

# Unit 05: V. Vocational Skills

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## **Standards Alignment**

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### **New Jersey Student Learning Standards**

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#### **Capacities of the Literate Individual**

#### **Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

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

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.

CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
PFL.9.1.12.A	Income and Careers
PFL.9.1.12.A.1	Differentiate among the types of taxes and employee benefits.
PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.7	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.10	Demonstrate how exemptions and deductions can reduce taxable income.
PFL.9.1.12.A.11	Explain the relationship between government programs and services and taxation.
PFL.9.1.12.A.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
PFL.9.1.12.A.13	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.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.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.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.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
TECH.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.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology,

engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

TECH.8.2.8.B

Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

TECH.8.2.8.B.6

Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.

## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section**

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#### Key Ideas and Details

LA.K-12.NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### Craft and Structure

LA.K-12.NJSLSA.R4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LA.K-12.NJSLSA.R6

Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

LA.K-12.NJSLSA.R7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### Range of Reading and Level of Text Complexity

LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RI.11-12	Reading Informational Text
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.K-12.NJSLSA.W	Writing
	Text Types and Purposes
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	Production and Distribution of Writing
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	Research to Build and Present Knowledge
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.K-12.NJSLSA.SL	Speaking and Listening
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

## Comprehension and Collaboration

- LA.W.11-12.1.B Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- LA.W.11-12.1.C Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- LA.K-12.NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- LA.K-12.NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- LA.W.11-12.1.D Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- LA.W.11-12.1.E Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- LA.K-12.NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## Presentation of Knowledge and Ideas

- LA.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- LA.K-12.NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- LA.K-12.NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- LA.K-12.NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- LA.W.11-12.2.F Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

LA.K-12.NJSLSA.L

## Language

LA.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

## Conventions of Standard English

- LA.W.11-12.3.A Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- LA.K-12.NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LA.W.11-12.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- LA.K-12.NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Knowledge of Language

LA.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid

	picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.K-12.NJSLSA.L3	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.
	Vocabulary Acquisition and Use
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.11-12	Speaking and Listening
	Comprehension and Collaboration
LA.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.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence

made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.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.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
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.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.6	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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media LiteracyNew Section**

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see Crosswalks

## 21st Century Life and Careers

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### Stage I: Desired Results

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#### Transfer/Overview/Rationale

##### Transfer / Overview / Rationale

###### Unit Rationale

The purpose of this unit...

All adults must develop a basic understanding of the skills necessary to plan for a career. This unit includes the skill areas of pursuing careers, education, and training experiences of interest, developing goals, work place communication and behavior, and acquiring, maintaining, growing in and changing jobs or careers.

*Note to Instructors: This unit aligns with the AFLS-Vocational Skills Protocol and Casey Life Skills- Work & Study Life; Career & Education Planning Resource Guides).*

#### Meaning

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#### Essential Questions

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##### Essential Questions

- What can I do now to increase my chances for career success in the future?
- Do I have the education, skills, training, and experience to get a job that will help me be more independent?
- Do I know how to enroll/enlist into a military, education, or technical training program?
- What should I do if I am discriminated against, harassed, at work?

#### Enduring Understanding/Indicators of Understanding

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##### Enduring Understanding/Indicators of Understanding

In order to live a successful and autonomous life, individuals should have a plan for their future after high school ends. For most students this either involves deciding whether to continue their education, join the military, or finding a job. Students will be much more successful if they receive support, experiences, skill training, and education before they graduate and are on their own.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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Knowledge

Students will know...

- Demonstrate knowledge of their educational and employment options after high school completion
- Know how to utilize resources in their school and community to obtain job experiences
- Demonstrate understanding that each job experience is an opportunity to gain skills, network, develop a reputation, and establish a work history for one's resume.
- Students will know how to find work-related internships.
- Students will know where to find information about job training.
- Explain benefits of doing volunteer work.
- Demonstrates understanding of the type of education, skills, and training they need for the work they want to do.
- Knows how to get into the school, training, or job they want after high school
- Understands what sexual harassment and discrimination are and know how to respond and where to go for help.
- Knows where to get help for income tax filing.

### **Skills**

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Skills

Student will be skilled at ...

