

# WBL Prep

## Unit 1: Career Interests and Self-Advocacy

### Stage 1: Desired Results

#### Standards & Indicators:

L.SS.9–10.1. [Language. System and Structure of Language.9-10.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. [Language. Knowledge of Language.9-10.2](#). Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.9-10.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills and abilities.	Innovative ideas or innovation can lead to career opportunities.

#### Central Idea/Enduring Understanding:

- Explore careers based on interests and skills
- Explore various career clusters
- Identify workplaces and careers of interest in community
- Self advocate based on interests and needs

#### Essential/Guiding Question:

- How can my interests help find a job or career path?
- How can I effectively communicate my needs and interests?
- What are the career clusters and what types of jobs are included in each?

#### Content:

##### Personal interests

- Career exploration
- Locating jobs
- Effective communication
- Transition section of IEP
- Career clusters

#### Skills(Objectives):

##### Explore and identify personal interests

- Explore career clusters
- Identify the transition section of IEP and effectively communicate and advocate for self based on needs and interests.
- Identify career interests, abilities, and skills.
- Develop an individual career or post-secondary plan.
- Student will receive direct skills training in becoming a positive self-advocate:
  - Learn whom to ask for assistance and when
  - Practice describing what is needed and when
  - Develop strategies for seeking assistance

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	<ul style="list-style-type: none"> <li>○ Discuss disability needs in the context of seeking accommodations</li> <li>● Display the ability to communicate effectively with others.</li> <li>● Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.</li> <li>● Demonstrate critical life skills in order to be successful members of society.</li> </ul>
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## Interdisciplinary Connections:

Students will learn how their interests, aptitudes, values, and can be used and developed to fulfill post secondary goals successfully.

## Stage 2: Assessment Evidence

### Performance Task(s):

Performance Task 1:

- Students will complete assessment on NJCAN. Through completion of the self assessments students will identify strengths, weaknesses, career interests and possibilities.

Performance Task 2:

- Students will identify their own transitional goals and prepare to effectively self-advocate at IEP meetings and in the workplace.

Performance Task 3:

- Students will align results from interest and skill inventories with career clusters.

### Other Evidence:

- IEP Scavenger Hunt
- Complete supplemental worksheets, tests, and quizzes on material covered
- Interest inventories
- Mock IEP meeting discussing interests
- AFLS Grids

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

- Guided instruction
- Cooperative learning
- Effective verbal and nonverbal communication with peers and teachers
- Situational roleplay
- Prevocational kit completion and hands-on learning opportunities
- Student journaling and reflection
- Student and peer interviews
- Think Pair Share
- Formative assessment
- Student self-assessment

### Resources:

- IEP
- NJCAN
- Instructional Videos
- Online resources
- Youth @ Work: Talking Safety - A Safety and Health Curriculum for Young Workers New Jersey Edition (NIOSH)
- Teacher developed worksheets
- Journals
- Online Classroom (Google Classroom)
- Prevocational Kits
- Attainment's PreETS 1: Focus on Job and Career Exploration (J. Estervig & W. Fowler)
- Attainment's Get a Job Curriculum (C. Thomas-Kersting & D. Schumacher)
- Attainment's Learning to Work (Dr. C. Ramsey Musselwhite & L. Beck Richardson)

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		<ul style="list-style-type: none"><li>• Life Centered Career Education: Occupational Guidance and Preparation Student Workbook (Council for Exceptional Children)</li><li>• Learning for Earning: Your Route to Success (J. Wanat, W. Weston Pfeiffer, &amp; R. Van Gulik)</li><li>• AFLS Vocational Skills Assessment Protocol</li></ul> <p><a href="#">GLSEN Educator Resources</a> <a href="#">For Educators: Supporting LGBTQIA Youth Resource List</a> <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></p>	
<b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course packet with enrichment materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.	Course packet with individualized materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other. A personalized course packet with individualized remediation or enrichment materials. An adaptive assessment that gets easier or harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.	Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course individualized packet. An adaptive assessment that gets easier or harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. Allow extra time on assessments. Provide study guides. Weekly conference to set short term goals.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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## Unit 2: Setting Realistic Goals

### Stage 1: Desired Results

#### Standards & Indicators:

L.SS.9–10.1. [Language. System and Structure of Language.9-10.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. [Language. Knowledge of Language.9-10.2](#). Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

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SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.9-10.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills and abilities.	Innovative ideas or innovation can lead to career opportunities.

