

**IRVINGTON PUBLIC SCHOOLS**  
IRVINGTON, NEW JERSEY 07111



**Career Advancement & Transition Grades 11-12**  
**Curriculum Guide**

**Board Approved August 24, 2011**

## Table of Contents

Table of Contents.....	3
Board Members & Administration.....	4
Introduction.....	5
District Mission Statement.....	6
Affirmative Action Statement.....	7
Curriculum Committee.....	8
Purpose/Rationale.....	9
Special Services Department Vision Statement.....	10
Career Advancement & Transition Course Description.....	11
Career Advancement & Transition Course Units & Pacing Guide.....	12-13
Career Advancement & Transition Student Performance Assessments.....	14
Career Advancement & Transition .....	15-61
Appendix I New Jersey Special Education Code.....	62-63
Appendix II Blooms Taxonomy.....	64-66
Appendix III Resources.....	67-69
Appendix IV Areas for Transition Planning.....	70-71
Appendix V Critical Elements for Creating 21 <sup>st</sup> Century Skills.....	72-78
Appendix VI Maslow’s Hierarchy of Needs.....	79-82
Appendix VII 16 Career Clusters.....	83-86
Appendix VIII 7 Steps in Decision Making.....	87-88

***“If you treat an individual as he is, he will stay that way:  
But if you treat him as if he were what he could be, he will become what he could be.”***

Goethe

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# INTRODUCTION

## Career Advancement & Transition

### **Purpose:**

The purpose of this curriculum guide is to provide strategies to implement a structured Transition to Post-Secondary College/Technical School/Adult Education and Adult Services to fulfill the transition goals of the I.E.P. as mandated by the New Jersey Administrative Code.

The focus of this program is to develop post-secondary college/training readiness through the use of transitional academics (i.e., instructional learning strategy training, strategy planning, and coordination of the transition process). The long-term goals of these components are to insure that special individual needs are met to maximize the student's success and independence in post-secondary educational experiences.

As an individual, each student has unique skills, abilities and talents that can be developed to become a productive and independent member of society. This program will provide students with the opportunity to recognize their talents and strengths to experience success within their post-secondary educational endeavors.

An essential component of the Transition curriculum is self-awareness and self-advocacy skills relevant to students' post-secondary goals. Students are provided with the necessary combination of academic experiences in school (instruction/research/self-assessment) and in exploring opportunities in the community related to post-secondary placement.

Students develop:

- The necessary skills of self-advocacy
- Knowledge of laws related to post-high school
- Use of technology for research as well as for their educational process organization
- Test-taking/study skills useful for the HSPA, SAT/ACT as well as post-secondary testing

*“We must open the doors of opportunity. But we must equip our people to walk through those doors.”*

Lyndon B. Johnson

# District Mission Statement



## Irvington Public Schools

**The Irvington Public Schools envision a community of learners dedicated to academic excellence through a combination of critical thinking and life skills which define the education of the whole child wherein the major focus of the school system is to improve academic achievement for all students.**

## **AFFIRMATIVE ACTION STATEMENT**

**The Irvington School District shall provide equal education and employment opportunities to all persons regardless of race, color, ethnicity, creed, religion, sexual orientation, gender, ancestry, national origin, social-economic status or disability in accordance with N.J.A.C. 6:4-1-5.**

# **Curriculum Committee**

**The Career Advancement & Transition Curriculum, Grades 11 – 12, has been written under the direction of Patricia Dowd, Director of Special Services.**

**The following people participated in the preparation of this document:**

**Kimberly Petcos, Transition Coordinator/teacher**

**Deidre Oglesby, Transition Coordinator/teacher**

# Purpose/Rationale

On graduation day from high school, most students have plans for what will happen next. Students with disabilities have the same right to be fully prepared for their future at the point of graduation. In order for that to occur, there needs to be sound transition planning beginning at age 14 and evolving with each ensuing year until the student leaves school. Each plan is highly individualized and should encompass planning in the areas of post-secondary education, vocational education, employment (including supported employment), income, social security and medical insurance, living arrangements, leisure time activities, situational assessments, independent living skills, as well as provide opportunities for the student to become familiar with his/her home community. Each student will require different types of support in order to realize his/her dreams for the future. The transition planning is a necessary and mandated part of the curriculum at Irvington High School.

A Career Transition Skills course at the High School will assist our Special Education students at the High School in a successful transition upon graduation and also maintain transition compliance.

The focus of a Career Transition Skills Course at the High School is to develop post-secondary college/training readiness through the use of transitional academics (i.e., instructional learning strategy training, strategy planning, and coordination of the transition process). The long-term goals of these components are to insure that special individual needs are met to maximize the student's success and independence in post-secondary educational experiences.

As an individual, each student has unique skills, abilities and talents that can be developed to become a productive and independent member of society. This program will provide students with the opportunity to recognize their talents and strengths to experience success within their post-secondary educational endeavors.

The Irvington High School Special Education students will develop 21<sup>st</sup> century life skills while also exploring careers that support their academic and personal interests and aptitudes. The intent is to provide our students with the knowledge that will transition them to post secondary experiences as informed, literate, responsible, and successful members of a global society. The Career Advancement and Transition course reinforces civic literacy, global awareness, creative problem solving, and positive communication within our existing New Jersey Core Curriculum Content Standards while nurturing the exploration of 21<sup>st</sup> Century Skills.

# Department of Special Services

## Vision Statement

The Special Services Department's Vision is to provide a wide range of resources to promote the successful education of students with disabilities in the Least Restrictive Environment. Special Services encourages high expectations, variability, and flexibility in instruction that meets the diverse needs of every child while addressing the New Jersey Core Curriculum Content Standards.

The Special Services Department will continue to explore and expand our services to meet the unique needs of all children and also to promote the education of students with disabilities in the general education environment.

***“Destiny is not a matter of chance, it is a matter of choice,  
It is not a thing to be waited for, it is a thing to be achieved.”***

*William Jennings Bryan*

# Course Description

## CAREER ADVANCEMENT & TRANSITION:

No Prerequisites

Grades 11 - 12  
5 Credits

**Students will acquire self-awareness and self-advocacy skills relevant to their post-secondary goals. Students will be provided with the necessary combination of academic experiences in school (instruction/research/self-assessment) and in exploring opportunities in the community (job shadowing) related to post-secondary placement.**

**Students will develop:**

- **The necessary skills of self-advocacy**
- **Knowledge of laws related to post-high school**
- **Use of technology for research as well as for their educational process organization**
- **Test-taking/study skills useful for the HSPA, SAT/ACT as well as post-secondary testing**
- **Knowledge from extensive interests/ability inventories**
- **Match the outcome of these inventories to possible career choices to pursue**
- **Career options that are researched in depth in preparation for post-secondary educational settings**
- **A personal portfolio of career data for later use in their pursuit of a post-secondary educational setting**

# Course Units and Pacing Guides

## Unit 1

Personal Management.....	2 weeks
Learning Differences & Accommodations.....	2 weeks
Personal Management Goals.....	3 weeks

## Unit 2

Using Effective Communication Skills.....	1.5 weeks
Using Effective Communication Skills in Various Situations.....	1.5 weeks

## Unit 3

Exploring the Best Career for You.....	1.5 weeks
Choosing Best Career for You.....	1.5 weeks

## Unit 4

Maximizing Options & Opportunities.....	1 week
Post Secondary Planning.....	2 weeks
Post Secondary Planning Options.....	1 week

## Unit 5

Career Management.....	2 weeks
Career Management/Building a Transition Portfolio.....	1 week

**Unit 6**

Assessing and Building a Transition Portfolio.....2 weeks  
Career Management and Progress Assessment.....2 weeks

**Unit 7**

Understanding Basic Employee Rights.....1 week  
Workplace Rules and Employee Expectations.....1 week

**Unit 8**

Understanding Basic Rights/Self Esteem.....1 week  
Identify and Locate Community Agencies.....1 week

**Unit 9**

Life Management.....1 week  
Life Management/Critical Thinking.....1 week

**Unit 10**

Time Management.....1 week

**Unit 11**

Banking and Budgeting.....2 weeks  
Money Management.....1 week

*“Learning is reflecting on experience.”*  
John Dewey

# Student Performance Assessments

**Listed below are a variety of methods, which can be utilized to assess student performance. However, teachers are not limited to the assessment suggestions below.**

- ❖ Direct observation
- ❖ Individual and group projects
- ❖ Ability to work cooperatively to accomplish tasks
- ❖ Decision making and predictions with supporting evidence
- ❖ Ability to construct graphs, extract information, verify data
- ❖ Student designed activities
- ❖ Time management and ability to work within established rubrics
- ❖ Ability to solve real-world problems using acquired knowledge
- ❖ Performance Based – involves activities that allow students to exhibit the use of strategies of problem solving, cooperative learning to integrate learning across the curriculum
- ❖ Portfolio Assessment – involves a collection of examples of a student’s work
- ❖ Project Based – selected by the students to allow for diversity, cooperative learning, and for student’s individual strengths in learning
- ❖ Demonstrations – performance-based and gives the students the opportunity to show their abilities consistently through a variety of formats
- ❖ Teacher-made tests, written & oral quizzes
- ❖ Homework
- ❖ Class Participation