**VOCATIONAL SKILLS:** (See *AFLS-Vocational Skills Protocol and Casey Life Skills- Work & Study Life; Career & Education Planning Resource Guides*)

- **Job Search:** determines interests and practical variables related to employment to ensure they are a good fit; uses search engines, job listing services, "help-wanted" signs, and networking to find job prospects; determines what a variety of jobs/careers entail and decides whether it would be a good fit

- **Application and Resume:** gathers necessary information and documents to complete an application or create a resume; establishes references; stores information for easy reference
- **Interview:** demonstrates knowledge of the company; articulates relevant past vocational and personal experiences; demonstrates active listening skills and is able to ask questions; prepares for and arranges for an interview and follows-up after interview.
- **Basic Skills:** demonstrates appropriate hygiene, dress, and manners; compliance with rules and policies; is dependable and trustworthy; communicates problem situations to supervisor; can learning new skills quickly; understands workplace hierarchy and roles of coworkers
- **Coworker Relations:** engages in appropriate workplace interactions; avoids drama and discussing personal or inappropriate topics; responds appropriately to maltreatment or bullying; demonstrates conflict resolution strategies
- **Workplace Safety:** is able to recognize, avoid, or responds to a wide range of scenarios and situations in which safety is a primary issue such as those that involve the following: heat, cold, heights, moving vehicles, flammable liquids, toxic substances, fumes, sharp items, moving machinery, etc.
- **Skills Specific to Certain Job Experiences:** fixed activity skills (prevocational/workshop jobs); custodial & cleaning; laundry; retail; support personnel; office Skills; computer Skills; restaurant skills; restaurant kitchen; warehouse; tools; trades and construction; landscaping
- **Educational, Military, and Technical Training Opportunities:** recognizes education and training opportunities increase employability, marketability, and salary potential; understands what resources and supports to access post-secondary education and training opportunities or military enlistment.

### **Stage 3: Learning Plan**

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### **Resource and Mentor Texts**

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Resources and Mentor Texts

#### **UNIT 5: VOCATIONAL SKILLS**

#### **RESOURCES**

## **BOOKS:**

- **Social Skills Activities for Secondary Students with Special Needs**
  - Chapter 1: Skills to Make a Good Impression
  - Chapter 2: Self-Improvement, Skill 16: Work Ethic
  - Chapter 3: Being Around Others: Skill 22: Respecting Authority & Skill 24 Working With Others
  - Chapter 6: Using Social Skills At Work
  
- **Life Skills Activities for Secondary Students with Special Needs**
  - Part 5: Vocational Skills
    - Chapter 1: Present Skills & Interest
    - Chapter 2: Getting A Job (e.g., search, application, resume, interview)
    - Chapter 3: Working
  - Part 2: People Skills
    - Relating to Others
    - Friendship Skills
    - Being a Part of a Family
    - Communication Skills
  
- **Life Skills 101: A Practical Guide to Leaving Home & Living On Your Own**
  - Chapter 1: Stepping into the Working World (p.3-21)

## **PRINTABLE LESSONS, MATERIALS & WORKBOOKS**

**Youth@Work Discrimination Manual (70 pages of lessons and activities)**

**Student Manual:** [https://www.eeoc.gov/youth/downloads/student\\_manual.pdf](https://www.eeoc.gov/youth/downloads/student_manual.pdf)

**Teacher Manual:** [https://www.eeoc.gov/youth/downloads/teacher\\_manual.pdf](https://www.eeoc.gov/youth/downloads/teacher_manual.pdf)

**CDC-Teen Worker Safety & Health Curriculum**

**Powerpoint:**

<http://www.cdc.gov/niosh/talkingsafety/states/nj/2015-148/default.html>

**Workbook:** [http://www.cdc.gov/niosh/talkingsafety/states/nj/2015148/pdfs/Talking\\_Safety\\_NJ.pdf](http://www.cdc.gov/niosh/talkingsafety/states/nj/2015148/pdfs/Talking_Safety_NJ.pdf)

Companion Video: <http://www.cdc.gov/niosh/talkingsafety/video.html>

**Making My Mark: Independent Living Guide:** Lesson 5 (Education) and 6 (Employment)

[http://www.thenytc.org/sites/default/files/MakingMyMarkFacilitatorGuide%20-%20Final\\_508.pdf](http://www.thenytc.org/sites/default/files/MakingMyMarkFacilitatorGuide%20-%20Final_508.pdf)

**Moving On Binder:** Section 3: Employment/Career; Section 4: Post-Secondary Education/Training

<https://sites.google.com/a/cloud.ifschools.org/d91-special-education-secondary-transition/home/moving-on-binder>

**\*Casey-Preparing Adolescents For Young Adulthood (PAYA) Lessons & Activities**

Module 3: Education (p. 1-31) Job Seeking (p.32-109), Job Maintenance (110-124)

[http://www.casey.org/media/CLS\\_ResourceGuides\\_subdocs\\_PAYAModule3.pdf](http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule3.pdf)

