

## **Special Education Curriculum Guide**

**Name of Course:** Transitional Training SLE

**Course Number:** 64.02

**Date Written:** May 2009

**Number of Credits:** 10 Credits

**Prerequisites:** None

**Grade Level Offered:** Junior/Senior

**Course Description:** The SLE/School to Work Study Program of the Special Education Department is designed to provide senior students with a smooth transition from school-to-work. It provides the student with the opportunity to improve and develop new work skills in the world of work. Through a cooperative arrangement between the school and community employers, students spend a part of the day in school and a part in a commercial/retail establishment. This work experience out of the school will be non-paying positions (SLE – Structured Learning Experience) under the direction of a Job Coach. The students will receive paid on-the-job training at the school in the both the cafeteria and maintenance departments. Students will gain career awareness, develop general work habits and positive attitudes in order to obtain the know-how they need to make their way in the world upon graduation. They also will receive in-school instruction specifically related to the world of work, their individual training site and general life skills. Ten credits are earned upon successful completion of the course, five for the work experience and five for the class work.

High Point Regional High School's curriculum and instruction are aligned to the state's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in the educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age marital status, affect ional or sexual orientation, gender, religion, disability, or socio-economic status.

### **Course Objectives:**

- 1 Describe and define the main elements of the SLE work Study Program and the student's responsibilities in the program.

- 2 Understand, describe and complete program forms related to state and school rules and regulations.
- 3 Learn the importance of academic and occupational skills to achievement in the World of Work.
- 4 Demonstrate skills required for successful performance at the related training site.
- 5 Identify the laws that affect the workplace.
- 6 Display the ability to communicate effectively with others and perform job tasks accurately and efficiently.
- 7 Demonstrate and understand employer's expectations regarding work habits and attitudes.
- 8 Demonstrate effective human relations skills in dealing with fellow classmates, employers and co-workers.
- 9 Investigate and understand how to handle conflicts and stress.
- 10 Learn to use time efficiently and accurately.
- 11 Demonstrate responsible work ethics.
- 12 Apply principles of good grooming and business etiquette by displaying a professional image.
- 13 Demonstrate safe working practices and procedures to all training situations.
- 14 Explain how common injuries can be prevented.
- 15 Evaluate job progress and modifications in performance that may be needed.
- 16 Set career goals and be aware of the steps needed for self-direction toward those goals.
- 17 Identify careers of interest and the related education or training necessary to obtain the skills needed for that occupation.
- 18 Demonstrate consumer and other basic financial skills.
- 19 Develop basic skills as related to Job Hunting and Interview process-job application, cover letters, resumes and interviews.
- 20 Demonstrate an understanding of basic banking systems—opening a checking/saving account, making and recording deposits/withdrawals and checkbook reconciliation.
- 21 Understand Social Security and future benefits.
- 22 Demonstrate an understanding of the tax system and taxation.
- 23 Make the transition from school to the "World of Work" with direction and guidance.

**Method of Instruction:** Class time will be taught in a business-like environment. The students will be responsible for all areas that will be discussed. The class will include some group discussions, job-sharing reviews, data entry of weekly hours and earnings, work-related simulations, instructional videos, self-assessment test and surveys and participation in role play situations that are related to the world of work.

Discussions will be related to the specific training sites that the students will be on. The students will rate themselves on the job and compare their ratings with their supervisors. The teacher/coordinator will observe the student on the job, discuss their progress and evaluation with their job coach and assist in the training whenever needed. Both the

Teacher and the job coach will work with the student to improve any performance areas identified as being deficient.