<p><b>Course:</b> Career Advancement &amp; Transition</p> <p><b>Unit:</b> 1 Personal Management , Winning with Personal Power</p> <p><b>Time &amp; Pacing:</b> 2 weeks (6 teaching classes)</p> <p><b>NJCCCS:</b> 2.2.12.B.1, 3.2.12.A.1, 3.2.12.A.7, 3.2.12.B.12, 3.5.12.B.1, 3.5.12.C.1, 9.3.12.C.21</p>	
<p><b>Enduring Understandings:</b></p> <p>Successful students acquire skills in developing and understanding of their own strengths, interests, and goals.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why are we all different?</li> <li>• How do our basic needs affect what we think and do?</li> <li>• What are my individual needs?</li> <li>• What affects my feelings about myself?</li> <li>• Why is self esteem important?</li> <li>• What is social networking and how does it affect me?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• What physical and personality characteristics are</li> <li>• Maslov’s Hierarchy</li> <li>• Self esteem and empowerment</li> <li>• Definition of personal strength</li> <li>• Definition of personal weakness</li> <li>• Appropriate expression of needs, wants, and feeling in various settings</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Compare and discuss diversity in physical and personality among people</li> <li>• Define Maslov’s Hierarchy and apply to real life examples</li> <li>• Apply the concept of self esteem in daily life activities</li> <li>• Identify their own personal strengths and weaknesses</li> </ul>

## **Cornerstone Assessments and Experiences**

- Journal writing
- Teacher observation
- Peer Observation
- Student will demonstrate and evaluate their cognitive and affective understanding by building a personal transition portfolio
- Success Resume Outline Activity, Identity Check sheet
- Unit 1 Test

## **Resources**

The Transition's Curriculum  
Teacher web based search engines  
"Connections" – NJDOE Curriculum  
Audio Visual Equipment  
Smart board / Technology

**Course:** Career Advancement & Transition

**Unit:** 1 Learning Differences and Accommodations

**Time & Pacing:** 2 weeks (ongoing)

**NJCCCS:** 3.1.12.A.1, 3.2.12.A.1, 3.2.12.A.7, 2.2.12.A.2, 2.2.12.B.1, 9.3.12.C.1

**Enduring Understandings:**

Students identified with disabilities must develop an understanding of their learning disability including an in depth perspective of their personal learning disability, learning style and acquire a variety of strategies to accommodate their learning.

**Essential Questions:**

- What is my disability?
- How does the IDEA law affect me?
- What does the Child Study Team do for me?
- What are my rights in Special Education?
- How do I advocate for myself?

**Students will know...**

- Definition of Learning Disability
- Facts and myths about Learning Disabilities
- The Definition of personal learning style and preferred learning modality
- Compensatory strategies and accommodations
- Problem solving resources

**Students will be able to...**

- Explain I.D.E.A. laws
- Interpret an I.E.P.
- Recognize the difficulties with a writing disability
- Explain modifications and accommodations
- Express their individual need for accommodations
- Effectively communicate their rights as reflected in the New Jersey Administrative Code

## **Cornerstone Assessments and Experiences**

- Journal writing
- “What a Learning Disability Is and Isn’t” Activity
- “That’s Not What I Hear” Activity and Game
- Questionnaire on types of Learning Disabilities
- Assessment Test on Learning Disabilities and IEA
- Role Playing scenarios

## **Resources**

- Connections / NJDOE website
- You Tube Videos
- “That’s Not What I Hear” Game
- Audio / Visual Equipment
- Smart board Technology
- Child Study Team
- Guidance Counselors
- New Jersey Administrative Code
- P.R.I.S.E

<p><b>Course:</b> Career Advancement &amp; Transition</p> <p><b>Unit:</b> 1 Personal Goals</p> <p><b>Time &amp; Pacing:</b> 3 weeks (8 teaching classes)</p> <p><b>NJCCCS:</b> English, Health and Wellness, Technology</p> <p>3.2.12.A.1, 3.2.12.A.7, 3.4.12.A.3, 3.1.12.A.1, 3.2.12.B.12, 9.3.12.C.1, 9.2.12.A.2, 9.3.12.C.2</p>	
<p><b>Enduring Understandings:</b></p> <p>Student advancement in a global society depends on students’ developing and understanding their own strengths, interests and goals.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does accomplishing a goal make you feel?</li> <li>• Can you identify your personal characteristics?</li> <li>• What would I put into the list of my accomplishments?</li> <li>• How do I make decisions?</li> <li>• Why is it necessary to evaluate (my) progress?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• The importance of setting goals</li> <li>• Personal Characteristics</li> <li>• The Characteristics of a well written resume</li> <li>• The importance of making decisions</li> <li>• The Decision Making Process</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Identify, write about and monitor a self esteem growth goal for three weeks</li> <li>• Identify interests talents and personality traits</li> <li>• Write a successful resume</li> <li>• Examine the impact of specific behavioral traits on their decision making style</li> <li>• Apply a seven step process for making decisions</li> <li>• Apply seven step process to real-life situations they are currently experiencing</li> </ul>

## **Cornerstone Assessments and Experiences**

- Teacher Observation
- Student Observation
- Complete a Personal Power and Self-Esteem Growth Goal Contract
- Student will create and write a Personal Advertisement
- Student will write a Success Resume Outline
- Test on Seven-Step Decision-Making Process
- Students will successfully demonstrate decision making skills through role play
- Transition Portfolio

## **Resources**

- The Transition Curriculum
- Teacher web-based search engines
- Connections – NJDOE website
- Audio / Visual Equipment
- Smart board / Technology
- Guest Speaker

**Course:** Career Advancement & Transition

**Unit:** 2 Using Effective Communication Skills

**Time & Pacing:** 1.5 weeks (4 teaching classes)

**NJCCCS:** 3.2.12.A.1, 3.2.12.B.12, 3.1.12.A.1, 3.1.12.A.2, 3.5.12.C.1, 9.1.12.F.22.1.12.E.1, 2.1.12.E.4

**Enduring Understandings:**

Cross cultural understanding and effective interpersonal communication skills are essential for success in a global society.

**Essential Questions:**

- How can I effectively deal with bullying issues?
- How does my mood affect my communication with others?
- What are the positive words that will self-empower me?
- Why is it important to listen effectively?
- Can I create alternative solutions?

**Students will know...**

- Difference between bullying and teasing
- The process for responding to negative comments about themselves or their needs
- Why people communicate negatively
- A list of words that contribute to positive communication
- Good listening requires skills that can be learned and used effectively
- Appropriate conflict resolution strategies

**Students will be able to...**

- Deal effectively with bullying incidents
- Recognize a problem and brainstorm ways to solve the problem individually or collaboratively
- Identify and correct thoughts and self talk
- Develop skills to react positively to negative statements
- Analyze a series of comments and determine whether they are harmful to others
- Learn and practice techniques for making clear, positive statements about what they intend to do
- Analyze listening skills by identifying behaviors of active and passive listeners

- Verbal/nonverbal communication nuances
- Compromise, consensus and community building strategies

- Use effective communication skills in face to face and online interactions with peers and adults.
- Evaluate available resources that can assist in problem solving

### **Cornerstone Assessments and Experiences**

- Teacher Observation
- Peer Observation
- Journal Writing
- Transition Portfolio
- Positive Statement Activity
- Self-Talk Activity
- Listening Activity
- Role Playing Scenarios
- Unit 2 Test

### **Resources**

- The Transitions Curriculum
- Teacher Web-based search engines
- Connections – NJDOE website
- Audio / Visual Equipment
- Smart board / Technology
- U.S. Department of labor(June, 1991) What work requires of schools: A SCANS report for America.

<p><b>Course:</b> Career Advancement &amp; Transition  <b>Unit:</b> 2 Effective Communication Skills in Various Settings  <b>Time &amp; Pacing:</b> 2 weeks (6 teaching classes)  <b>NJCCCS:</b> 3.2.12.A.1, 3.2.12.B.12, 3.1.12.A.2, 3.5.12.C.1, 2.2.12.A.2, 2.2.12.B.1</p>	
<p><b>Enduring Understandings:</b></p> <p>Good communication skills empowers people and is needed for success in school, home, and community environments.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is anger?</li> <li>• When do I feel angry?</li> <li>• How do I react when I am angry?</li> <li>• What techniques can I use to relax when I am angry?</li> <li>• How do I react when I am blamed?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• Anger is a feeling that everyone experiences.</li> <li>• The difference between the range of annoyance to rage</li> <li>• Causes of anger</li> <li>• What relaxation techniques are used and why they are useful</li> <li>• How to deal with anger in a mature way</li> <li>• Be able to share their personal anger management technique</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Explain causes of anger</li> <li>• Synonyms for anger</li> <li>• Find constructive ways to deal with their anger</li> <li>• Discuss anger</li> <li>• Recognize physical reactions to anger</li> <li>• Practice and control physical reactions to anger</li> <li>• Learn relaxation techniques</li> <li>• Handle anger on the job</li> </ul>

## **Cornerstone Assessments and Experiences**

- Teacher Observation
- Journal Writing
- Transition Portfolio
- Staying In Control Log Sheet
- Anger Rating Form Assessment
- Graph Anger reactions and draw conclusions from situations
- Role playing Scenarios for dealing with Anger.
- Unit 2 Test

## **Resources**

- The Transitions Curriculum
- Teacher Web-based search engines
- Connections – NJDOE website
- Audio / Visual Equipment
- Smart board / Technology
- Wack, B.(1990). Motivating the Unmotivated: Teaching self motivation, self reliance, and responsibility. Oakland, California. Effective Learning Resources.
- U.S. Department of Education.(1991). America 2000.Sourcebook, Washington, D.C.