#### Central Idea/Enduring Understanding:

- Importance of setting short-term and long-term personal, career, and academic goals
- Setting SMART (specific, measurable, attainable, realistic, timely) goals

#### Essential/Guiding Question:

- What are realistic career goals based on my interests and skills?
- What steps do I need to take to achieve my goals?

#### Content:

- Effective communication
- Long term and short term goal setting and career/academic planning

#### Skills(Objectives):

- Effective communication
- Long term and short term goal setting and career/academic planning

#### Interdisciplinary Connections:

Students will learn how their interests, aptitudes, values, and can be used and developed to fulfill post secondary goals successfully.

### Stage 2: Assessment Evidence

#### Performance Task(s):

Performance Task 1:

- Students will use the results of their career and personal interest surveys to develop

#### Other Evidence:

Complete supplemental worksheets, tests, and quizzes on material covered

- Situational role play and discussion

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short and long term goals in order to achieve success.		● AFLS Grids	
Performance Task 2: <ul style="list-style-type: none"><li>● Students will create vision boards that effectively portray their goals and the steps necessary to attain them.</li></ul>			
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> <ul style="list-style-type: none"><li>● Guided instruction</li><li>● Cooperative learning</li><li>● Effective verbal and nonverbal communication with peers and teachers</li><li>● Situational roleplay</li><li>● Prevocational kit completion and hands-on learning opportunities</li><li>● Student journaling and reflection</li><li>● Student and peer interviews</li><li>● Think Pair Share</li><li>● Formative assessment</li><li>● Student self-assessment</li></ul>		<u>Resources:</u> <ul style="list-style-type: none"><li>● IEP</li><li>● NJCAN</li><li>● Instructional Videos</li><li>● Online resources</li><li>● Youth @ Work: Talking Safety - A Safety and Health Curriculum for Young Workers New Jersey Edition (NIOSH)</li><li>● Teacher developed worksheets</li><li>● Journals</li><li>● Online Classroom (Google Classroom)</li><li>● Prevocational Kits</li><li>● Attainment's PreETS 1: Focus on Job and Career Exploration (J. Estervig &amp; W. Fowler)</li><li>● Attainment's Get a Job Curriculum (C. Thomas-Kersting &amp; D. Schumacher)</li><li>● Attainment's Learning to Work (Dr. C. Ramsey Musselwhite &amp; L. Beck Richardson)</li><li>● Life Centered Career Education: Occupational Guidance and Preparation Student Workbook (Council for Exceptional Children)</li><li>● Learning for Earning: Your Route to Success (J. Wanat, W. Weston Pfeiffer, &amp; R. Van Gulik)</li><li>● AFLS Vocational Skills Assessment Protocol</li></ul> <a href="#">GLSEN Educator Resources</a> <a href="#">For Educators: Supporting LGBTQIA Youth Resource List</a> <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a>	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course packet with enrichment materials.	Course packet with individualized materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific	Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course individualized packet. An adaptive assessment that gets easier or harder	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual,

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<p>An adaptive assessment that gets harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific for higher thinking challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.</p>	<p>for higher thinking challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.</p> <p>A personalized course packet with individualized remediation or enrichment materials.</p> <p>An adaptive assessment that gets easier or harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.</p>	<p>depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.</p> <p>Allow extra time on assessments.</p> <p>Provide study guides.</p> <p>Weekly conference to set short term goals.</p>	<p>kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>
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### **Unit 3: Work Readiness Skills & Job Safety**

#### **Stage 1: Desired Results**

#### **Standards & Indicators:**

L.SS.9–10.1. **Language. System and Structure of Language.9-10.1.** Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. **Language. Knowledge of Language.9-10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

SL.PE.9–10.1. **Speaking and Listening.Participate Effectively.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### **Career Readiness, Life Literacies and Key Skills**

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	Career planning requires purposeful planning based on

