Pemberton Township School District
Unit Planner

Unit Title: SLE Prep- Unit 1

Stage 1: Desired Results

Standards & Indicators:

Progress Indicators for Language

Conventions of Standard English
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A.Observe hyphenation conventions.
B. Spell correctly.
Knowledge of Language
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Technology Standards:
8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue
8.1.12.A.2 P Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs

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.

Career Ready Practices

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CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP 11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Central Idea / Enduring Understanding:	Essential/Guiding Question:
• Exploring careers and interests • Appropriate work readiness skills • Goal setting	• How can my interests help find a job or career path? • What skills are necessary to help find and maintain employment? • What are realistic job goals?
Content: • Personal interests • Career exploration • Preparing for interviews • Locating jobs • Setting goals • Employment skills	**Skills(Objectives):** • Explore and identify personal interests • Explore career clusters • Evaluate and select realistic goals • Demonstrate appropriate interview skills • Formulate appropriate employment skills
21st Century Themes: (Check all that apply) X Global Awareness ☐ Environmental Literacy X Health Literacy X Civic Literacy X Financial, Economic, Business, and Entrepreneurial Literacy	**21st Century Skills:** X Creativity and Innovation X Critical Thinking and Problem Solving X Communication X Collaboration

Stage 2: Assessment Evidence

Performance Task(s):	Other Evidence:
Performance Task 1: • Students will complete assessment on NJCAN. Through completion of the self assessments students will identify career interests and possibilities Performance Task 2:	• IEP Scavenger Hunt • Short Term personal and academic goal setting (each marking period) • Evaluation and reflections of short term goals (each marking period) • Long Term personal and academic goal setting

• Students will develop a working resume and demonstrate how to locate and apply for job positions. Performance Task 3: • Students will role play and demonstrate positive and appropriate interview skills.	• Complete supplemental worksheets, tests, and quizzes on material covered

Stage 3: Learning Plan

Learning Opportunities/Strategies:	Resources:
Understanding Job and Personal Interests • Students will explore personal interests and career interests. Students will use their personal interest, career interest, and research to identify possible career and job paths. **Setting realistic goals** • Students will use the results of the their career and personal interest surveys to develop short and long term goals in order to achieve success. **Work Readiness Skills** • Students will explore and present work readiness goals: including time management, attendance, appropriate communication, and personal hygiene. **Interview and Hiring Skills** • Students will learn and demonstrate appropriate interview skills, including creating resumes, references, and applications.	IEP NJCAN Naviance Instructional Videos Online resources Teacher developed worksheets Journals Online Classroom (Google Classroom)

Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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how a student is performing. 4. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. 5. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.	specific for higher thinking challenges. 4. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other. 5. A personalized course packet with individualized remediation or enrichment materials. 6. An adaptive assessment that gets easier or harder depending on how a student is performing. 7. One-on-one coaching with a student, designed around his/her specific challenges. 8. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other	4. One-on-one coaching with a student, designed around his/her specific challenges. 5. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. 6. Allow extra time on assessments 7. Provide study guides Weekly conference to set short term goals	students that struggle with handwriting. 5. Assist with organizing classroom materials. Provide frequent reviews of current concepts and information taught

<u>Unit Title</u>: SLE Prep- Unit 1

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Career Ready Practices

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

Central Idea / Enduring Understanding:	Essential/Guiding Question:
• Following directions	• How can I ensure I am following directions?
• Team work	• What are the rules for effective teamwork?
• Appropriate communication	• How can I communicate effectively as an employee?
• Decision making	• How can I take responsibility for my decisions and actions

Content:	Skills(Objectives):
• Strategies for following directions • Skills of a team player • Conflict resolution for employees • Self advocacy on the job • Positive communication as an employee • Steps in making a decision • Consequences of decisions and actions	• Implement single and multi-step directions. • Demonstrate active listening during verbal directions. • Role playing when and how to ask for assistance. • Explore conflict resolution. • Investigating positive communication. • Demonstrating positive body language. • Describe responsibilities on a daily basis. • Compare and contrast consequences of positive and poor choices.

21ˢᵗ Century Themes: (Check all that apply)	21ˢᵗ Century Skills:
X Global Awareness ☐ Environmental Literacy X Health Literacy X Civic Literacy X Financial, Economic, Business, and Entrepreneurial Literacy	X Creativity and Innovation X Critical Thinking and Problem Solving X Communication X Collaboration

Stage 2: Assessment Evidence

Performance Task(s):	Other Evidence:
Performance Task 1: • Modeling and demonstrating multi-step directions while completing assigned activities.	• Role playing scenarios • Staff and peer verbal feedback • Performance based assessments • Task analysis

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Performance Task 2: • Performance based assessments. Performance Task 3: • Structured observations during structured experiences	• Individualized Prompts • Structured Observations

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Following Directions
• Students will demonstrate following written and verbal directions. Data will be tracked and reviewed. Task analysis will be applied on an individual student basis.

Effective Teamwork
• Students will demonstrate how to work collaboratively as part of a team. Students will receive assistance, prompting, etc, as needed on an individual basis.

Appropriate Communication
• Students will demonstrate appropriate communication, through body language, interactions, etc... Students will receive assistance, prompting, etc, as needed on an individual basis

Decision making
• Students will demonstrate appropriate decision making skills. Students will review natural consequences and utilize role playing to compare and contrast the consequences of decisions and actions.

Resources:

• IEP
• NJCAN
• Naviance
• Task Analysis
• Performance Based Scenarios
• Prompting Cards

Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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Central Idea / Enduring Understanding:	Essential/Guiding Question:
• Learning a new job • Gaining Independence	• What are some obstacles I may experience when learning a new job? • How do I identify the responsibilities of a new job? • How can I increase independence on the job?

Content:	Skills(Objectives):
• Job expectations • Rules of a job • Safety on the job • Task analysis • Characteristics of an employee	• Explore job responsibilities. • Create a list of rules for a job. • Identify safety procedures for a job. • Create and apply checklists for job completion. • Create personal goals for performance. •

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Stage 2: Assessment Evidence

Performance Task(s):	Other Evidence:
Performance Task 1: • Creating and identifying job rules, responsibilities, and creating task sheets. Structured observations will determine the need for individualized instruction through the use of task analysis, prompting, cueing, and scaffolding.	 • Role playing scenarios • Staff and peer verbal feedback • Performance based assessments • Task analysis • Individualized Prompts • Structured Observations

Performance Task 2
- Students will complete job responsibilities and staff will completed structured observations. Structured observations will determine the need for individualized instruction through the use of task analysis, prompting, cueing, and scaffolding.

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Job Responsibilities
- Transition Coordinator and/or Job Coaches will visit job site and identify job responsibilities, rules, and safety procedures. Students will learn the new job responsibility.

Checklist for Job Completion
- Staff and students will analyze steps needed to achieve tasks. Job coaches and students will role play ways to ask for assistance. Job coaches and transition coordinator will create modifications to address weaknesses or challenges for specific skills. .

Resources:
- IEP
- NJCAN
- Task Analysis
- Performance Based Scenarios
- Prompting Cards
- Community Job Placements
- Skills Checklist

Differentiation

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Pemberton Twp Schools

Smith/Havers 09/2016