<p><b>Course:</b> Career Advancement &amp; Transition</p> <p><b>Unit:</b> 3 Exploring the Best Career Path For You</p> <p><b>Time &amp; Pacing:</b> 1.5 weeks (4 teaching classes)</p> <p><b>NJCCCS:</b> 3.2.12.A.1, 3.2.12.A.7, 3.2.12.B.12, 3.5.12.C.1, 3.1.12.A.7, 9.3.12.C.1, 9.2.12.A.2, 9.3.12.C.3, 9.3.12.C.4, 9.3.12.C.5</p>	
<p><b>Enduring Understandings:</b></p> <p>Maximizing personal and career explorations provides students the opportunity not only learn about themselves but also exposes them to a variety of career choices.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What career do I want?</li> <li>• How do I make a meaningful and realistic career decision?</li> <li>• What do I want out of life?</li> <li>• What are my work related values?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• How to identify a career path</li> <li>• The difference between a career and a job and their associated earnings</li> <li>• How to organize information that will support a future career decision</li> <li>• How to prioritize work-related values</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Survey adults regarding their career choice</li> <li>• Create a Personal Career Profile</li> <li>• Create a collage of careers</li> <li>• Give examples of work-related priorities</li> <li>• Identify potential sources of income and their limitations</li> </ul>

## **Cornerstone Assessments and Experiences**

- Teacher Quiz
- Create Venn Diagram that displays various careers/jobs
- Journal Writing
- Career Interview Survey
- Create a Personal Career Profile
- Career Collages
- Unit 3 Test

## **Resources**

- The Transitions Curriculum
- Connections – NJDOE website
- Smart board / Technology
- NJCAN.org
- Naviance
- Career Scope

**Course:** Career Advancement & Transition

**Unit:** 3 Choosing the Best Career For You

**Time & Pacing:** 1.5 weeks (4 teaching classes)

**NJCCCS:** 3.1.12.A.1, 3.2.12.A.1, 3.2.12.A.7, 3.2.12.B.12, 3.5.12.C.1, 9.3.12.C.1, 9.2.12.A.2, 9.3.12.C.4, 9.3.12.C.5

**Enduring Understandings:**

Knowledge of self is a prime factor in choosing careers that reflect student's interests, strengths, and abilities.

**Essential Questions:**

- What are my strengths?
- What are my interests?
- What kind of environment would I like to work in?
- What are things I have trouble doing at home, school and work?

**Students will know...**

- How to identify their own strengths
- How to identify their interests in relationship to future employment
- The definition of a working environment
- What accommodations for specific learning problems entail

**Students will be able to...**

- Recognize, identify, and justify their strengths
- Identify their interests in future employment
- Identify the type of working environment where they would like to work
- Understand a variety of accommodations for their disability by designing plans for their accommodations at school and work

## **Cornerstone Assessments and Experiences**

- Journal Writing
- Research Paper / compare contrast 2/3 careers
- NJCAN.org
- Unit 3 Test
- Work preference activity
- Work Experience Resume
- Career Scope – Aptitude Inventory

## **Resources**

- Career Scope
- NJCAN.org website
- The Transitions Curriculum
- Smart board / Technology
- DOT – Dictionary of Occupational Titles
- Career Finder

<p><b>Course:</b> Career Advancement &amp; Transition</p> <p><b>Unit:</b> 4 Maximizing Your Options and Opportunities</p> <p><b>Time &amp; Pacing:</b> 1 week (3 teaching classes)</p> <p><b>NJCCCS:</b> 3.1.12.E.2, 3.2.12.A.1, 3.2.12.A.3, 3.2.12.A.7, 3.2.12.B.12, 3.1.12.A.1, 3.1.12.A.2, 3.5.12.B.1, 9.2.12.A.2, 9.3.12.C.2, 9.3.12.C.3</p>	
<p><b>Enduring Understandings:</b></p> <p>Career preparation is a lifelong process that requires purposeful planning based on research, self knowledge, and informed choices.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why should I obtain a high school diploma?</li> <li>• What kind of training should I have for my career?</li> <li>• What are the benefits of joining the military versus going to a trade school or college?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• The importance of staying in high school</li> <li>• What job training options are available</li> <li>• Define on the job training and Apprenticeship Programs</li> <li>• What career options are available</li> <li>• Recognize the relationship between school and job success</li> <li>• The advantaged and disadvantages of joining the military</li> <li>• Proper procedures to obtain employment</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Analyze the lifetime benefits of a high school diploma</li> <li>• Learn and understand the career options that are available as they leave high school</li> <li>• Analyze the requirements and benefits of on the job training and apprenticeship programs</li> <li>• Analyze the advantages and disadvantages of joining the military as a post-secondary option</li> <li>• Explain how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant</li> <li>• Use the online state and federal agency resources to identify job opportunities</li> </ul>

- Ethical and unethical behaviors that impact current and future employment opportunities

- Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and the potential level of income
- Identify high school and county career and technical school courses and programs that support career or occupational areas of interest

### **Cornerstone Assessments and Experiences**

- Journal Writing
- Comparing Staying in School and Dropping Out Activity
- Study Guide Organizer
- Simulate the process of obtaining employment where students will locate a job online, fill out an application, create a cover letter/resume, and participate in a mock interview
- Personal Management Activity
- Pro's and Con's Paper

### **Resources**

- NJCAN.org website
- Career Scope
- The Transitions Curriculum
- Smart board / Technology
- Career Finder
- DOT – Dictionary of Occupational Titles



<p><b>Course:</b> Career Advancement &amp; Transition <b>Unit:</b> 4 Post-Secondary Planning <b>Time &amp; Pacing:</b> 2 weeks (6 teaching classes) <b>NJCCCS:</b> 3.1.12.E.2, 3.2.12.A.2, 3.2.12.A.3, 3.2.12.A.7, 3.2.12.B.12, 3.1.12.A.1, 3.1.12.A.2, 3.5.12.B.1, 9.2.12.A.2, 9.3.12.C.2, 9.3.12.C.3</p>	
<p><b>Enduring Understandings:</b></p> <p>Post secondary planning is a result of students exploring a variety of post-secondary options and career possibilities in accord with his/her interest abilities and aptitudes.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• What are my post-secondary goals?</li><li>• Why do I want to attend college?</li><li>• Do I have appropriate interview skills?</li><li>• Am I prepared to go to college?</li></ul>
<p><b>Students will know...</b></p> <p>Post-Secondary options for</p> <ul style="list-style-type: none"><li>• Two year college</li><li>• Four year college</li><li>• Technical School</li><li>• Military</li><li>• Workforce</li><li>• DVRS (Department of Vocational Rehabilitation Services)</li></ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"><li>• Identify career options and discuss one in depth</li><li>• Identify the various post-secondary options</li><li>• List the appropriate steps in obtaining employment</li></ul>

## **Cornerstone Assessments and Experiences**

- Employment Skills
- Attend Job / Career Workshops
- “Facts About College Life” Activity
- Unit Test on Post-Secondary Options and Personal Management

## **Resources**

- Career Scope
- Journal Writing
- DVRS Representative
- Various Colleges
- Various Technical
- Connections Curriculum

**Course:** Career Advancement & Transition

**Unit:** 4 Post-Secondary Planning Options

**Time & Pacing:** 1 week (3 teaching classes)

**NJCCCS:** 3.2.12.A.1, 3.1.12.E.2, 3.2.12.A.3, 3.2.12.B.12, 3.12.A.2, 2.2.12.B.1, 9.3.12.C.1, 9.3.12.C.3

**Enduring Understandings:**

Exploring a variety of post-secondary options and career possibilities in accord with student interests, abilities and aptitudes will promote beneficial career choices.

**Essential Questions:**

- Is this campus right for me?
- What is my career goal?
- What services are provided by the colleges?
- So I have enough information to evaluate the college?

**Students will know...**

- How to make an informed decision about college campuses
- What the entrance requirements are to apply to a college
- The factors in completing a Step by Step College guide

**Students will be able to...**

- Visit and explore a local college
- Research various colleges via internet
- Complete the college Planning Guide
- Evaluate several colleges
- Complete Step by Step College Guide

## **Cornerstone Assessments and Experiences**

- Journal Writing
- College Report and Visitation Guide
- Personal Management Organizer
- College Planning Guide
- Timeline and To Do List
- Selecting the Right College
- Complete College Note Guide

## **Resources**

- The Transition Curriculum
- Teacher web-based search engines
- Smart board / Technology
- Field trip to local colleges
- Guest speakers from NJ Colleges
- DOT – Dictionary of Occupational Titles
- Career Finder

**Course:** Career Advancement & Transition

**Unit:** 5 Career Management – Assess Progress and Build Your Transition Portfolio – Career Goals

**Time & Pacing:** 2 weeks (5 teaching classes)

**NJCCCS:** 3.1.12.C.2, 3.2.12.A.3, 3.2.12.B.12, 9.2.12.A.2,9.3.12.C.3

**Enduring Understandings:**

Developing skills in becoming a self advocate through goal setting and action planning is paramount in decision making.

