# Course Title – Community Based Training

**Implement start year** – 2015-2016

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**Unit #4, topic** – Structured Learning Experience

**Transfer Goal** – Students will be able to independently use their learning to participate in job sampling in the community.

## Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>21st Century Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2009 NJCCC Standard(s), Strand(s)/CPI #</strong></td>
<td><a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a></td>
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<tr>
<td><strong>Common Core Curriculum Standards for Math and English</strong></td>
<td>X Financial, Economic, Business and</td>
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<tr>
<td>(<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</td>
<td>- Entrepreneurial Literacy</td>
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<tr>
<td>9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.</td>
<td>X Civic Literacy</td>
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<td>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.</td>
<td>X Health Literacy</td>
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<td>9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</td>
<td>X Environmental Literacy</td>
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<tr>
<td>9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.</td>
<td><strong>21st Century Skills</strong></td>
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<tr>
<td>9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans).</td>
<td>X Creativity and Innovation</td>
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<tr>
<td>9.3.12.C.13 Comply with workplace child labor regulations and safety and</td>
<td>X Critical Thinking and Problem Solving</td>
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<td></td>
<td>X Communication and Collaboration</td>
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<tr>
<td></td>
<td><strong>Information, Media and Technology Skills</strong></td>
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<td></td>
<td>X Information Literacy</td>
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<td></td>
<td>X Media Literacy</td>
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<td></td>
<td>X ICT (Information, Communications and Technology) Literacy</td>
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<td></td>
<td><strong>Life and Career Skills</strong></td>
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<td>X Flexibility and Adaptability</td>
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<td>X Initiative and Self-Direction</td>
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</table>
Enduring Understandings:
*Students will understand that . . .*

**EU 1**
maintaining employment requires specific social skills.

**EU 2**
a positive work ethic is necessary to be successful on the job.

**EU 3**
a sense of satisfaction comes from doing a job well.

**EU 4**
conflicts may arise in the workplace, but must be resolved appropriately.

Essential Questions:
**EU 1**
- What social skills do I need to acquire to be a good employee?
- How can you communicate well in the workplace?

**EU 2**
- How does my attitude impact my job?
- What are ways I can show a positive work ethic?

**EU 3**
- Why is it important that I establish a sense of pride in my work?
- How can I ensure I am doing my job well?

**EU 4**
- What conflicts may occur on the job?
- How do I resolve conflicts with my job coach, coworkers or supervisor?
- How should I handle constructive criticism from my supervisor?

Knowledge:
*Students will know . . .*

**EU 1**
- the good communication skills required to keep their job.
- strategies to achieve social expectations on the job.

Skills:
*Students will be able to . . .*

**EU 1**
- demonstrate appropriate social skills such as: good manners, posture and eye contact, smiling, and speaking clearly.
- build relationships on the job.
- express themselves appropriately depending on the given situation.
Stage 2 – Assessment Evidence

Recommended Performance Tasks: Each unit must have at least 1 Performance Task. Consider the GRASPS form.

- complete a task as part of a team.

- identify what constitutes a positive and negative attitude.
- exhibit examples of good work ethic.
- describe consequences that may occur as a result of poor behavior.

- follow directions verbally or from a checklist
- describe emotions that show pride.
- self-evaluate performance on the job.

- identify situations which involve conflict.
- troubleshoot conflicts as they arise.
- recall past experiences to assist in current conflict.
- adapt behavior based on constructive criticism.
- approach appropriate personnel when conflict occurs.
Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*
- role playing scenarios involving conflict resolution
- self assessment checklist
- job coach reports
- verbal feedback from employer/job coach/transition coordinator
- observation of student performing job

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<tr>
<th>Stage 3 – Learning Plan</th>
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<tr>
<td>Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the WHERE TO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.</td>
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- Listen to guest speakers from different job sites (A)
- List rules for bathroom etiquette (A)
- Identify consequences of having a poor attitude while at work (A)
- Chart ways to turn angry thoughts into calm thoughts (A)
- Complete self reflecting work journals (M)
- Role play greetings when arriving at work site (M)
- Purchase and pack lunch for work (M)
- Compare and contrast characteristics of good and poor attitudes (M)
- Role play positive social interactions in a variety of settings (M)
- Describe proper manners and etiquette at a job (M)
- Discuss job specific conflict resolution (M)
- Create video solving conflict issues (M)
- Complete W2 form (T)
- Tour businesses for possible employment opportunities (T)
- Create a checklist of expectation at a work site (T)
- Perform job specific tasks at a Structured Learning Experience (T)

Timeline: Unit 4 will be done throughout the entire year.