

Structured Learning Experience Course Overview

Content Area: **Family/Consumer Science**
Course(s): **LEARNING EXPER**
Time Period:
Length: **N/A**
Status: **Published**

COVER

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Family/Consumer Science

Community Based Instruction

Course Number: 1681

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Course Overview

SLE is course offered to students in grades 10-12. This course meets five days per week for forty- two minutes or one hundred twenty six minutes.

The Structured Learning Experiences (SLE) is taught by certified teachers appointed to coordinate SLE for the district. They are trained by the NJ Safe Schools Program sponsored by NJDOE and have completed all required courses for Structured Learning Experience Supervision.

The focus of this transition program is for students to gain strength and experience with employability skills such as communication, problem solving, following directions, and critical thinking. Students are transported daily to and from community a based job site and are on-site with an EB job coach. Job coaches are trained by the BOGGS Center on Developmental Disabilities and hold an Employment Specialist one and Employment Specialist two certificate. The SLE teacher coordinates the placements, determines student's tasks, monitors student progress, develops individualized student training plans and liaisons between the job sites, students, job coaches, parents and school administration. In addition, student learning is supported through classroom experiences involving managing paychecks, paying bills, budgeting, writing resumes, and interviewing for jobs. Through a series of these experiences, students are exposed to a variety of employment settings and necessary employment skills to gain insight into their personal career preferences, enabling them to make more informed decisions when planning for their future employment.

This is a class that students are typically enrolled in for multiple years as these students often remain with us through their 21st birthday. The pacing of the individual units is dependent upon student mastery of skills and needs to remain flexible.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

One of the 12 content focus areas in NJCCCS (i.e. Science) Sub-content Focus Areas: (i.e. Career Education, Technology, Language Arts, etc.) Mark the primary content focus area P and place an S after each other standard focus area for which specific CPI's are identified in the guide:

NJCCC Standard		NJCCC Standard		NJCCC Standard	
1. Career Ready Practices	P	3. English Language Arts	S	5. Technology	S
2. 21st Century Life and Careers	P	4. Mathematics	S	6. Health and Physical Education	S

Standards

COURSE BENCHMARK OBJECTIVES

Career Ready Practices- Grade 8 and Grade 12

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.

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.

Grade 8

Technology

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. (Understand and use technology systems.)

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory. (Select and use applications effectively and productively.)

English Language Arts

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.(Key Ideas and Details)

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.(Craft and Structure)

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (Speaking and Listening)

21st Century Life and Careers

- 9.1.8.A.6 Explain how income affects spending decisions (Income and Careers)
- 9.1.8.B.1 Distinguish among cash, check, credit card, and debit card. (Money Management)
- 9.1.8.B.7 Construct a budget to save for long-term, short-term, and charitable goals.(Money Management)
- 9.1.8.B.9 Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, checkbooks).(Money Management)
- 9.1.8.B.10 Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.(Money Management)
- 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.(Becoming critical consumer)
- 9.1.8.E.4 Prioritize personal wants and needs when making purchases(Becoming a critical consumer)
- 9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities. (Becoming a critical consumer)

Health and Physical Education

- 2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services. (Personal Growth and Development)
- 2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. (Nutrition)
- 2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight (Nutrition)
- 2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds. (Nutrition)
- 2.1.8.B.4 Analyze the nutritional values of new products and supplements. (Nutrition)
- 2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations. (Social andEmotional Health)
- 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. (Interpersonal Communication)
- 2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. (Interpersonal Communication)
- 2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the Internet. (Health Services and Information)
- 2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals. (Health Services and Information)
- 2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.

(Sportsmanship, Rules, Safety)

2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. (Fitness and Physical Activity)

2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.

(Safety)

2.1.8.D.2 Describe effective personal protection strategies used in public places and what to do when one's safety is compromised. (Safety)

2.1.8.D.3 Analyze the causes and the consequences of noncompliance with the traffic safety system. (Safety)

2.1.8.D.4 - Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning. (Safety)

2.2.8.B.1 Predict social situations that may require the use of decision-making skills. (Decision-Making and Goal Setting)

2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate. (Decision-Making and Goal Setting)

2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages. (Decision-Making and Goal Setting)

Grade 12

Technology

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. (Understand and use technology systems.)

8.1.12.A.2 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. (Select and use applications effectively and productively.)

English Language Arts

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Craft and Structure)

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Comprehension and Collaboration)

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The

content, organization, development, and style are appropriate to task, purpose, and audience. (Presentation of Knowledge and Ideas)

Math

N-Q A.1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays (Quantities)

21st Century Life and Careers

9.1.12.A.8 Analyze different forms of currency and how currency is used to exchange goods and services.(Income and Careers)

9.1.12.A.9 Analyze how personal and cultural values impact spending and other financial decisions.(Income and Careers)

9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.(Money Management)

9.1.12.B.5 Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget. (Money Management)

9.1.12.B.6 Design and utilize a simulated budget to monitor progress of financial plans. (Money Management)

9.1.12.E.1 Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations (Becoming a critical consumer)

9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending

9.1.12.E.7 Apply specific consumer protection laws to the issues they address.

Health and Physical Education

2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. (Personal Growth and Development)

2.1.12.B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health. (Nutrition)

2.1.12.C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies. (Diseases and Health Conditions)

2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts. (Social and Emotional Health)

2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and

cultures that may impact the health of oneself and others. (Interpersonal Communication)

2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle. (Interpersonal Communication)

2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others. (Decision-Making and Goal Setting)

2.4.12.A.3 Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood. (Relationships)

Course Detail

Course Name: Community Based Instruction

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1602	050	Resource	10-12+	5-15	210- 294	E	7/17/2011

Grading and Evaluation Guidelines

GRADING PROCEDURES

Pass/Fail

Course evaluation requires the answering of the following questions:

1. Is the course content, instruction and assessments aligned with the required NJCCS?
2. Is instruction sufficient for students to achieve the Standards/CPI's?
3. Do all students achieve the set proficiencies/benchmarks set for the course, including CPI's designated to be reinforced, introduced, and developed?