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		research, self-knowledge, and informed choices.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills and abilities.	Innovative ideas or innovation can lead to career opportunities.
<b><u>Central Idea/Enduring Understanding:</u></b> <ul style="list-style-type: none"> <li>• Appropriate workplace readiness skills</li> <li>• Safety procedures in the workplace</li> <li>• Understand soft skills and hard skills</li> </ul>		<b><u>Essential/Guiding Question:</u></b> <ul style="list-style-type: none"> <li>• What skills are necessary to help find and maintain employment?</li> </ul>
<b><u>Content:</u></b>  Effective communication <ul style="list-style-type: none"> <li>• Employment skills (hard skills, soft skills, SCANS skills)</li> <li>• Safety in the workplace</li> <li>• Training and safety manuals</li> </ul>		<b><u>Skills(Objectives):</u></b>  Identify types of skills needed in various jobs and careers of interest <ul style="list-style-type: none"> <li>• Practice and demonstrate mastery of soft and hard skills</li> <li>• Identify safety and protective wear</li> <li>• Identify common workplace hazards</li> <li>• Identify attitudes and behaviors necessary for job success</li> <li>• Demonstrate understanding of appropriate personal hygiene/grooming, dress, and appearance in the workplace.</li> <li>• Display the ability to communicate effectively with others.</li> <li>• Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.</li> <li>• Demonstrate critical life skills in order to be successful members of society.</li> <li>• Identify responsible and irresponsible workplace behaviors</li> </ul>
<b><u>Interdisciplinary Connections:</u></b> Students will learn how their interests, aptitudes, values, and can be used and developed to fulfill post secondary goals successfully.		
<b>Stage 2: Assessment Evidence</b>		
<b><u>Performance Task(s):</u></b>  Performance Task 1: <ul style="list-style-type: none"> <li>• Students will choose a career and present relevant workplace readiness skills</li> </ul> Performance Task 2: <ul style="list-style-type: none"> <li>• Students will choose a career and present relevant workplace safety information and potential hazards</li> </ul> Performance Task 3:		<b><u>Other Evidence:</u></b>  Complete supplemental worksheets, tests, and quizzes on material covered <ul style="list-style-type: none"> <li>• Situational role play and discussion</li> <li>• AFLS Grids</li> </ul>



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<ul style="list-style-type: none"><li>Students will complete vocational skill kits. Data collected through rubric for appropriate completion.</li></ul>			
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> <ul style="list-style-type: none"><li>Guided instruction</li><li>Cooperative learning</li><li>Effective verbal and nonverbal communication with peers and teachers</li><li>Situational roleplay</li><li>Prevocational kit completion and hands-on learning opportunities</li><li>Student journaling and reflection</li><li>Student and peer interviews</li><li>Think Pair Share</li><li>Formative assessment</li><li>Student self-assessment</li></ul>	<u>Resources:</u> <ul style="list-style-type: none"><li>IEP</li><li>NJCAN</li><li>Instructional Videos</li><li>Online resources</li><li>Youth @ Work: Talking Safety - A Safety and Health Curriculum for Young Workers New Jersey Edition (NIOSH)</li><li>Teacher developed worksheets</li><li>Journals</li><li>Online Classroom (Google Classroom)</li><li>Prevocational Kits</li><li>Attainment's PreETS 1: Focus on Job and Career Exploration (J. Estervig &amp; W. Fowler)</li><li>Attainment's Get a Job Curriculum (C. Thomas-Kersting &amp; D. Schumacher)</li><li>Attainment's Learning to Work (Dr. C. Ramsey Musselwhite &amp; L. Beck Richardson)</li><li>Life Centered Career Education: Occupational Guidance and Preparation Student Workbook (Council for Exceptional Children)</li><li>Learning for Earning: Your Route to Success (J. Wanat, W. Weston Pfeiffer, &amp; R. Van Gulik)</li><li>AFLS Vocational Skills Assessment Protocol</li></ul> <a href="#">GLSEN Educator Resources</a> <a href="#">For Educators: Supporting LGBTQIA Youth Resource List</a> <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a>		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course packet with enrichment materials. An adaptive assessment that gets harder depending on how a student is performing.	Course packet with individualized materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are	Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course individualized packet. An adaptive assessment that gets easier or harder depending on how a student is performing. One-on-one coaching with a student, designed	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing



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One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.	designed around their strengths and weaknesses so that they can assist and challenge each other. A personalized course packet with individualized remediation or enrichment materials. An adaptive assessment that gets easier or harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.	around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. Allow extra time on assessments. Provide study guides. Weekly conference to set short term goals.	ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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### **Unit 4: Interview Skills and Hiring Practices**

#### **Stage 1: Desired Results**

#### **Standards & Indicators:**

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L.KL.9–10.2. **Language. Knowledge of Language.9-10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

