

# Unit 1: WBL Overview

Content Area: **CTE**  
Course(s):  
Time Period:  
Length: **60 Days**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Unit 1 Work-Based -Experiences , GRADE 12**

**Overview**

**Belleville Board of Education**

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Board Approved:

## **Unit Overview**

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Work-Based Learning are supervised, in-depth learning experiences aligned to New Jersey Student Learning Standards (NJSLS) that are designed to offer students more in-depth experience the opportunity to more fully explore career interest. The program shall be designed to: assist students in making and implementing informed educational and career choices, including opportunities to change career focus; and support students' academic attainment, career development, and personal/social development.

This is a full year interaction, course. It helps to prepare students for college and career, success in life, and work in the economy driven by information, knowledge, and innovation requires a public education system where teaching and learning are aligned with 21st century learning outcomes whether it occurs in traditional academic settings ( schools, classrooms) or nontraditional educational interactions ( outside-of-school workforce)

**This Unit will focus on the student learning experience.**

- Academic and career skills and behaviors that relate positively to successful achievement.
- Experiential, supervised work-based experiences that provide in-depth learning
- Explore career interests and gain career readiness skills
- Develop professional standards/employability skills as required by business and industry.
- Develop hard skills ,technical skills,,computer skills,marketing skills,analytical skills,presentation skills, management skills, writing skills
- Develop soft skills, communication skills, leadership skills, team work , problem solving,work ethic ,flexibility & adaptability. interpersonal skills

- Personal Budget
- Develop knowledge to understanding your paycheck
- Opening up a saving account
- Opening up a checking account
- Communication skills for problem solving, decision making, and efficiently working with others.
- Letter of interest
- Resume builders
- Letter of resignation
- Clarify career goals and interests
- Explore career possibilities
- Develop entry-level job skills
- Learn and use employable skills
- Demonstrate and apply high level academic and technical skills
- Ease the transition between high school and employment
- Prompt consideration for further education and training
- Real world experience
- Career Exploration
- Employment Process
- independence and accountability
- Problem Solving and Critical thinking Skills

**Enduring understandings:** Students will examine career interest and employability skills.

- The student demonstrates an understanding that personal success depends on personal effort.
  - The student is expected to display positive attitudes and good work habits
  - The student is expected to develop strategies for achieving accuracy and organizational skills
  - The student develops principles in time management, decision making, and prioritizing.
  - The student is expected to work independently
  - The student researches, analyzes, and explores lifestyle and career goals.
  - The student is expected to prioritize career goals and ways to achieve those goals
  - The student is expected to compare and contrast education and training needed for careers interests
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- Students will research hard skills , soft skills and interpersonal skills needed to perform the job
  - Students will examine career opportunities and earning potentials
  - Students will examine the employment process
  - Students will examine a training plan and expectations
  - Students will examine job description
  - Students will examine ability to match personality strengths to career choices
  - Students will examine social and personal goals.

## Essential Questions

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- What are your career goals and why are they important?
- What skills do you have for employment?
- What are possible career opportunities and earning potential?
- How much education will I need to pursue this career?
- Is this an employable career?
- Will there be growth opportunity?
- How does the employment process work and how it is affected by the economy and labor market?
- How do taxes and other deductions affect net pay?
- How is the proper way to decide on a career?
- Which personality strengths match with what career?
- Why do people work?
- What goals match up with what careers?
- Why is it important to contribute to society?
- How do you begin your career and stay successful?
- What skills are transferable to which careers?

## Exit Skills

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By the end of Unit 1 the student should be able to:

- The student demonstrates professional standards/employability skills as required by business and industry.
- The student is expected to research and produce a variety of relevant employment opportunities
- The student is expected to differentiate the essential workplace skills in the career acquisition process
- The student demonstrates professional standards/employability skills as required by business and industry.
- The student is expected to practice and complete employment-related documents such as job applications
- Analysis and identify how to correctly fill out a job application
- Analysis and evaluate the importance in preparing properly for a job interview
- Identify career interests
- Understanding the benefits of WBL class
- Analysis & understand the importance of training plans
- Understand the importance of the learning experience in the workforce
- Identify the importance of contributing in society

9.3.12.BM.2	Describe laws, rules and regulations as they apply to effective business operations.
9.3.12.BM.3	Explore, develop and apply strategies for ensuring a successful business career.
9.3.12.ED.1	Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or procedures.
9.3.12.ED.9	Describe state-specific professional development requirements to maintain employment and to advance in an education and training career.
9.3.12.ED.10	Apply organizational skills and logic to enhance professional education and training practice.
9.3.12.ED-TT.11	Implement strategies to maintain relationships with others to increase support for the organization.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.GCA.1	<p>Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> <p>Innovative ideas or innovation can lead to career opportunities.</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <p>With a growth mindset, failure is an important part of success.</p>

## Interdisciplinary Connections

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LA.RL.11-12	<p>Reading Literature</p> <p>Key Ideas and Details</p> <p>Integration of Knowledge and Ideas</p>
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.W.11-12	Writing
LA.SL.11-12	<p>Speaking and Listening</p> <p>Comprehension and Collaboration</p>
LA.L.11-12.2.B	<p>Spell correctly.</p> <p>Knowledge of Language</p>
LA.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.

## Learning Objectives

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## Student will be able to...