**Essential Questions:**

- How does being in charge of your life and making your own decisions make you feel?
- How do I respond assertively in order to make the best decision?
- Can you identify your future career goals?
- Why is it necessary to understand and assess your needs in basic life areas?

**Students will know...**

- The importance of setting goals
- Individual strengths and weaknesses related to self advocacy
- The importance of responding assertively when making decisions
- The basic life areas that need assessing

**Students will be able to...**

- Identify and write individual strengths related to self-advocacy to reach career goals
- Practice responding assertively in order to make the best decision
- Discover the importance of making the right decisions to reach their goals
- Assess their needs in fourteen transition areas and develop in at least five areas
- Develop a plan of action to reach a specific goal

## **Cornerstone Assessments and Experiences**

- Teacher observation
- Student observation
- Students will make a collage showing the things they know and value about themselves
- Students complete a transition assessment to identify the things they need to work on
- Make an action plan to reach a specific goal

## **Resources**

- The Transitions Curriculum
- Teacher web-based search engine
- Connections – NJDOE website
- Audio / Visual Equipment
- Smart board / Technology
- Bissonnette, D. (1990). Crossroads. Northridge, California. Milt, Wright, & Associates, Inc.

**Course:** Career Advancement & Transition

**Unit:** 5 Career Management – Assess Progress and Build Your Transition Portfolio – Career Goals

**Time & Pacing:** 1 week (3 teaching classes)

**NJCCCS:** 3.1.12.E.2, 3.2.12.A.3, 3.2.12.B.12, 9.2.12.A.2,9.3.12.C.3

**Enduring Understandings:**

Developing an action plan to meet their goals for the future provides a plan in achieving a career goal.

**Essential Questions:**

- How does keeping a written reminder of goals increase the chances of achieving them?
- Why is it important to be aware of community agencies and organizations that provide services, assistance and help to those who qualify?
- What is the value of finding and using resources effectively?

**Students will know...**

- The importance of keeping a written reminder of goals
- The kinds of services provided by agencies and programs in their community
- How and where to look for resources when they need them
- The importance of effectively advocating for themselves

**Students will be able to...**

- Develop and follow a plan to reach their goals
- Use the internet to find and use community resources effectively
- Identify the community resources they're using
- Effectively advocate for themselves

## **Cornerstone Assessments and Experiences**

- Teacher observation
- Student observation
- Students will create and write a plan to reach their goals
- Students will use the internet to find agencies they feel will be most helpful to them
- Students will call three agencies to get information about how to qualify for the service, services offered, how to make an appointment and the name of a contact person

## **Resources**

- The Transitions Curriculum
- Teacher web-based search engine
- Connections – NJDOE website
- Audio / Visual Equipment
- Smart board / Technology
- DOT – Dictionary of Occupational Titles

**Course:** Career Advancement & Transition

**Unit:** 6 Assess and Build Your Transitions Portfolios – Interviewing Skills and Resume Writing

**Time & Pacing:** 2 weeks (5 teaching classes)

**NJCCCS:** 9.3.12.C.2.4, 3.3.12.B.1, 3.3.12.B.9

**Enduring Understandings:**

Preparation of a resume reflective of achievements is essential in the employment application process.

**Essential Questions:**

- How does having a resume affect the employment process?
- What factors influence a successful job search?
- How can I monitor my education and growth goals effectively?

**Students will know...**

- The importance of presenting talents, passions, interests and contribution to community
- The components of a formal resume
- How to write a training and educational growth goal

**Students will be able to...**

- Develop and prepare a Resume Card of their career related skills and experience
- Organize and write their own formal resume
- Practice and complete job applications
- Plan a job search
- Identify, write and monitor an communication growth goal

## **Cornerstone Assessments and Experiences**

- Students will prepare and write a resume
- Student observation
- Teacher observation
- Students will plan a job search including where to look, schedule looking, and a system for keeping track of information gathered

## **Resources**

- NJDOE Transitions Curriculum
- Transitions Curriculum
- Smart board / Technology
- Job Star Central website
- **New Jersey Department of Education's Careers and Transitions Resources**

**Course:** Career Advancement & Transition

**Unit:** 6 Career Management, Assess Progress and Build Your Transitions Portfolios –  
Interviewing Skills and Resume Writing

**Time & Pacing:** 2 weeks (5 teaching classes)

**NJCCCS:** 9.3.12.C.2.4, 3.3.12.B.1, 3.3.12.B.9

**Enduring Understandings:**

Knowing and implementing a variety of interviewing techniques when applying for a job can determine a successful outcome.

**Essential Questions:**

- How can I prepare to answer interview questions?
- How can I close a job interview successfully?
- Why is it important to make follow up calls and write thank you letters to interviewers?
- How will I handle rejection when applying for a job?

**Students will know...**

- The importance of preparing answers to interview questions
- The importance of dressing appropriately for an interview
- The effects of closing the interview in a positive note
- Methods to improve interview and non verbal communication skills in an interview

**Students will be able to...**

- Anticipate questions and prepare brief answers to questions presented in the interview process
- Identify and practice talking skills they have that make them employable
- Learn how to get informative about the job and business where they are interviewing
- Practice six behaviors that are key to a successful interview
- Analyze responses to the most commonly asked interview questions

## **Cornerstone Assessments and Experiences**

- Teacher observation
- Student observation
- Students will have a mock interview with an employer or other adult
- Interviewer will critique each interviewer and share a general reaction
- Students will discuss what they learned from the interview experience

## **Resources**

- NJDOE Transitions Curriculum
- Transitions Curriculum
- Audio / Visual Equipment
- Myfuture.com
- American careers at [www.carcom.com](http://www.carcom.com)
- Career Choices at [www.career choices .com](http://www.careerchoices.com)

**Course:** Career Advancement & Transition

**Unit:** 7 Assess Progress and Build Transition Portfolios – Understanding Basic Employee Rights and Protections, Disclosure and Self-Advocacy

**Time & Pacing:** 1 week (5 teaching classes)

**NJCCCS:** 3.2.12.A.1, 3.2.12.A.7, 3.1.12.E.1, 3.4.12.B.5, 2.1.12.E.4

**Enduring Understandings:**

Knowing and understanding employee rights and protections are essential for all potential employees.

**Essential Questions:**

- What are my rights and protections as a student who is working?
- What are my rights and protections as an adult worker?
- What is Unemployment Insurance?
- What is Workman’s Compensation?

**Students will know...**

- The components of an employees’ rights and protections. These include full wages, workman’s compensation, job safety and unemployment insurance
- What deductions are taken out of an employees pay
- What employee benefits are required by law
- The benefit in having laws that protect employees

**Students will be able to...**

- Read and understand basic employee rights and protections
- Explain what benefits are required by law and what benefits you want protected by your employer
- Define what overtime pay is
- Explain why it is important to have laws that protect employees
- Explain why workman’s compensation is a benefit for all workers

**Students will know (continued) ...**

- When is a person entitled to unemployment insurance
- Who pays for unemployment insurance
- Where should an employee go to collect unemployment
- What is workman's compensation and who gets it

**Cornerstone Assessments and Experiences**

- Teacher observation
- Students will be asked to write five important rights he/she have as a worker
- Given possible employee situation students will be able to defend their rights

**Resources**

- NJDOE Transitions Curriculum
- Transitions Curriculum
- Audio / Visual Equipment
- Career Development Manual at [www.cdm.uwaterloo.ca/](http://www.cdm.uwaterloo.ca/)

<p><b>Course:</b> Career Advancement &amp; Transition</p> <p><b>Unit:</b> 7 Assess Progress and Build Your Transitions Portfolios – Workplace Rules and Employee Expectations</p> <p><b>Time &amp; Pacing:</b> 2 weeks (5 teaching classes)</p> <p><b>NJCCCS:</b> 3.2.12.A.1, 3.2.12.A.3, 3.2.12.A.7, 3.1.12.E.1, 3.4.12.B.5, 3.5.12.B.1, 3.5.2.C.1</p>	
<p><b>Enduring Understandings:</b></p> <p>Employees are required to understand the role rules have in the workplace and what employer’s expectations are as well.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does following rules in the workplace lead to a successful work experience?</li> <li>• What will my employer expect from me?</li> <li>• How can I improve my work performance?</li> <li>• What are specific things to look for when starting a new job?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• The importance of adjusting well to a new job situation</li> <li>• Methods for resolving conflicts at work</li> <li>• How to determine where your new job fits in the company including the official and unofficial rules</li> <li>• What employers expect of new employees</li> </ul> <p><b>Students will know (continued) ...</b></p>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Learn and explain the Four Step Assertion Plan for dealing with difficult people</li> <li>• Describe how using the Four Step Assertion Plan can resolve conflicts in the workplace</li> <li>• Explain the importance of understanding workplace rules</li> <li>• Define what a good employee is</li> <li>• Describe ways to keep a job and ways to lose a job at the workplace</li> </ul>

