Course Title – Pre-Vocational Skills

Implement start year – 2015-2016

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Unit #4, topic –  Job Sampling

Transfer Goal – students will be able to independently use their learning to be successful in a job.

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>21st Century Themes</th>
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<tbody>
<tr>
<td><strong>2009 NJCCC Standard(s), Strand(s)/CPI #</strong></td>
<td><strong>(<a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a>)</strong></td>
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<tr>
<td>Common Core Curriculum Standards for Math and English</td>
<td><em>X</em> Financial, Economic, Business and Entrepreneurial Literacy</td>
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<td><em>(<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</em></td>
<td><em>X</em> Civic Literacy</td>
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<tr>
<td>8.1.8.A.5 Select and use appropriate tools and digital resources to</td>
<td><em>X</em> Health Literacy</td>
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<td>accomplish a variety of tasks and to solve problems.</td>
<td><em>X</em> Environmental Literacy</td>
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<td>9.3.8.B.5 Use workplace readiness skills and career information learned</td>
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<td>from job shadowing, high school visits, speakers, volunteering, or other</td>
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<td>career exploration activities to assist with career exploration.</td>
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<td>9.3.12.C.5 Identify transferable skills in career choices and design</td>
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<td>alternative career plans based on those skills.</td>
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<td>9.3.12.C.6 Develop job readiness skills by participating in structured</td>
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<td>learning experiences and employment seeking opportunities.</td>
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<tr>
<th>21st Century Skills</th>
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<tr>
<td>Learning and Innovation Skills:</td>
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<td><em>X</em> Creativity and Innovation</td>
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<td><em>X</em> Critical Thinking and Problem Solving</td>
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<td><em>X</em> Communication and Collaboration</td>
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<tr>
<td>Information, Media and Technology Skills:</td>
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<td><em>X</em> Information Literacy</td>
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<tr>
<td><em>X</em> Media Literacy</td>
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<tr>
<td><em>X</em> ICT (Information, Communications and Technology) Literacy</td>
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</table>
9.3.12.C.11 Evaluate the responsibilities of employers and employees for maintaining workplace safety, and explain health rights related to a particular occupation/career.

9.3.12.C.14 Interpret and justify written employer organizational policies and procedures for job performance.

**Enduring Understandings:**
Students will understand that . . .

**EU 1**
Using available resources are essential to becoming successful while learning a new job.

**EU 2**
Correctly completing tasks creates personal satisfaction.

**EU 3**
A goal for any employee is to obtain independence on the job.

**Essential Questions:**

**EU 1**
- When I obtain a job, what resources can I use to gain knowledge about my position?
- What are obstacles I may experience when learning a new job?
- Where do I find rules and regulations regarding my job?

**EU 2**
- How would practicing help improve completing new tasks?
- How do I feel when I put forth strong effort and accomplish a task?
- How can I use technology in a job to be more efficient?

**EU 3**
- What are situations in which I may need to ask for help in the workplace?
- What are ways that I can increase independence on the job?
- How can I demonstrate a positive work ethic?

**Life and Career Skills:**
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility
### Knowledge:
Students will know . . .

**EU 1**
- expectations of their job.
- rules of their job.
- safety procedures of their jobs.

**EU 2**
- methods to break down tasks into smaller steps.
- modifications they may need to complete the task.
- which technology applications can be used to improve performance.

**EU 3**
- what is the proper time and way to ask for assistance on the job.
- characteristics of a good employee.

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

**EU 1**
- review job responsibilities and goals with location leader and/or teaching assistant/job coach.
- create a task list of duties at the job.

**EU 2**
- develop modifications on the job to meet individualized abilities.
- complete task checklists.
- accept constructive criticism and modify methods.
- utilize technology applications to increase productivity.

**EU 3**
- create personal goals to improve performance.
- identify areas of strengths and weakness in their personal work ethic.
- self-advocate.

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### Stage 2 – Assessment Evidence

**Recommended Performance Tasks:**

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Self assessment skills checklist
- Role playing scenarios for employee interactions
Stage 3 – Learning Plan

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.

- List responsibilities of new jobs (A)
- Match supervisors with job locations in the building (A)
- List roles of the job coach/assistants, supervisor and employees (A)
- Role play ways to ask for help when needed (A)
- List characteristics of an effective employee (A)
- Analyze steps needed to achieve a task (M)
- Utilize technology to improve performance on the job (M)
- Chart individual strengths and weaknesses for each job (M)
- Identify jobs in the community that would match jobs they have in the school (T)
- Identify additional technology applications to assist on future jobs (T)
- Develop a job description of current placement to provide for other students in the future (T)
- Create modifications to address weaknesses for specific skills (T)

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