

# Unit 6-Work Based Learning

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **Type Length of Unit**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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The Transition Education course is designed to provide students with the necessary skills needed to be successful when leaving high school and entering the adult world. Students will have the opportunity to continue developing their employability skills by engaging and exploring different career options. Students will develop a better knowledge of their strengths and their weaknesses through their job experiences. The goal is to provide a variety of hands-on learning opportunities to help students discover their future career goal while becoming as successful and as independent as they can in today's society.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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### Work Based Learning

Work Based Learning (WBL) is developed in accordance with the New Jersey State Learning Standards for students per their specific IEP requirement. This program includes the teaching of skills that can be transferred to the workplace; the readiness skills necessary for students to explore careers, choose employment of interest, apply for positions, and help sustain good work performance upon entering the workforce. This may be a paid job, an unpaid learning experience, an internship, or a volunteer position. Students are expected to work a minimum of 10 hours per week in order to obtain credit for participating in the WBL. Students will work under the direction of a work site mentor and will be observed by the WBL Coordinator. A job coach will be provided to the student if extra support is required. Students will have an opportunity to develop practical work skills, attitudes and behaviors with a special focus on following directions, attention to tasks and the ability to cooperate with co-workers. Students' work experiences will be guided through the collective efforts of school administration, teaching staff, CST, family, and community. As students explore their interests and the world around them, they will learn to appreciate diversity, develop tolerance and work collaboratively as they become positive members of society. This course is taken in conjunction with the Transition Education course.

### Essential Questions:

- How do people secure employment?
- How do people maintain employment?
- What is the job of the supervisor?
- What are your rights as employees?

### Enduring Understandings:

- Students will be able to demonstrate critical life skills in order to be functional members of society.
- Students will develop career awareness and planning, employability skills and a foundational

knowledge necessary for success in the workplace.

## **CONTENT AREA STANDARDS**

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AAAA.K-12.1.1	Demonstrate employability skills, self advocacy skills and work habits needed to get and keep a job such as, dependability, promptness, getting along with others, and knowing when and how to ask for help.
AAAA.K-12.1.4	Develop occupational skills and work preferences through structured learning experiences such as, volunteer, community services and other work experiences or employment.
AAAA.K-12.3.1	Solve problems in the community, in the classroom, at home and on the job.
AAAA.K-12.3.2	Make appropriate choices in the community, in the classroom and on the job.
AAAA.K-12.3.3	Seek assistance and ask appropriate questions in the community, in the classroom and on the job.
AAAA.K-12.4.4	Interact and behave appropriately in social and work situations.
AAAA.K-12.5.1	Follow safety rules and procedures during activities, at home, at school and in the community.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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AAAA.K-12.1	All students will develop career planning and workplace readiness skills.
AAAA.K-12.1.1	Demonstrate employability skills, self advocacy skills and work habits needed to get and keep a job such as, dependability, promptness, getting along with others, and knowing when and how to ask for help.
AAAA.K-12.1.5	Participate in transition planning that reflects personal interests and preferences.  Students will demonstrate skills essential to the world of work. These skills will support successful post school employment and career development. This includes exploration of preferences and development of abilities relative to the individual.

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- Demonstrate positive work ethic behaviors
- Apply examples of work readiness in the workforce

- Apply examples of work readiness in the work/WBL environment.
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## **Procedural Knowledge**

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Students will be able to:

- Meet demands for quality of work.
- Communicate with a supervisor when in need of help or training.
- Recognize the importance of supervision
- Work with others
- Solve job related problems
- Recognize the importance of attendance and punctuality.
- Follow directions and observe job site regulations.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Formative Assessments**

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Websites-NJCAN

Checklist

Rubrics

Class discussion

Class participation

Teacher Observation

Weekly Journals

Evaluations

Job coach logs

Student feedback

## **Summative Assessments**

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Student Portfolio: Resume, Cover Letter, Letters of Recommendation, Awards, Certificates, School Transcripts, Personal Plan for Post-Secondary Goals, Work Based Learning Experience Evaluations

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Internet

Websites

Youtube videos

Self-made materials

NJCAN

Guest Speakers

Field Trips

## **INTERDISCIPLINARY CONNECTIONS**

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ELA/Literacy

Technology

Mathematics

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.