- The implications of not following the rules and regulations at the workplace
- The advantages of being a good employee
- Strategies of solving conflicts in the workplace
- We are life - long learners

### **Cornerstone Assessments and Experiences**

- Students will use the Four Step Assertion Plan to resolve a conflict or problem described in a scenario
- Students will interview a friend or family member asking questions about one of their jobs – Duties, Rules and Regulations and Expectations
- Teacher observation
- Student observation

### **Resources**

- NJDOE Connections Website
- Transitions Curriculum
- Audio / Visual Equipment

<p><b>Course:</b> Career Advancement &amp; Transition</p> <p><b>Unit:</b> 8 Assess Progress and Build Your Transitions Portfolios – Understanding Basic Employee Rights and Self Advocacy / Self Esteem</p> <p><b>Time &amp; Pacing:</b> 1 week (3 teaching classes)</p> <p><b>NJCCCS:</b> 3.2.12.A.1, 3.2.12.A.3, 3.2.B.6, 2.2.12.B.1, 3.5.12.B.1, 3.5.12.C.1</p>	
<p><b>Enduring Understandings:</b></p> <p>Self Confidence and assertiveness are skills that are crucial for success in life.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is self advocacy?</li> <li>• What techniques are used to promote and enhance personal advocacy skills?</li> <li>• What is self esteem?</li> <li>• What strategies enhance self esteem?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• The role self advocacy plays in various life</li> <li>• The appropriate and inappropriate methods of self advocacy</li> <li>• The role problem solving, decision making and resolving conflicts has in one's life</li> <li>• The strategies used to enhance self esteem</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Read and discuss literature related to self-advocacy</li> <li>• Role play self advocacy in various life situations</li> <li>• Identify appropriate and inappropriate methods of self advocacy</li> <li>• Identify individual strengths and weakness</li> </ul>

## **Cornerstone Assessments and Experiences**

- Teacher observation
- Student observation
- Students will complete self esteem inventories
- Students will read and discuss case stories dealing with real life problems
- Give a real-life problem, students will participate in role playing activities to resolve conflict

## **Resources**

- Video
- Teacher made materials
- Games
- Transitions Curriculum
- Halpern,A. (1997) NEXT STEP: Student Transition and Education Planning. Austin, Texas. Pro-Ed.

**Course:** Career Advancement & Transition

**Unit:** 8 Assess Progress and Build Your Transitions Portfolios – Identify and Locate Community Agencies

**Time & Pacing:** 1 weeks (3 teaching classes)

**NJCCCS:** 9.3.12.C.2.4, 3.3.12.B.1, 3.3.12.B.9

**Enduring Understandings:**

Identification and location of community agencies is a necessary skill in the 21<sup>st</sup> Century to address problems

**Essential Questions:**

- What kinds of problems do students have that require help?
- How do I feel when I solve my own problems?
- Someone I would to help for is?
- What are some places I can go to and look for help?

**Students will know...**

- The importance of utilizing the agencies and services that assist in solving problems and meeting needs
- Methods for contacting agencies and services in the community
- The most effective plan for identifying a person's personal community support system

**Students will be able to...**

- Identify agencies and services in the community and how they can be contacted
- Identify their personal community support system
- Identify and contact agencies and organizations that could be helpful to them

## **Cornerstone Assessments and Experiences**

- Students will participate in a question and answer period following a presentation from a guest speaker
- Students will complete the Learn Your Support System activity to list and distinguish community supports
- Given an agency and program handout, the students will identify which are community organizations and which are public agencies
- Students will discuss how to access community organizations and agencies

## **Resources**

- Video
- Teacher made materials
- Games
- Transitions Curriculum
- Internet exploration of community agencies
- Brochures, Program & Agency handouts

**Course:** Career Advancement & Transition

**Unit:** 9 Life Management

**Time & Pacing:** 1 week (3 teaching classes)

**NJCCCS:** 3.2.12.A.1, 3.1.12.A.1, 2.1.12.E.1, 2.1.12.E.4, 2.2.12.B.1

**Enduring Understandings:**

Adopting a healthy lifestyle, maintaining healthy habits, and managing stress can improve your quality of life.

**Essential Questions:**

- How can I make selections that lead to a healthy lifestyle?
- When do I feel most healthy?
- How does positive thinking benefit me?
- What effect does stress have on someone's life?
- What effect does a social problem have on someone's life?
- How can I reduce stress in everyday life?

**Students will know...**

- What healthy habits are
- The meaning of stress
- Characteristic of a healthy lifestyle
- That positive thinking can influence good health
- Strategies that help relieve stress
- Coping strategies

**Students will be able to...**

- Apply healthy habits to their lifestyle
- Discuss the importance of a healthy lifestyle
- Examine their habits and identify the ones they would like to change
- Discuss examples of a healthy lifestyle
- Expand their repertoire of coping strategies
- Implement a strategy when faced with a stressful situation
- Importance of positive thinking
- Learn how to recognize and handle stress

## **Cornerstone Assessments and Experiences**

- Journal Writing
- Cooperative ice breakers & relaxation techniques
- Exit tickets
- Roundtable discussion
- Lifestyle Choices Activity
- Handling Stress Handouts
- Stress Reducing Games

## **Resources**

- Transitions Curriculum
- Teacher Web-based search engines
- Audio / Visual Equipment
- Smart board / Technology
- Stress Reducing Games
- Waas, J.,(1990).Imagine That! New York; Dell Publishing.

**Course:** Career Advancement & Transition  
**Unit:** 9 Life Management and Critical Thinking  
**Time & Pacing:** 1 week (3 teaching classes)  
**NJCCCS:** 3.2.12.A.1, 3.1.12.A.1, 2.1.12.E.1, 2.1.12.E.4, 2.2.12.B.1

**Enduring Understandings:**

Developing effective problem solving and critical thinking skills are essential to becoming an effective member of a global society.

**Essential Questions:**

- Why are problem solving and critical thinking skills essential to becoming an effective member of a global society?

**Students will know...**

- Strategies that reinforce positive attitudes
- Strategies that reinforce productive behaviors
- Strategies that impact critical thinking
- Various problem solving strategies
- Current school, community, global problems
- Components of Project Management Plan

**Students will be able to...**

- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem solving
- Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom
- Implement problem solving strategies to solve a problem in school or in the community
- Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Design and implement a project management plan using one or more problem solving strategies</li></ul> |
|--|---|

### **Cornerstone Assessments and Experiences**

- Reflective essay on how individual accountability and productivity enhanced/hindered their group's success
- Project Management Plan
- Exit tickets
- Roundtable discussion
- Create T- chart comparing local, national , global responses to community problems
- Handling Stress Handouts
- Stress Reducing Games

### **Resources**

- Transitions Curriculum
- Teacher Web-based search engines
- Audio / Visual Equipment
- Smart board / Technology
- Stress Reducing Games
- News Media

**Course:** Career Advancement & Transition  
**Unit:** 10 Life Management / Time Management  
**Time & Pacing:** 1 weeks (3 teaching classes)  
**NJCCCS:** 2.1.12.E.1, 2.1.12.E.4, 2.2.12.B.1, 3.1.12.A.1, 3.2.12.A.1

**Enduring Understandings:**

Effective time management skills and application of information in planning of our daily lives contributes to success.

**Essential Questions:**

- Am I effective at managing my own time?
- How do I define success?
- Do I have a mission statement for my life?
- What is my number one priority in life?

**Students will know...**

- The eight steps for managing time
- How to relate time management to life management
- The importance of priorities in life
- The importance of having a future plan

**Students will be able to...**

- Write a mission statement on life management
- Comprehend the eight steps of managing time
- Practice steps for time management
- Determine roles, building relationships and defining responsibilities, priorities and goals
- Develop their own mission plan or future plan

## **Cornerstone Assessments and Experiences**

- Journal Writing
- My Mission Statement Activity
- Roles and Responsibilities Activity
- Setting Priorities and Goals Activity
- Time Management – Weekly Schedule
- Checking Progress Activity
- Individual definition of success

## **Resources**

- Stephen Corey's book "The Seven Habits of Highly Effective People"
- The Transitions Curriculum
- Internet / research "time management"
- Guest speaker

**Course:** Career Advancement & Transition

**Unit:** 11 Banking (online) and Budgeting

**Time & Pacing:** 2 weeks (6 teaching classes)

**NJCCCS:** 4.1.12.B.1, 4.4.12.A.1, 4.4.12.A.2, 9.2.12.A.2, 9.2.12.B.2, 9.2.12.B.6

**Enduring Understandings:**

Becoming an independent adult has both privileges and responsibilities as a consumer and adult community member

**Essential Questions:**

- What are the different types and amounts of specific payroll deductions?
- Why should I consider the differences of needs over wants when making important decisions?
- What are the benefits of financial planning?

