

Unit 02: Basic Job Training

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

Standards Alignment

New Jersey Student Learning Standards

Integration of Career Readiness, Life Literacies and Key Skills

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.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.5	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.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

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

LA.RL.3	Reading Literature Text
	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.
LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	Craft and Structure
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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.
	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.
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.RL.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.RI.3	Reading Informational Text
LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

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

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

In order to be successful within the vocational setting, students must have an understanding of basic job skills and how to obtain a suitable employment position. Multiple concepts are involved with vocational skills, such as being able to identify one's strengths and weaknesses, areas of likes vs. dislikes, as well as being able to develop a resume and attend an interview. By having an understanding of basic vocational skills, students will be better able to participate more functionally within the vocational setting and develop the needed skills to maintain a job. Due to the varying strengths, abilities, weaknesses and experiences of the students in this program, certain skills may have been mastered by some students and not introduced to others. Instructors should modify instruction accordingly.

*Note to instructors: This unit was developed using the Assessment of Functional Living Skills (AFLS)- Vocational Skills Assessment Protocol. Some areas of focus were developed verbatim, while others were elaborated upon. *Denotes information obtained directly from the AFLS. Instructors may find it useful to use the AFLS protocols to collect baseline data, assess which skills need to be targeted per student, and to monitor progress overtime.*

Reference: Partington, J.W., Mueller, M.M. (2012). The Assessment of Functional Living Skills, Vocational Skills Assessment Protocol, Marietta, GA.: Stimulus Publications

Meaning

Essential Questions

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- Can I identify my strengths and weaknesses as an individual as well as my areas of vocational interest vs. disinterest.
- Do I understand how to search for various job openings and positions?
- Do I understand why a resume needs to be developed and what it tells future employers?
- Do I know how to fill out job applications and why they are required?
- Do I know how to speak appropriately to coworkers and bosses?
- Do I know how to conduct myself during a mock and real interview?

Enduring Understanding/Indicators of Understanding

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- The development of basic job skills are crucial for students to be able to function and adequately adapt to various job settings with the least amount of support.
- Being able to learn and perform new tasks pertaining to their area of vocational interest are key steps to increasing independence and job training.
- Mastery of skills used on a daily basis such as identifying strengths and weakness, areas of interest vs. disinterest, understanding why and how to develop a resume, as well as being able to learn and perform new job related tasks are necessary in order to be as successful and independent as possible within the work environment.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- The student will be able to perform various classroom jobs.
- The student will be able to identify their strengths and weakness as individuals.
- The student will be able to identify job related interests vs. disinterests following CBI's and exposure to various vocations.
- The student will be able to identify qualities or attributes that would rule out certain jobs or positions.
- The student will be able to search for job openings (mock and real) .
- The student will know how to research job positions and companies.
- The student will understand the purpose of and how to compose a resume.
- The student will be able to fill out mock and real employment applications.
- The student will use a scheduler/planner to document upcoming real and mock interviews.
- The student will understand the need to arrange for transportation to the interview and/or how to arrange for transportation.

- The student will be able to answer mock questions future employers will likely ask.
- The student will prepare to talk about strengths pertaining to the job.
- The student will maintain appropriate attention during real and mock interviews.
- The student will understand the importance of and be able to prepare a follow up letter/thank you note.

Skills

Skills

Student will be skilled at ...

Basic Job Skills :

- Classroom Jobs: the student will be able to perform classroom specific jobs at the discretion of the teacher. Jobs may include taking attendance, taking inventory on food and laundry supplies, as well as managing the calendar and schedule.
 - * Classroom jobs should be discussed and implemented upon the start of the school year.
- Identifying Career Path: the student will identify his/her personal strengths and weakness, as well as qualities or attributes that rule out certain jobs or positions, identify job related interests and corresponding jobs.
- Job Search: the student will understand how to search for open positions, identify “help wanted” signs within the community, research job positions and corresponding companies.
- Applying for jobs: the student will be able to fill out real and mock job applications, understand the purpose of and how to develop a resume.

Interviewing:

- Basic interview skills: the student will use a scheduler/planner to document upcoming interviews (real and mock), understand the need to arrange for transportation to an interview, answer and prepare mock questions that may arise in an interview, prepare to talk about strengths pertaining to the job, pay attention during real and mock interviews, prepare follow up thank you letter.

Work Demeanor:

- **Work Behavior:** the student will demonstrate appropriate attention while learning new job related tasks (within classroom or at job site), be able to focus on specific tasks for increased periods of time, wear appropriate dress attire (i.e., uniform) and follow dress code.

Stage 3: Learning Plan

Resource and Mentor Texts

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Websites:

http://www.therapro.com/Browse-Category/Life-Skills_2/I-Can-Work-A-Work-Skills-Curriculum-for-Special-Needs-Programs-Booklet-CD.html

<http://www.sped.sbcsc.k12.in.us/ppm/transitionplanning/transitionassessments.html>

http://www.do2learn.com/subscription/do2learn_plus/index.php

<http://www.eastsideliteracy.org/tutorsupport/Work/WorkIdeas.htm>

<http://www.khake.com/page94.html>

OTHER INTERNET RESOURCES:- Obtained from 2016 Vocational Curriculum:

Career/Job Information:

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

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

Information: <http://careersoutthere.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

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

Applications:

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

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

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=ecMnSwljElg>

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

Formative Assessment Strategies

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Task Analysis

Teacher generated quizzes and checklists

Parent questionnaire or interview regarding applied skills in the home

AFLS-Vocational Skills Assessment Protocol

Student Self-Assessments

Learning Activities/Unit of Study

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Modifications and/or Accommodations

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

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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.