Module 4: Housing, Transportation, Community Resources, Understanding the Law and Recreation Workbook

<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule4.pdf>

**The Choice-Maker Self-Determination Transition Curriculum (pdf) teaches** middle and secondary students the self-determination skills needed to be successful in school and adult life. It consists of three strands: choosing educational, vocational, and personal goals, expressing goals via active student involvement in IEP meetings, and taking action to attain IEP goals

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/student-directed-transition-planning.html>

(Select Vocational Lessons)

**Planning For Your Transition from High School to Adult Life (Transition Planning Workbook:**

<http://ruralinstitute.umt.edu/transition/articles/planningworkbook.pdf>

## **OTHER INTERNET RESOURCES:**

### **Career/Job Information:**

Videos: <http://www.careerwise.mnscu.edu/info/videos.html>

Videos: <http://icould.com/stories/job-types/media/>

Information: <http://careersouthere.com/>

Career Factsheets and Handouts: <http://www.careerwise.mnscu.edu/info/outreach-handouts.html>

### **Job Search:**

<http://www.snagajob.com/job-search/w-collingswood,+nj/>

Indeed.com

Monster.com

Careerbuilder.com

LinkedIn.com

Teen Job Search (tips and websites): <http://www.boostapal.com/teens-find-summer-jobs>

Collingswood BOE Postings:

[http://www.collingswood.k12.nj.us/apps/pages/index.jsp?uREC\\_ID=51191&type=d&termREC\\_ID=&id=0](http://www.collingswood.k12.nj.us/apps/pages/index.jsp?uREC_ID=51191&type=d&termREC_ID=&id=0)

Local Paper Employment Sections (online and paper)

**Resume Edits:**

[https://www.themuse.com/advice/45-things-you-might-have-on-your-resume-that-need-to-be-removed2?utm\\_campaign=trueAnthem:+Trending+Content&utm\\_content=5799deaa04d3016946e4025b&utm\\_medium=trueAnthem&utm\\_source=facebook](https://www.themuse.com/advice/45-things-you-might-have-on-your-resume-that-need-to-be-removed2?utm_campaign=trueAnthem:+Trending+Content&utm_content=5799deaa04d3016946e4025b&utm_medium=trueAnthem&utm_source=facebook)

**Applications:**

Blank Templates: <http://www.tidyforms.com/basic-job-application.html>

Article: <https://www.livecareer.com/quintessential/job-applications>

**Interviewing:**

Preparation: <http://www.monster.com/career-advice/job-interview>

Potential Questions: <http://www.monster.com/career-advice/article/100-potential-interview-questions>

Rules: <http://www.monster.com/career-advice/article/ten-interviewing-rules>

Tips Video (4 mins) <https://www.youtube.com/watch?v=ecMnSwlElg>

Tips Article: <http://www.disabilityjobexchange.com/disability-resource/disabled-job-interview>

## Vocational Services, Organizations, & Supports:

### US Department of Education: Office of Special Education & Rehabilitative Services (OSERS)

<http://www2.ed.gov/about/offices/list/osers/rsa/index.html>

### New Jersey Division of Vocational Rehabilitation Services

Elayne Lipkin

Program Development Specialist

Phone: (609) 633-9833

E-mail: [elayne.lipkin@dol.state.nj.us](mailto:elayne.lipkin@dol.state.nj.us)

Web site: [www.nj.gov/labor/dvrs/vrsindex.htm](http://www.nj.gov/labor/dvrs/vrsindex.htm)

**Camden County:** One Stop Career Center and Training Resource Center (resume building, job skill training, and placement)

<http://www.camdencounty.com/onestop>

<http://www.camdencounty.com/employment/training-resource-center/job-training-placement>

## RESOURCES ALIGNED WITH SPECIFIC SKILL AREAS

The five resources\* listed below align with the Casey Life Skills Resource Guide-Work & Study Life; Career & Education Planning (attached at the end of this document). The section below lists resources as they align with both specific AFLS (Vocational Skills Protocol) and CLS (Work & Study Life; Career & Education Planning) skill areas, and many are from the Casey Family Organization.