**Students will know...**

- The method used to calculate ones net pay after deductions are made
- The affect of making the right choice in choosing needs over wants when making decisions
- Methods of saving money for future needs

**Students will be able to...**

- Become aware of the types and amounts of deductions which are prerequisites to budget planning
- Know what basic needs in life are and differentiate them from wants
- Explain why saving money is important
- Calculate the amount earned after deductions are made

## **Cornerstone Assessments and Experiences**

- Teacher observation
- Given an example of a person making \$50,000 per year, students will calculate the deductions
- Students will make two collages each, depicting wants and needs
- Students will write down five reasons for saving money

## **Resources**

- Transitions Curriculum
- NJDOE Connections
- Videos
- Games
- Technology
- Online Banking

**Course:** Career Advancement & Transition

**Unit:** 11 Money Management

**Time & Pacing:** 1 week (3 teaching classes)

**NJCCCS:** 4.1.12.B.1, 4.4.12.A.1, 4.4.12.A.2, 9.2.12.A.2, 9.2.12.B.2, 9.2.12.B.6

**Enduring Understandings:**

Proper management of money, credit, and debt is essential to personal financial stability and success.

**Essential Questions:**

- Why should you be responsible with your money?
- What are the advantages of using cash, check or credit cards
- Why should you, as an adult, be concerned with a credit score?
- What is financial success?
- What are the advantages/disadvantages of having a credit card?

<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• The differences among cash, credit card, check, debit card</li> <li>• Advantages/disadvantages among cash, check, credit card, debit card</li> <li>• Purpose of a bank</li> <li>• Various sources of credit</li> <li>• Advantages/disadvantages of credit and debt</li> <li>• Affects interest has on credit</li> <li>• Personal responsibility related to borrowing/lending</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Distinguish among cash, check, credit card, and debit card</li> <li>• Explain the purposes of financial institutions in the community</li> <li>• Explain why people borrow money and the relationship between credit and debt</li> <li>• Compare and contrast credit cards and debit cards and the advantages/disadvantages of using each</li> <li>• Summarize ways to avoid credit problems</li> </ul>
<p style="text-align: center;"><b>Cornerstone Assessments and Experiences</b></p> <ul style="list-style-type: none"> <li>• Students will choose a purchase they'd like to make and explain why they will pay for it via cash or credit</li> <li>• Use a T-chart to compare/contrast concepts of saving and investing</li> <li>• Group discussion of how common household expenses and "opportunity cost" affect financial wants/needs</li> <li>• Given a scenario and budget students will be able to handle financial planning</li> </ul>	

## **Resources**

- Transitions Curriculum
- Technology
- NJDOE Connections
- Role Playing
- Videos
- Games

# APPENDIX I

## NEW JERSEY SPECIAL EDUCATION CODE ON TRANSITION

"Transition services" means a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post secondary education, vocational training, integrated employment (including supported employment) continuing and adult education, adult services, independent living, or community participation.

For every student classified with an IEP that is 16 years of age and older (or younger, if appropriate) there needs to be a **statement of needed transition services**. This statement of needed transition services within the IEP is a long-range two- to four-year or longer plan for adult life. This statement or long-range plan is much broader than the statement of transition service needs or long-range educational plan beginning at age 14. Both are necessary components of transition planning required by law. When combined, they help assure that every student will have a better chance of achieving their post school goals and desires. They also help to make sure that students are linked to and will receive any needed supports, services and programs.

The **statement of needed transition services** within the IEP must include at a minimum the following areas around which long-range post-school planning is done:

- Instruction,
- Employment,
- Community experiences,
- Post-school adult living,
- Related services,
- Daily living skills if appropriate, and
- Functional vocational evaluation, if appropriate.

In developing this statement (or long-range plan) that includes each of the required major planning areas (as listed above) one must think about and describe this statement as a "coordinated set of and activities that promotes movement from school to desired post-school activities." This coordinated set of activities should be looked upon as a set of strategies.

Substituting the word strategies for activities helps one to think about a bigger picture or a plan for adulthood that goes beyond an annual plan, annual goals, short-term objectives, or specific learning activities.

The *strategies* (activities) should:

- Reflect and lead toward achieving the desired post-school outcomes of the student.
- Be based upon the student's needs and take into account the student's interests and preferences.
- Identify, in broad terms, those long-range strategies in each of the required transition planning areas that will be necessary to help the student achieve their post-school goals or desires.
- Identify, for each strategy in each of the transition areas, all agencies (school, vocational rehabilitation service provider, etc.) as well as individuals (parent, student, educator, agency personnel, etc.) responsible for carrying out each strategy.
- Identify who will provide and pay for each strategy.
- Demonstrate how the strategies in each of the required areas are coordinated between all responsible parties and how needed services, programs, and supports are linked with each other.
- Identify the post-school services, programs, and supports that will need to remain in place after the student exits the public school system or that must be put into place before the student exits the public school system.
- Identify the agencies that will need to remain involved or become involved in the student's life after exiting the public school system.

### **Transition: Coordinated Activity / Strategy Areas**

- **Instruction:** Use of formal techniques to impart knowledge. Typically provided in schools; could be provided by other entities or in other locations.
- **Related Services:** Transportation and such developmental, corrective, and other supportive services as are required to help a child with a disability benefit from special education.
- **Community Experiences:** Services provided outside of the school building, in community settings by schools or other agencies.

## APPENDIX II

# BLOOMS TAXONOMY

**Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

**Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

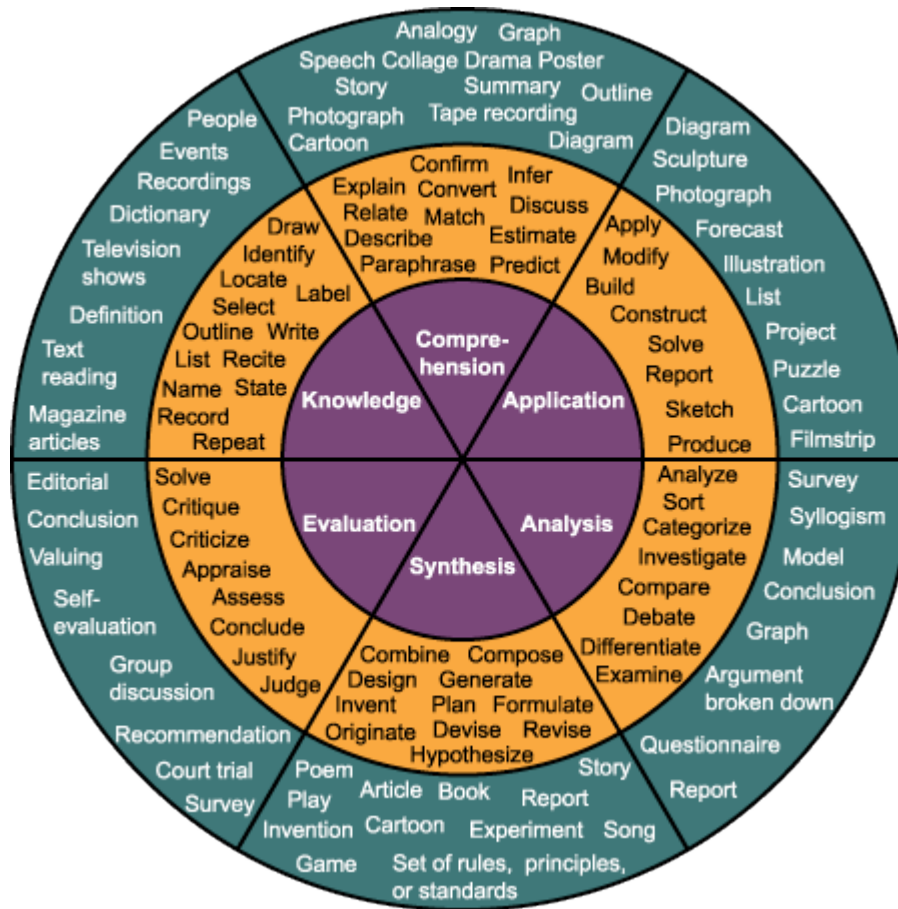
**Applying:** Carrying out or using a procedure through executing, or implementing.

**Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.

**Evaluating:** Making judgments based on criteria and standards through checking and critiquing.

**Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

# BLOOM'S TAXONOMY



## Question Frames for Developing Higher-Level Questions

### Recall:

What is \_\_\_\_\_ ?  
Define \_\_\_\_\_ .  
Identify the \_\_\_\_\_ .  
Who did \_\_\_\_\_ ?

### Analysis:

What is the main idea of \_\_\_\_\_ ?  
List the main events of \_\_\_\_\_ .  
What are the parts of \_\_\_\_\_ ?  
What is the topic of \_\_\_\_\_ ?

### Comparison:

What is the difference between \_\_\_\_\_  
and \_\_\_\_\_ ?

### Inference:

What do you think will happen next in the \_\_\_\_\_ ?  
What is the main conclusion from \_\_\_\_\_ ?  
Predict what \_\_\_\_\_ will do.  
What would happen if \_\_\_\_\_ ?

### Evaluation:

What is your opinion of \_\_\_\_\_ ?  
What is the best solution to the problem of \_\_\_\_\_ ?  
Evaluate the writing of \_\_\_\_\_ .  
Defend your opinion about \_\_\_\_\_ .