- Understand how to research career interests
- Understand how to research possible job locations
- Understand skills needed to perform the job
- Identify career goals
- Explore Career opportunities and earning potential
- Understanding the employment process
- Understanding a training plan
- Understanding Job Description
- Demonstrate ability to match personality strengths to career choices
- Have ability to investigate all career opportunities

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



## Suggested Activities & Best Practices

- assess personal interests, aptitudes and abilities related to career goals.
- develop digital skills to create online work product
- research career and educational opportunities/salary related to food production/service.
- evaluate secondary education/training costs in food production/service utilizing graphic charts
- create a career goal presentation utilizing a slide platform illustrating personal interests and research findings.
- utilize Venn Diagrams for critiquing and comparing quality employee work ethics and personal traits

- based on research/apply quality employee work ethic to create a digital employee work review form to evaluate job performance
- research resume writing/templates
- construct /update a personal job resume
- practice role playing job/college interviews
- research career growth and development by famous African Americans in the workplace environment
- identify global climate changes made in the workplace to lower greenhouse emissions
- introduce students to equal opportunity hiring practice skills in the workplace

## **Assessment Evidence - Checking for Understanding (CFU)**

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- GOOGLE: classroom communications
- Roundtable discussion results
- Employer assessments
- State Requires Training Plans
- Training Plan Evaluations-benchmark assessment
- Teacher Observation Checklist
- Teacher and student discussions-alternate assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics

- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Written Reports

## **Primary Resources & Materials**

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- 21 century technology
- On the job training
- Career magazines
- text book
- you tube
- Internet
- Hand outs
- Newspaper

## **Ancillary Resources**

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- Guest speakers
- Field trips to different job site
- You Tube Training Videos
- State Forms
- Scholarly articles
- Personality questionairs
- Newspaper
- Rsume site builders/ google document Add-ons

## **Technology Infusion**

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- **Please reference video links and websites listed under Primary Resources & Materials**
- Google Classroom
- Interactive Smart TV Technology
- Technology Internet Research and Word Processing
- Video Demonstration
- Calculations
- Online Applications
- Power Point

## Win 8.1 Apps/Tools Pedagogy Wheel

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>  
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst



## Alignment to 21st Century Skills & Technology

WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.TL	<p>Technology Literacy</p> <p>Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</p> <p>Different types of jobs require different knowledge and skills.</p> <p>With a growth mindset, failure is an important part of success.</p> <p>Innovative ideas or innovation can lead to career opportunities.</p> <p>Income is received from work in different ways including regular payments, tips, commissions, and benefits.</p> <p>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <p>There are strategies to improve one's professional value and marketability.</p>

## **21st Century Skills/Interdisciplinary Themes**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Hard and Soft Skills
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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- Creativity and Innovation
- Critical Thinking and Problem Solving
- Life and Career Skills
- ICT (Information, Communications and Technology) Literacy
- Communication and Collaboration

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

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- Extra time to complete assignments
- Study Guides
- Small group instruction following whole group introduction of concepts
- Small groups setting
- Multi-sensory approaches
- Pairing Oral instruction w/visuals
- Group Assignments and Projects
- Project based learning
- Leveled Rubrics
- Think-Pair Share (roundtable)

### Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches



- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

#### Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

#### Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies

- Varied journal prompts
- Varied supplemental materials

## **Special Education Learning (IEP's & 504's)**

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- Provide modifications as dictated in the student's IEP/504 plan
- Additional time on assignments/assessment
- Additional time for Skill Mastery
- Printed copies of notes & videos will be available for students to follow along with at their own pace.
- Study Guides/Board Notes
- Notes/presentations on Google Classroom
- Create project based learning for a visual connection to all readings
- Highlighted text visual presentation
- Modified assignments
- Shortened assignments
- Multi-sensor presentation (presentations on SMART TV, on Google Classroom and paper copies for students as appropriate)
- Modified test formats (written/verbal vs. Google form)
- Open book/Study Guides
- Preferential seating
- Peer mentoring

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

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## **English Language Learning (ELL)**

- Translation of content/activities (Port of Entry) supporting terms and definitions related to careers, safety and sanitation
- Assignments submitted in native language (Port of Entry)
- Modifying assignments
- Review assignment/project directions (model)
- Open book/notes options
- Tutoring by peers to reinforce concepts
- Modifying tests to reflect selected objectives

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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- Peer tutoring to support reinforcement of concepts
- Correction and resubmission of work
- Model concepts of different economies throughout the world utilizing varied presentational strategies/scenarios

- Evaluating correct work; collaborating with student on incorrect work
- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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- Complete activities above grade level
- Advanced problem-solving with respect to impact of economies on individuals as related to employment, education and daily life
- Teacher-selected instructional strategies (simulations) focused to provide challenge, engagement, and growth opportunities
- Simulated project modules utilizing technology at higher level with option of video production to represent economies
- Higher order, critical and creative thinking skills, and discovery
- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results

- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

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Unit Name: WBL Overview

NJSLS:

Interdisciplinary Connection: Business, English, Technology

Statement of Objective: Students will be able to identify, evaluate and analysis their different career interests and how to collect information to help them find a job.

- research career growth and development by famous African Americans in the workplace environment
- identify global climate changes made in the workplace to lower greenhouse emissions

Anticipatory Set/Do Now: List 10 careers you are interested in.

Learning Activity: #1 Do Now , #2 Class discussion, Q&A , # 3 KWL Chart

Student Assessment/CFU's:

Materials: SmartBoard, Book,Hand outs, Computer

21st Century Themes and Skills:

Differentiation/Modifications:

- Hands on Activities
- Allow work to be emailed for Submission
- Group Work
- Different level of questions

- Direct instruction
- Application of concepts

Integration of Technology: Computers, SmartBoard, Internet, real world experiences

9.3.12.BM.3	Explore, develop and apply strategies for ensuring a successful business career.
9.3.12.BM.4	Identify, demonstrate and implement solutions in managing effective business customer relationships.
9.3.12.BM.5	Implement systems, strategies and techniques used to manage information in a business.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.GCA	Global and Cultural Awareness
	Innovative ideas or innovation can lead to career opportunities.
	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
	With a growth mindset, failure is an important part of success.