\*I'm Getting Ready ... I CAN DO IT! (I'm Getting Ready) <http://www.itsmymove.org/docs/resources/imgettingready.pdf>

\*I Can Do It! A Micropedia of Living on Your Own (I Can Do It) –<https://www.wcdsb.ca/spec-ed/dl/workplace/pdf/info/3.pdf>

\*Ready, Set, Fly! A Parent's Guide to Teaching Life Skills

<http://www.casey.org/cls/resourceguides/subdocs/ReadySetFly.pdf>

## **\*I Know Where I'm Going, But Can My Cash Keep Up?:**

Part 1: : <http://www.itsmymove.org/docs/resources/I-Know-Where-I'm-Going-Part-One.pdf>

Part 2: <http://www.itsmymove.org/docs/resources/I-Know-Where-I'm-Going-Part-Two.pdf>

## **\*Casey-Preparing Adolescents For Young Adulthood (PAYA) Lessons & Activities**

Module 3: Education (p. 1-31) Job Seeking (p.32-109), Job Maintenance (110-124)  
[http://www.casey.org/media/CLS\\_ResourceGuides\\_subdocs\\_PAYAModule3.pdf](http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule3.pdf)

## **SELF-ADVOCACY & DETERMINATION**

Self-esteem, strengths, and needs

- Ready, Set, Fly! Personal Development #1, 2, 5
- Kids Health, Self Esteem; Mental Health; Body Image –
- [http://www.kidshealth.org/teen/your\\_mind/](http://www.kidshealth.org/teen/your_mind/)
- <http://www.kidshealth.org/kid/feeling/>
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=98-101>
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=133-138>

## **WORK ETHIC & STUDY SKILLS**

Kids Health, School

- <http://www.kidshealth.org/kid/feeling/>
- [http://www.newsforparents.org/expert\\_motivate\\_kids\\_homework.html](http://www.newsforparents.org/expert_motivate_kids_homework.html)
- [http://kidshealth.org/teen/school\\_jobs/school/homework.html](http://kidshealth.org/teen/school_jobs/school/homework.html)
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=5>
- Ready, Set, Fly! Study Skills #3, 5, 6, 8

## **COMMUNITY RESOURCES**

- Ready, Set, Fly! Community Resources #1
- <http://www.education.com/topic/study-skills-using-technology/>

## USING THE INTERNET TO LOCATE RESOURCES

- <http://office.microsoft.com/en-us/training/default.aspx>
- [http://www.mediaawareness.ca/english/resources/special\\_initiatives/wa\\_resources/wa\\_teachers/tipsheets/search\\_internet\\_effectively.cfm](http://www.mediaawareness.ca/english/resources/special_initiatives/wa_resources/wa_teachers/tipsheets/search_internet_effectively.cfm)

## PART-TIME WORK

- I Know Where I Am Going, Part II, C. 3, Do I Get a Job or Bank on the Lottery?
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=41-47>
- Ready, Set, Fly! Employment #5, 1, 3
- <http://www.doleta.gov/jobseekers/>

## JOB SEARCH

- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=41-47>
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=72-77>
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=79-81>
- Ready, Set, Fly! Employment #5, 6
- [http://www.casey.org/Resources/Publications/pdf/ItsMyLife\\_Employment.pdf](http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf)
- <http://www.doleta.gov/jobseekers/>

## JOB APPLICATIONS

- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=65-71>
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=83-85>
- Ready, Set, Fly! Employment #7, 8
- [http://www.worksmart.ca.gov/tips\\_application.html](http://www.worksmart.ca.gov/tips_application.html)
- <http://www.qclearnfree.org/jobapplications/3.1>
- [http://www.worksmart.ca.gov/tips\\_application\\_fact\\_sheet.html](http://www.worksmart.ca.gov/tips_application_fact_sheet.html)

## INTERVIEWING

- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=36-41>
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=101-109>
- Ready, Set, Fly! Employment #8, 9
- <http://www.qclearnfree.org/coverletters/1>
- <http://www.qclearnfree.org/resumewriting>

## **FOLLOWING UP AFTER AN INTERVIEW**

- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=85-92>
- Ready, Set, Fly! Employment #10, 11, 12
- <http://www.gcflearnfree.org/interviewingskills/1.1>
- [http://www.casey.org/Resources/Publications/pdf/ItsMyLife\\_Employment.pdf](http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf)
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=97-100>
- Ready, Set, Fly! Employment #13

## **WAGES, DEDUCTIONS, AND BENEFITS**

- I Know Where I Am Going, Part II, C. 3, Do I Get a Job or Bank on the Lottery?
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=36-41>
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=115-121>
- Ready, Set, Fly! Employment #14.
- Ready, Set, Fly! Employment #15.
- [http://www.casey.org/Resources/Publications/pdf/ItsMyLife\\_Employment.pdf](http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf)

## **EMPLOYER EXPECTATIONS**

- [http://www.casey.org/Resources/Publications/pdf/ItsMyLife\\_Employment.pdf](http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf)