## **APPENDIX III**

### **RESOURCES:**

NJCCCS Site: [www.njcccs.org](http://www.njcccs.org)

Office of Career and Technical Education: <http://www.nj.gov/education/voc/>

CTE Program Approval Process: <http://www.nj.gov/education/voc/occprapp.htm>

List of Approved CTE Programs in NJ <http://www.state.nj.us/education/voc/pubvoc.htm>

NJ Five-Year Plan for CTE: <http://www.nj.gov/education/voc/plan/fiveyear.pdf>

Career Cluster Site: [www.careerclusters.org](http://www.careerclusters.org). 2010 CIP Code CTE Program Descriptions: <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Occupational Information Network (O\*NET): <http://online.onetcenter.org>

New Jersey Department of Education Office of Career and Technical Education

<http://www.nj.gov/education/voc>

Bridges [www.bridges.com](http://www.bridges.com) site where youth can explore interests, careers and find out what their basic work related skills areas.

Variety of tools and resources. [www.nhheaf.kuder.com](http://www.nhheaf.kuder.com).

**O\*Net <http://online.onetcenter.org/> is a data base of occupational information**

**LDonline [www.ldonline.org/indepth/transtion](http://www.ldonline.org/indepth/transtion) information, tools and resources to assist youth and families with the transition from school to work.**

**[www.thinkcollege.net](http://www.thinkcollege.net) resource for exploring college programs for youth with intellectual disabilities**

**[www.heath.gwu.edu](http://www.heath.gwu.edu) has a list of pre-college programs, resources on financial aid specifically for youth with disabilities**

**College Planning for Student with Disabilities  
<http://www.educationquest.org/swd.com>**

**Developing self-advocacy skills  
<http://www.postitt.org/parentcourse/index.shtml>**

**Kids As Self-Advocates [www.fvkasa.org](http://www.fvkasa.org)**

**Job Accommodation Network <http://janweb.icdi.wvu.edu/>**

**Kids As Self Advocates [www.fvkasa.org](http://www.fvkasa.org)**

**Career/Employment Resources <http://www.nh.gov.nhes/>**

**College/Post-Secondary Education Resources  
[www.Mappingyourfuture.org](http://www.Mappingyourfuture.org)**

[www.collegeboard.com](http://www.collegeboard.com) and [Www.collegesource.com](http://www.collegesource.com) College guides/books for students with disabilities

[www.drcnh.org](http://www.drcnh.org) provides information on wide range of disability-related topics

Transition Community of Practice [www.sharedwork.org](http://www.sharedwork.org)

# **APPENDIX IV**

## **AREAS FOR TRANSITION PLANNING:**

### **Post Secondary Education**

- four-year college or university
- community college
- trade school
- private school
- adult voc tech school

### **Career Exploration and Development**

- vocational evaluation
- career assessment
- community based job exploration
- community based job sampling
- shared time at voc tech
- paid work experiences
- apprenticeships
- part-time employment in chosen field prior to graduation

### **Independent Living Skills**

- Community resource training (banks, post office, shopping, libraries, train stations, bus stations, etc.)
- residential living skills
- mobility/transportation
- communication skills
- recreation/leisure
- social relationships
- self determination
- self-medication/health and safety

### **Adult Service Linkages**

- DVR (Division of Vocational Rehabilitation), CBVI (Commission for the Blind and Visually Impaired)
- DDD (Division of Developmental Disabilities)
- MH (Mental Health)
- Social Security and Medicaid
- County Office on Disability
- Centers for Independent Living
  
- Adult service providers (residential, employment, recreation, etc.)

### **Functional Academics**

- math (budget, money management skills)
- reading (identification and comprehension)
- writing (filling out forms, signing checks)
- computers
- job resumes

### **Self Determination**

- knowledge of one's own disability
- knowledge of rights
- self-assessment
- learning styles
- appropriate communication technique
- assertiveness skills

- other linkages in the community based on individual student need

### **Other Issues**

- insurance
- guardianship
- long-term permanency planning
- family relationships
- income and benefits maintenance

*Developed for The New Jersey Partnership for Transition from School to Adult Life for Youth with Disabilities.*

## APPENDIX V

### CRITICAL ELEMENTS FOR CREATING 21 ST CENTURY SKILLS

#### Key elements for fostering 21<sup>st</sup> century learning:

- **Emphasize core subjects.**

Knowledge and skills for the 21st century must be built on core subjects. No Child Left Behind identifies these as English, reading or language arts, mathematics, science, foreign languages, civics, government, economics arts, history and geography. Further, the focus on core subjects must expand beyond basic competency to the understanding of core academic content at much higher levels.

- **Emphasize learning skills.**

As much as students need knowledge in core subjects, they also need to know how to *keep learning* continually throughout their lives. Learning skills comprise three broad categories of skills:

- information and communication skills;
- thinking and problem-solving skills, and;
- interpersonal and self-directional skills.

- **Use 21st century tools to develop learning skills.**

In a digital world, students need to learn to use the tools that are essential to everyday life and workplace productivity. Skilled 21st century citizens should be proficient in information and communication technology literacy, “the interest, attitude and ability of individuals to appropriately use digital technology and communication tools to access, manage, integrate and evaluate information, construct new knowledge, and communicate with others in order to participate effectively in society.”

- **Teach and learn in a 21st century context.**

Students need to learn academic content through real-world examples, applications, and experiences both inside and outside of school. Students understand and retain more when their learning is relevant, engaging and meaningful to their lives. In the global, networked environment of the 21st century, student learning also can expand beyond the four classroom walls. Schools must reach out to their communities, employers, community members and, of course, parents to reduce the boundaries that divide school from the real world.

- **Teach and learn 21st century content**

Education and business leaders identified three significant, emerging content areas that are critical to success in communities and workplaces:

- Global awareness
- Financial, economic and business literacy
- Civic literacy

- **Use 21st century assessments that measure 21st century skills.**

States and districts need high-quality standardized tests that measure students' performance of the elements of a 21st century education. However, standardized tests alone can measure only a few of the important skills and knowledge we hope our students will learn. A balance of assessments—that is, high-quality standardized testing for accountability purposes and classroom assessments for improved teaching and learning in the classroom—offers students a powerful way to master the content and skills central to success in the 21st century. To be effective, sustainable and affordable, sophisticated assessment at all levels must use new information technologies to increase efficiency and timeliness.

## **21<sup>ST</sup> CENTURY CONTENT**

### **Global Awareness:**

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Having the ability to utilize non-English languages as a tool for understanding other nations and cultures

### **Financial, Economic, Business and Entrepreneurial Literacy**

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy and the role of business in the economy
- Using entrepreneurial skills to enhance workplace productivity and career options

### **Civic Literacy**

- Being an informed citizen to participate effectively in government
- Exercising the rights and obligations of citizenship at local, state, national and global levels
- Understanding the local and global implications of civic decisions

### **Health Awareness**

- Having the ability to access health information and services, navigate health institutions and act as an effective advocate to improve health for self, family and/or community
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Demonstrating understanding of national and international health

# THINKING AND LEARNING SKILLS

## **Critical Thinking and Problem Solving Skills**

- Exercising sound reasoning in understanding
- Making complex choices
- Understanding the interconnections among systems
- Framing, analyzing and solving problems

## **Communication**

- Articulating thoughts and ideas clearly and effectively

## **Information and Media Literacy Skills**

- Understanding, managing and creating effective oral, written and/or multimedia communication in a variety of forms and contexts
- Analyzing, accessing, managing, integrating, evaluating and creating information in a variety of forms and media

## **Creativity and Innovation Skills**

- Demonstrating originality and inventiveness in work
- Developing, implementing and communicating new ideas to others
- Being open and responsive to new and diverse perspectives

# **TRANSITION PLANNING FOR THE 21<sup>ST</sup> CENTURY**

## **Collaboration Skills**

- Demonstrating ability to work effectively with diverse teams
- Being willing to be helpful and make necessary compromises to accomplish a common goal

## **Contextual Learning Skills**

- Having the ability to take advantage of education in a variety of contexts both inside and outside the classroom; understanding that knowledge is acquired within a context

## **ICT literacy**

- Using technology in the course of attaining and utilizing 21st century skills

## **Leadership**

- Having the ability to leverage strengths of others to accomplish a common goal
- Using interpersonal and problem-solving skills to influence more than one person toward a goal

## **Ethics**

- Demonstrating integrity and ethical behavior in personal, workplace and community contexts

## **Accountability**

- Setting and meeting high standards and goals for one's self and others

**Adaptability**

- Adapting to varied roles and responsibilities
- Tolerating ambiguity and changing priorities

**Personal Productivity**

- Utilizing time efficiently and manage workload
- Being punctual and reliable

**Personal Responsibility**

- Exercising personal responsibility and flexibility in personal, workplace and community contexts

**People Skills**

- Working appropriately and productively with others

**Self Direction**

- Monitoring one's own understanding and learning needs
- Demonstrating initiative to advance professional skill levels
- Having the ability to define, prioritize and complete tasks without direct oversight
- Demonstrating commitment to learning as a lifelong process

