

## **Special Education Course Outline**

<b>Name of Course:</b>	Transitional Training SLE
<b>Course Number:</b>	64.02
<b>Date Written:</b>	January 2009
<b>Number of Credits:</b>	10 Credits
<b>Prerequisites:</b>	Transitional Training - School to Work
<b>Grade Level Offered:</b>	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.

### **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)

**Method of Instruction:** The class 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.

**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.

#### **Course Objectives:**

1. Learn the importance of academic and occupational skills to achievement in the world of work.
2. Display the ability to communicate effectively with others and perform job tasks accurately and efficiently.

3. Demonstrate and understand expectations regarding work habits and attitudes.
4. Demonstrate effective human relations skills in dealing with fellow classmates, teachers/supervisors and co-workers.
5. Investigate and understand how to handle conflicts and stress.
6. Learn to use time efficiently and accurately.
7. Demonstrate responsible work ethics.
8. Demonstrate safe working practices and procedures to all training situations.
9. Explain how common injuries can be prevented.
10. Evaluate the following career skills as they relate to home, school, community and employment:
  - Communication
  - Punctuality
  - Time management
  - Organization
  - Decision making
  - Goal setting
  - Resources allocation
  - Fair and equitable competition
  - Safety
  - Teamwork

**Course Goals:**

To develop pre employment work skills that will help the student make the transition to a job and future career options by developing and supporting the following work readiness skills:

- Independence
- Dependability
- Initiative
- Versatility
- Work Attitude
- Honesty
- Relating to Supervisor
- Relating to Co-workers
- Work Safety
- Work Area /Property
- Job Assistance
- Productivity
- Work Quality

**Computer/Technology Needs:**

Computers will be utilized for their career research, resumes and cover letters.

**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%