## **Core Curriculum Content standards Addressed**

### **Cross-Content Workplace Readiness Standards (CCWRS)**

- Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job. (CCWRS 1.1)
- Describe the importance of personal skills and attitudes to job success. (1.2)
- Identify career interest, abilities and skills. (1.3)
- Develop an individual career plan. (1.4)
- Describe the importance of academic and occupational skills to achievement in the work world. (1.7)
- Demonstrate occupational skills developed through structured learning experiences, such as volunteer, community service and work-based experiences or part-time employment. (1.8)
- Identify job openings. (1.9)
- Prepare a resume and complete job applications. (1.10)
- Demonstrate skills and attitudes necessary for a successful job interview. (1.11)
- Demonstrate consumer and other financial skills. (1.12)
- Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting and retrieving and managing information. (2.3)
- Use models, relationships and observations to clarify problems and potential solutions. (3.2)
- Identify and access resources, sources of information and services in the school and community. (3.4)
- Monitor and evaluate their own thinking.(3.10)
- Interpret and analyze data to draw conclusions.(3.12)
- Select and apply appropriate solutions to problem-solving and decision-making situations. (3.13)
- Evaluate the effectiveness of various solutions. (3.14)
- Set short and long term goals. (4.1)
- Work cooperatively with others to accomplish a task. (4.2)
- Evaluate their own actions and accomplishments. (4.3)
- Describe construction responses to criticism. (4.4)
- Provide constructive criticism to others. (4.5)
- Describe actions which demonstrate respect for others. (4.6)
- Describe roles people play in groups. (4.7)
- Demonstrate refusal skills. (4.8)
- Use time efficiently and effectively. (4.9)
- Apply study skills to expand their own knowledge and skills. (4.10)

- Describe how ability, effort and achievement are interrelated. (4.11)
- Explain how common injuries can be prevented. (5.1)
- Develop and evaluate an injury prevention program. (5.2)
- Identify safety and productive devices. (5.5)
- Identify common hazards and describe methods to correct them. (5.6)
- Discuss rules and laws designed to promote safety. (5.8)
- All students will use technology skills and tools to gather and organized information and to solve problems. (8.1)
- All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace. (9.1)
- All students will demonstrate critical life skills in order to be successful members of society. (9.2)

#### New Jersey Core Content Standards (NJCCS)

- Conduct an informational interview. (3.1.17)
- Demonstrate interview skills in real-life situations, such as college admissions or a job employment. (3.1.22)
- Explain and demonstrate the role of money in everyday life. (6.6.1)
- Describe the work the people perform in our economic system. (6.6.1)

**Overview:** Making the transition from high school to college or a full-time job can be a formidable task for any student, but the transition is even more difficult when the student has special learning needs. To make informed decisions, students need to learn how to gather information and use the information to develop a plan of action that is right for them. Students also need to learn the skills required to self-advocate, to obtain and retain employment, and to be informed consumers.

#### Preparing For Work

Time: Beginning and  
Throughout the  
Year

**Goals:** Discuss the responsibilities and expectations of the program to the students. Explain the roles of the Teacher and the Job Coach in the class and employment in school and at the training site. Weekly job schedules and logs are filled out and discussed.

#### Objectives:

1. Students will be aware of their responsibilities to the coordinator, job coach and supervisor on the job through class discussions.

2. Weekly work schedules and logs will be completed each Monday.
3. Student will understand deductions from paycheck.

**Materials:**

All above mentioned forms are available with the coordinator.

Video- Top 91/2 Tips to Understanding Your Paycheck

**Evaluation and Job Review**

Time: At the End of  
Each Quarter

**Goals:** To conduct job reviews for students to have the opportunity to share with each other and any new experiences, problems, etc. Evaluation forms are filled out both by the Teacher Coordinator and the Job Coach at the end of each marking period for their to determine strengths and areas of improvement. The students evaluate themselves using the same form. During a conference with the coordinator, they compare the evaluations. Suggestions will be made for improvement, which is the expected result for the remaining marking periods.

**Objectives:**

1. To conduct periodic job reviews for students to share their job experiences, problems, etc.
2. To have students do a self-evaluation and then do a comparison with their Coordinator and Job Coach's evaluation to ascertain areas that they will try to improve.
3. Accept and act favorably with constructive criticism.

**Materials :** Evaluation Form

**Assessment:** The coordinator and job coach evaluation will generate a grade worth 10 credits.

**Unit 1 Safety, Labor Laws (State and Federal)**

Time: First Quarter

**Goals:** Safety on the job is discussed in detail. The Occupation Safety and Health Act (OSHA) is introduced and discussed. The Right to Know Act is discussed. Students are made aware of their rights and responsibilities with regard to safety and the labor laws that affect their jobs and future employment.

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**Objectives:**

1. Students will be aware of their safety rights on the job.
2. Students will be aware of the Right to Know Act which deals with handling of dangerous substances on the job.
3. Students will learn and be aware of the current labor laws on both the Federal State level.