**Social Responsibility**

- Acting responsibly with the interests of the larger community in mind

## **APPENDIX VI**

### **Maslow's Hierarchy of Needs:**

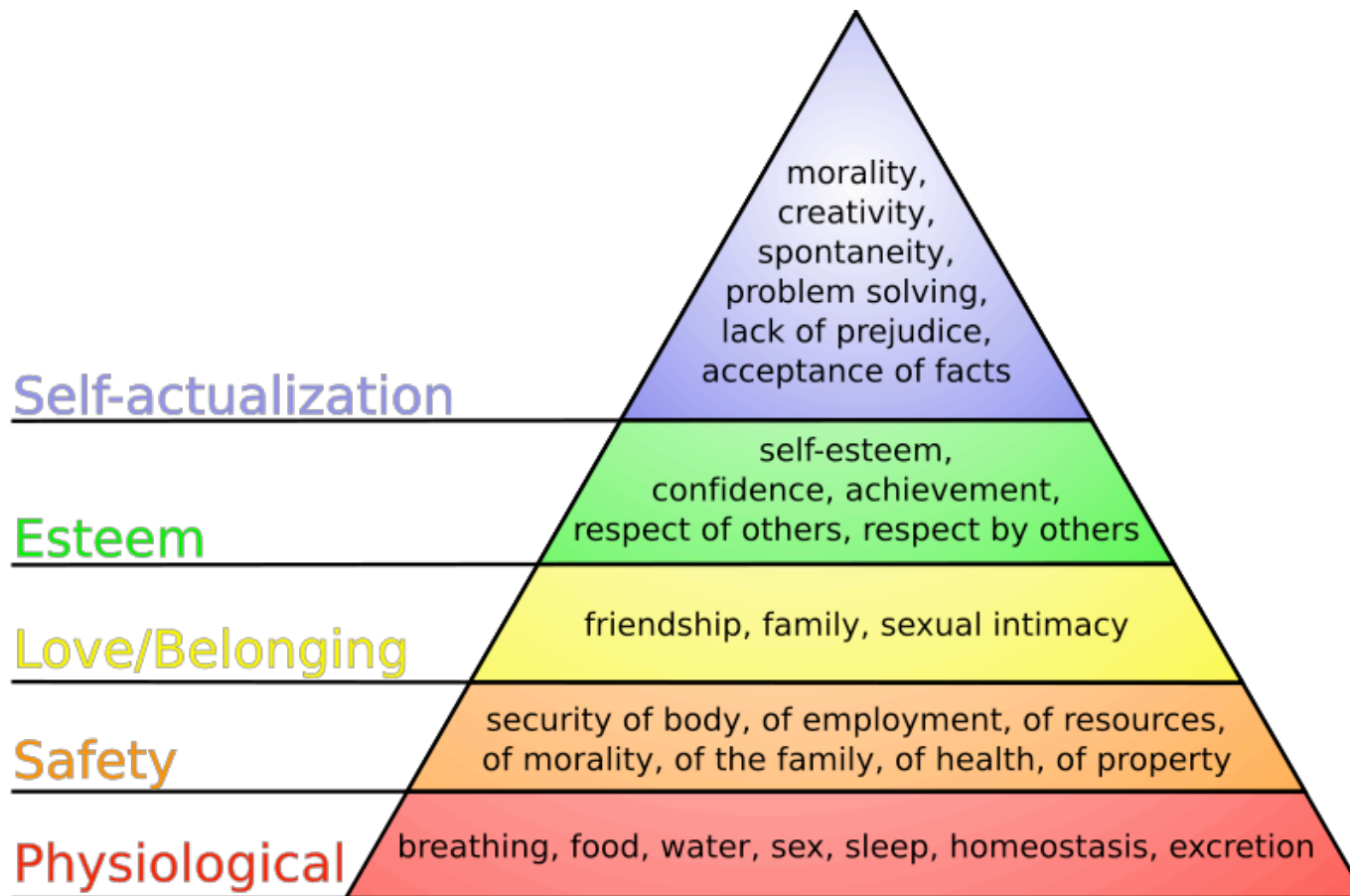
- 1. Biological and Physiological needs - air, food, drink, shelter, warmth, sex, sleep, etc.**
- 2. Safety needs - protection from elements, security, order, law, limits, stability, etc.**
- 3. Belongingness and Love needs - work group, family, affection, relationships, etc.**
- 4. Esteem needs - self-esteem, achievement, mastery, independence, status, dominance, prestige, managerial responsibility, etc.**
- 5. Self-Actualization needs - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.**

**1970's adapted Hierarchy of Needs Model, including Cognitive and Aesthetic needs**

- 1. Biological and Physiological needs - air, food, drink, shelter, warmth, sex, sleep, etc.**
- 2. Safety needs - protection from elements, security, order, law, limits, stability, etc.**
- 3. Belongingness and Love needs - work group, family, affection, relationships, etc.**
- 4. Esteem needs - self-esteem, achievement, mastery, independence, status, dominance, prestige, managerial responsibility, etc.**
- 5. Cognitive needs - knowledge, meaning, etc.**
- 6. Aesthetic needs - appreciation and search for beauty, balance, form, etc.**
- 7. Self-Actualization needs - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences**

## **1990's adapted Hierarchy of Needs including Transcendence needs**

- 1. Biological and Physiological needs - air, food, drink, shelter, warmth, sex, sleep, etc.**
- 2. Safety needs - protection from elements, security, order, law, limits, stability, etc.**
- 3. Belongingness and Love needs - work group, family, affection, relationships, etc.**
- 4. Esteem needs - self-esteem, achievement, mastery, independence, status, dominance, prestige, managerial responsibility, etc.**
- 5. Cognitive needs - knowledge, meaning, etc.**
- 6. Aesthetic needs - appreciation and search for beauty, balance, form, etc.**
- 7. Self-Actualization needs - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences**
- 8. Transcendence needs - helping others to achieve self actualization**



## Maslow's Hierarchy of Needs

# APPENDIX VII

## **The 16 Career Clusters**

One of the keys to improving student achievement is providing students with relevant contexts for studying and learning. Career Clusters do exactly this by linking school-based learning with the knowledge and skills required for success in the workplace. The National Career Clusters Framework is comprised of 16 Career Clusters and related Career Pathways to help students of all ages explore different career options and better prepare for college and career.

Each Career Cluster represents a distinct grouping of occupations and industries based on the knowledge and skills they require. The 16 Career Clusters and related Career Pathways provide an important organizing tool for schools to develop more effective programs of study (POS) and curriculum.

- **Agriculture, Food & Natural Resources**

*The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.*

- **Architecture & Construction**

*Careers in designing, planning, managing, building and maintaining the built environment.*

- **Arts, Audio/Video Technology & Communications**

*Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.*

- **Business Management & Administration**

*Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.*

- **Education & Training**

*Planning, managing and providing education and training services, and related learning support services such as administration, teaching/training, administrative support, and professional support services.*

- **Finance**

*Planning and related services for financial and investment planning, banking, insurance, and business financial management.*

- **Government & Public Administration**

*Planning and executing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.*

- **Health Science**

*Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.*

- **Hospitality & Tourism**

*Preparing individuals for employment in career pathways that relate to families and human needs such as restaurant and food/beverage services, lodging, travel and tourism, recreation, amusement and attractions.*

- **Human Services**

*Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.*

- **Information Technology**

*Building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.*

- **Law, Public Safety, Corrections & Security**

*Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.*

- **Manufacturing**

*Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.*

- **Marketing**

*Planning, managing, and performing marketing activities to reach organizational objectives such as brand management, professional sales, merchandising, marketing communications and market research.*

- **Science, Technology, Engineering & Mathematics**

*Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.*

- **Transportation, Distribution & Logistics**

*The planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.*

## APPENDIX VIII

# Seven Steps to Decision Making

There are seven steps to follow when you are faced with any dilemma. Use the checklist below as a guideline for making decisions.

### **Identify the Problem**

Define the real problem, issue, concern or decision to be made. Like an iceberg, only part of the problem may be on the surface.

*Points to consider:*

*All the facts have been mentioned.*

*All viewpoints have been considered.*

*A list of additional resources required to take action is developed.*

### **Find Alternatives**

Brainstorm all the alternatives from the obvious to the insane without any judgments at this time. The more alternatives you have listed, the better the final decision will be preventing impulsive action.

*Points to consider:*

*Other perspectives on this issue are pondered: allies, opposition, your boss or a consultant.*

*List your preferences for how things should be.*

## Assess the Alternatives

There are many ways to assess the list of alternatives you have developed: the advantages and disadvantages of each alternative, prioritize each item, develop a [criteria matrix](#), or weigh against consequences. Set a time limit for this stage as it is easy to get bogged down.

*Points to consider:*

- The alternatives are in line with your goals.*
- Evaluate the costs compared to the benefits.*

## Choose a Solution

In reviewing all the expectations and priorities, a solution can be chosen. But a poor decision is better than no decision. Set up an action plan to achieve your solution.

*Points to consider:*

- This solution solves the problem.*
- This solution is satisfying.*
- There is commitment to the decision.*
- Checkpoints are in place to indicate when goals are met.*

## Do It

Commitment to the plan is required before the action is put into motion.

*Points to consider:*

- Someone is responsible for each action step.*
- Timelines are in place.*
- Progress and problems are assessed as required.*
- A contingency plan has been considered.*

## **Review and Evaluate**

Monitor the results of your decision on a regular basis. You may need to make minor changes as you go.

*Points to consider:*

*Positive and negative results are recorded.*

*Other opinions on the results are pursued.*

## **Accept Responsibility**

This step occurs throughout the decision making process. Take pride in the positive outcomes and accept any drawbacks as learning experiences.

*Points to consider:*

*Future outcomes are anticipated.*

*You will continue to apply what you have learned.*