## **UNDERSTANDING EMPLOYEE RIGHTS**

- Youth Rules, Labor Department Youth Guidelines –
- <http://youthrules.dol.gov/teens/default.htm>
- [http://www.casey.org/Resources/Publications/pdf/ItsMyLife\\_Employment.pdf](http://www.casey.org/Resources/Publications/pdf/ItsMyLife_Employment.pdf)

## **RELATIONSHIPS BETWEEN EDUCATION & EMPLOYMENT**

- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=6-10>
- [http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5EducationCareerPlanningTeenParents-240\\_250.pdf](http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5EducationCareerPlanningTeenParents-240_250.pdf)
- <http://going2college.org/StateResources/>

## **DEVELOPING AN EDUCATION PLAN**

- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule3.pdf#page=23>
- [http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5EducationCareerPlanningTeenParents-240\\_250.pdf](http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5EducationCareerPlanningTeenParents-240_250.pdf)
- [http://www.casey.org/Resources/Publications/pdf/ItsMyLife\\_PostsecondaryEducation.pdf](http://www.casey.org/Resources/Publications/pdf/ItsMyLife_PostsecondaryEducation.pdf)

## FINANCIAL ASSISTANCE

- <http://going2college.org/StateResources/>
- <http://www.casey.org/Resources/Publications/pdf/ProvidingEffectiveFinancialAid.pdf>
- <http://www.casey.org/cls/resourceguides/subdocs/FundingEducationBeyondHS.pdf>
- <http://www.casey.org/Resources/Publications/pdf/ProvidingEffectiveFinancialAid.pdf>
- Tip: Google resources for Camden County and New Jersey

[CaseyLS-WorkandStudyLife Resource Guide.docx](#)

[CaseyDL-Career&EducationPlanning Resource Guide.docx](#)

## **Formative Assessment Strategies**

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### Formative Assessment Strategies

Task Analysis

AFLS-Vocational Skills Protocol

Casey Life Skills-Student Self-Assessment (Pre-Post)

Interest Assessment: [http://www.careerwise.mnscu.edu/iseek/static/ISEEK\\_Interest\\_Assessment\\_Handout.pdf](http://www.careerwise.mnscu.edu/iseek/static/ISEEK_Interest_Assessment_Handout.pdf)

All About Me Interview Sheet

Employer Performance Review

## **Learning Activities/Unit of Study**

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### Learning Activities/Unit of Study

- Make an appointment with the school counselor or teacher and ask for help to expand your "career awareness" knowledge.
- Watch career awareness videos
- Complete a vocational assessment (inventory, aptitude or ability).
- Practice completing job applications using a sample template. This can also be used to store useful information for actual job applications (e.g., dates of work history, addresses, telephone numbers, and reference) or create a job application data card.
- Practice resume writing
- Practice writing scripts for interview follow-up phone calls and emails.
- Play interview games and situational role plays
- Record students mock interviewing and have them critique themselves
- Go out in the community to search local opportunities (be prepared with job application data card and a pen)
- Have students start internet job search accounts
- Develop a letter of inquiry and a follow-up letter for post-interview
- Go on a job interview for a position they are not interested in getting to practice skills in a low pressure situation.
- Have student get and keep a part-time job for three months for employment history and skill development.
- Interview school staff, family, and people in the community about their job experiences.
- If applicable, have student request an accommodation they may need from their employer.
- Make an appointment to visit a Department of Rehabilitation & Vocational Services counselor.
- Develop a career plan.
- Complete W-2 or W-4 form
- Gather information about two careers in which you are interested.
- Video tape your worksite. Used the video as the basis for a class presentation.
- Ask your employer to review your job performance and ask for suggestions to improve.
- Practice script for leaving a position and giving enough notice
- Obtain a New Jersey Identification Card
- Visit a Workforce Center
- Make a list of your strengths, assets and skills.
- Take the A.S.V.A.B. test (multiple ability aptitude test for military)
- Talk to a military recruiter.
- Discuss sexual harassment and discrimination are
- Practice how to respond to situations of conflict, maltreatment, or abuse in the workplace
- Work in one of the school's vocational sites (e.g., School Store, Green House, Café, Copy Room, Laundry)
- Acquire a variety of work experiences across multiple settings
- Complete activities in Youth@Work-Discrimination-Student manual

[https://www.eeoc.gov/youth/downloads/student\\_manual.pdf](https://www.eeoc.gov/youth/downloads/student_manual.pdf)

- CDC-Teen Worker Safety & Health Curriculum

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

#### **Students with 504 Plans**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## Gifted & Talented Strategies

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps

prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.