SL.PE.9–10.1. **Speaking and Listening.Participate Effectively.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### **Career Readiness, Life Literacies and Key Skills**

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
<b><u>Central Idea/Enduring Understanding:</u></b>		<b><u>Essential/Guiding Question:</u></b>
<ul style="list-style-type: none"> <li>Interview skills and techniques</li> </ul>		

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<ul style="list-style-type: none"> <li>• Resume building and revision</li> <li>• Accurate completion of paperwork and applications</li> </ul>	<ul style="list-style-type: none"> <li>• How do I effectively communicate with a potential employer?</li> <li>• How do I present myself at an interview?</li> <li>• What items are needed in order to apply for a job?</li> </ul>
<p><b><u>Content:</u></b></p> <p>Effective communication</p> <ul style="list-style-type: none"> <li>• Interview preparation</li> <li>• Resume writing and building</li> <li>• Cover letter writing</li> <li>• Obtaining references</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <p>Learn and demonstrate appropriate interview skills</p> <ul style="list-style-type: none"> <li>• Demonstrate skills and attitudes necessary for a successful job interview</li> <li>• Prepare a resume and cover letter and complete job applications</li> <li>• Ask for references in an appropriate manner</li> <li>• Display the ability to communicate effectively with others.</li> <li>• Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.</li> <li>• Demonstrate critical life skills in order to be successful members of society.</li> <li>• Identify responsible and irresponsible workplace behaviors</li> </ul>

**Interdisciplinary Connections:**

Students will learn how their interests, aptitudes, values, and can be used and developed to fulfill post secondary goals successfully.

### Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b></p> <p>Performance Task 1:</p> <ul style="list-style-type: none"> <li>• Students will develop a working resume and demonstrate how to locate and apply for jobs.</li> </ul> <p>Performance Task 2:</p> <ul style="list-style-type: none"> <li>• Students will complete a mock interview demonstrating positive and appropriate interview skills.</li> </ul> <p>Performance Task 3:</p> <ul style="list-style-type: none"> <li>• Students will complete vocational skill kits. Data collected through rubric for appropriate completion.</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• Complete supplemental worksheets, tests, and quizzes on material covered</li> <li>• Situational role play and discussion</li> <li>• Workplace portfolio</li> <li>• AFLS Grid</li> </ul>
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### Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>• Guided instruction</li> <li>• Cooperative learning</li> <li>• Effective verbal and nonverbal communication with peers and teachers</li> <li>• Situational roleplay</li> <li>• Prevocational kit completion and hands-on learning opportunities</li> <li>• Student journaling and reflection</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• IEP</li> <li>• NJCAN</li> <li>• Instructional Videos</li> <li>• Online resources</li> <li>• Youth @ Work: Talking Safety - A Safety and Health Curriculum for Young Workers New Jersey Edition (NIOSH)</li> <li>• Teacher developed worksheets</li> </ul>
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<ul style="list-style-type: none"> <li>• Student and peer interviews</li> <li>• Think Pair Share</li> <li>• Formative assessment</li> <li>• Student self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Online Classroom (Google Classroom)</li> <li>• Prevocational Kits</li> <li>• Attainment's PreETS 1: Focus on Job and Career Exploration (J. Estervig &amp; W. Fowler)</li> <li>• Attainment's Get a Job Curriculum (C. Thomas-Kersting &amp; D. Schumacher)</li> <li>• Attainment's Learning to Work (Dr. C. Ramsey Musselwhite &amp; L. Beck Richardson)</li> <li>• Life Centered Career Education: Occupational Guidance and Preparation Student Workbook (Council for Exceptional Children)</li> <li>• Learning for Earning: Your Route to Success (J. Wanat, W. Weston Pfeiffer, &amp; R. Van Gulik)</li> <li>• AFLS Vocational Skills Assessment Protoc</li> </ul> <p> <a href="#">GLSEN Educator Resources</a>  <a href="#">For Educators: Supporting LGBTQIA Youth Resource List</a>  <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a> </p>
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### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course packet with enrichment materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.</p>	<p>Course packet with individualized materials. An adaptive assessment that gets harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other. A personalized course packet with individualized remediation or enrichment materials. An adaptive assessment that gets easier or harder depending on how a student is performing.</p>	<p>Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). A personalized course individualized packet. An adaptive assessment that gets easier or harder depending on how a student is performing. One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. Allow extra time on assessments. Provide study guides. Weekly conference to set short term goals.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

