

Accommodations/Modifications:

Grading rubric will be adjusted to align with each student's IEP, taking into account each student's strengths

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Transition English

Course Number: 151002

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Unit 6 - Getting the Job</p>	<p>Unit Summary: This unit will help students prepare to apply for and interview for a job upon graduation.</p>
<p>Grade Level(s): 12+</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● What can I do to make my resume and cover letter stand out to a prospective employer? ● What do I do to prepare for a job interview? ● How do you act at a job interview and what do I need to do to present myself well to a prospective employer? ● How do I follow up after having a job interview? 	<p>Enduring Understanding(s):</p> <p>Resumes must be professional, contemporary and errorless in order to be considered in today's job market.</p> <p>With most job applications being done online, you need to find a way to make yourself stand out from other applicants.</p> <p>Appropriate dress, punctuality, eye contact, tone of voice, etc. are key elements to a successful job interview.</p> <p>Practicing responses to typical job interview questions will make the actual interview less intimidating and allow you to be yourself.</p> <p>Following up after an interview shows a potential employer that you are invested in the process and truly interested in getting the job.</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
<ol style="list-style-type: none">1. To gather resume and reference list information2. To choose a contemporary resume template and input their personal information3. To practice asking people for an employment reference4. To identify appropriate information for a cover letter geared at a specific job5. To research and determine whether specific jobs require online or written applications6. To locate, complete and submit online job applications7. To attach documents (i.e., resume, reference list, cover letter) to online job applications8. To complete accurately hand-written job applications9. To interpret and complete pre-employment questionnaires10. To prepare appropriately all steps necessary for a successful job interview11. To identify and provide examples of the follow-up steps after an interview	<ol style="list-style-type: none">1. CRP42. CRP63. CRP104. CRP11

Interdisciplinary Connections:

**Reading (standard English curriculum) - read and comprehend Achieve3000 articles and activities
FACS - preparing for the workplace**

Students will engage with the following text:

**James Stanfield First Job Survival Skills and Circles
Achieve3000 Articles
Selected online materials
Teacher-made materials (worksheets, guided notes, quizzes, etc.)**

Students will write:

Students will write responses for Warm-up Activities

Students will write responses, summaries, etc. for Achieve3000 articles

Students will use writing to define vocabulary and answer class activities individually and in small group settings

Students will write job descriptions on their resumes

Students will use writing on applications (online and hand-written)

Students will use writing to complete worksheet activities and quizzes

Students will use writing on formal and informal assessments as well as on individual projects

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

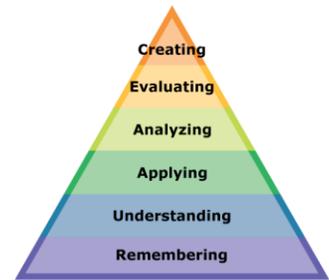
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- complete warm-up activities
- participate in whole class instruction, brainstorming
- participate in class discussions
- modeling and demos followed by independent practice
- complete independent reading (Achieve3000)
- completion of 2 resumes (same content, different format)
- completion of reference list and sample cover letter
- completion of “pocket resume” to assist in completion of handwritten job application samples
- use of technology to attach documents to various online formats (email, Drive, etc)
- use of interactive technology in classroom (SmartBoard, PowerPoint)
- use of Chromebooks for Google Classroom assignments and readings
- participate in pair/share activities
- give individual and pair presentations
- use of teacher-made materials, notes and worksheets
- view and react to video presentations (James Stanfield curriculum)

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Daily warm-up activities
Participation in class discussions
Completion of classroom assignments, worksheets, guided notes, etc.
Quizzes
Completion of at least 2 Achieve3000 articles and corresponding questions and writing prompts per week

Accommodations/Modifications:

IEP modifications will be followed for all students in program
All assignments will be tiered to accommodate various levels of students
Assignments will be graded PASS/FAIL (as will end of marking period and year grades)
Extra time will be given as needed
Students will not be required to complete certain assignments if absent or at a job site
Homework assignments will be kept to a minimum or not given
Writing will be graded on content only (i.e., spelling, punctuation, sentence structure, etc. will not be counted against students)
Oral reports or assessments will be given in lieu of written, as warranted

Summative Assessments:

Lexile Level Set (as assigned)
Unit test - divided into smaller parts to accommodate students' abilities - to check for long-term retention

Accommodations/Modifications:

Assessments will be tiered to accommodate various levels of students
Extra time will be given as needed
Writing will be graded on content only (i.e., spelling, punctuation, sentence structure, etc. will not be counted against students)
Oral assessments will be given in lieu of written, as necessary
Retesting as needed

Performance Assessments:

2 resumes (one can be Powerpoint resume)
reference list
sample cover letter

Accommodations/Modifications:

Grading rubric will be adjusted to align with each student's IEP, taking into account each student's strengths