Materials:

Right to Know Pamphlet  
Occupational Safety and Health Act  
Video: Top 91/2 Safety Habits

Assessment:

Discussions, work sheets and quizzes from materials used.

## **Unit 2 Getting To Know Yourself**

Time: First & Second  
Quarter

Goals: To help the student understand who they are and what they want for themselves and to develop and understand the interpersonal skills necessary to be successful in school and work. Students will understand how important good communication skills are, as well as the ability to resolve conflict. The making of good decisions and goal setting will be discussed.

Objectives:

1. Effectively communicate wants, needs, frustrations and concerns with others in a respectful but assertive manner.
2. Assess their strengths, weaknesses, needs, and interest.
3. Learn how to manage stress and deal with conflict.
4. Understand how individual goals and values affect life choices.
5. Use and understand self assessment tools.

Materials:

O\*NET Career Interest Inventory  
O\*NET Career Values Inventory

Assessment:

Discussions, work sheets, self-assessment and quizzes from materials used.

### **Unit 3 Soft Work Skills**

Time: Periodically Throughout  
the Year

Goals: To improve the soft skills needed in school, adult work facilities and the independent work place.

Objectives:

1. To emphasize problem solving.
2. To have the ability to start work independently
3. To have the ability to stay on task.
4. To have the ability to finish the task properly.
5. To understand work rewards
6. To restart the task independently.

Materials:

#### **VTST<sup>TM</sup> Work Tasks**

Set Screw Assembly  
Scale Packaging  
Faucet Assembly  
Tool Boxes  
Order Jars  
Cotter Pin Sort

Assessment:

Time management and skill mastery will be individually assessed.

### **Unit 4 Working on the Job**

Time: Third Quarter

Goals: To make students aware of the attitudes and skills they need to be successful on the job. To make students aware of the things they do to advance on the job and move closer to their ultimate career goal.

Objectives

1. Anticipate and manage anxieties and challenges of a new job.
2. Identify qualities an employer can expect of an employee regarding work habits and attitudes.
3. Understand why it is important to get along and work effectively with co-workers and the supervisors.
4. Understand why courtesy should be observed when quitting a job.

5. Discuss how a positive attitude and high self-esteem lead to success on the job.
6. Understand how important it is to know and abide by all company policies.
7. Understand the significance of employee performance reviews.

Materials:

Video/DVD: Getting Along on the Job, Would I Work With Me, Job Survival, Mind Your Manners, Success at Work-Transitions to Employment, 91/2 Ways to Resolve Conflict.

Supplemental Material

Internet

Assessment:

Discussions, work sheets and quizzes from materials used.

## **Unit 5 Personal Finances**

Time: Third Quarter/  
Fourth Quarter

Goal: To help the student gain a practical level of financial literacy, including an understanding of State and Local taxes.

Objectives:

1. Understand the basics of a checking and savings accounts.
2. Learn how to write a deposit slip and check correct
3. Understand the importance of a personal budget.
4. Understand the importance of saving for the future.

Materials:

Supplemental samples from various banks—deposit slips, checks and registers.  
Various credit card applications and offers.

Video/DVD: Understanding Taxes (IRS), Checks and Balances: The Basics of Banking, Banks a User's Guide,

Assessment:

Discussions, work sheets and quizzes from materials

**A COURSE REQUIREMENT IS TO ATEND AN EMPLOYER APPRECIATION LUNCHEON TO BE HELD IN MAY TO THANK ALL PARTICIPATING EMPLOYERS.**



**Assessment:**

Authentic assessment methods are ways of evaluating student abilities in a process-based classroom; these methods include: student presentation/demonstrations, simulations, teacher observations and student self-assessment. The primary purpose of the assessment is to assist the student in the learning process. When identified, student's strengths are used to help guide them toward areas in which they will excel. The teacher selects the most appropriate assessment method(s) for the behavioral objective during learning activities.

Student Progress: The assessment of student progress in the objectives cited on the previous pages will be primarily by, but not limited to the following criteria.

Class and Work Experience (10 credits)

Class Work, Discussion/ VTS Work Tasks	50%
Teacher and Job Coach Work Site Evaluations	50%

**Homework Policy:**

Minimal homework is assigned..

**Computer/Technology Needs:**

Class computers used for basic resumes and cover letters.

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