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	One-on-one coaching with a student, designed around his/her specific challenges. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.		
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### Pacing Guide

Course Name WBL Prep	Resources/Materials	Standards
MP 1		
<b>UNIT 1</b> <b>Career Interests &amp; Self-Advocacy</b> (20 Days)	NJCAN Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube) Youth @ Work: Talking Safety - A Safety and Health Curriculum for Young Workers New Jersey Edition (NIOSH) Teacher developed worksheets Journals Prevocational Kits Attainment's PreETS 1: Focus on Job and Career Exploration (J. Estervig & W. Fowler) Attainment's Get a Job Curriculum (C. Thomas-Kersting & D. Schumacher) Attainment's Learning to Work (Dr. C. Ramsey Musselwhite & L. Beck Richardson) Life Centered Career Education: Occupational Guidance and Preparation Student Workbook (Council for Exceptional Children) Learning for Earning: Your Route to Success (J. Wanat, W. Weston Pfeiffer, & R. Van Gulik) AFLS Vocational Skills Assessment Protocol End of Unit Assessment: Roleplay	L.SS.9–10.1. L.KL.9–10.2.A SL.PE.9–10.1.
MP 1		
<b>UNIT 2</b> <b>Setting Realistic Goals</b> (20 Days)	NJCAN Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube) Youth @ Work: Talking Safety - A Safety and Health Curriculum for Young Workers New Jersey Edition (NIOSH) Teacher developed worksheets Journals Prevocational Kits Attainment's PreETS 1: Focus on Job and Career Exploration (J. Estervig & W. Fowler)	L.SS.9–10.1. L.KL.9–10.2.A SL.PE.9–10.1.

## WBL Prep

	Attainment's Get a Job Curriculum (C. Thomas-Kersting & D. Schumacher) Attainment's Learning to Work (Dr. C. Ramsey Musselwhite & L. Beck Richardson) Life Centered Career Education: Occupational Guidance and Preparation Student Workbook (Council for Exceptional Children) Learning for Earning: Your Route to Success (J. Wanat, W. Weston Pfeiffer, & R. Van Gulik) AFLS Vocational Skills Assessment Protocol End of Unit Assessment: Vision Board, Roleplay	
MP 2		
<b>UNIT 3</b> <b>Workplace Readiness Skills &amp; Job Safety</b> (25 Days)	NJCAN Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube) Youth @ Work: Talking Safety - A Safety and Health Curriculum for Young Workers New Jersey Edition (NIOSH) Teacher developed worksheets Journals Prevocational Kits Attainment's PreETS 1: Focus on Job and Career Exploration (J. Estervig & W. Fowler) Attainment's Get a Job Curriculum (C. Thomas-Kersting & D. Schumacher) Attainment's Learning to Work (Dr. C. Ramsey Musselwhite & L. Beck Richardson) Life Centered Career Education: Occupational Guidance and Preparation Student Workbook (Council for Exceptional Children) Learning for Earning: Your Route to Success (J. Wanat, W. Weston Pfeiffer, & R. Van Gulik) AFLS Vocational Skills Assessment Protocol End of Unit Assessment: Roleplay	L.SS.9–10.1. L.KL.9–10.2.A SL.PE.9–10.1.
MP 2		
<b>UNIT 4</b> <b>Interview Skills &amp; Hiring Practices</b> (25 Days)	NJCAN Online resources (such as: google docs, google slides, google forms, kahoot, edpuzzle, youtube) Youth @ Work: Talking Safety - A Safety and Health Curriculum for Young Workers New Jersey Edition (NIOSH) Teacher developed worksheets Journals Prevocational Kits Attainment's PreETS 1: Focus on Job and Career Exploration (J. Estervig & W. Fowler) Attainment's Get a Job Curriculum (C. Thomas-Kersting & D. Schumacher) Attainment's Learning to Work (Dr. C. Ramsey Musselwhite & L. Beck Richardson)	L.SS.9–10.1. L.KL.9–10.2.A SL.PE.9–10.1.

## WBL Prep

	Life Centered Career Education: Occupational Guidance and Preparation Student Workbook (Council for Exceptional Children) Learning for Earning: Your Route to Success (J. Wanat, W. Weston Pfeiffer, & R. Van Gulik) AFLS Vocational Skills Assessment Protocol End of Unit Assessment: Mock Interview, Workplace Portfolio Resume	
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