

SC School to Work Transition Curriculum
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Component One	Career Awareness
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Enduring Understandings

- Students must acquire knowledge, attitudes and skills to make a successful transition from school to the world of work.

Essential Questions

- How do my abilities and interests lead to a job?
- What jobs are available?
- What kinds of things do you do on a job?
- What skills do you need for a job?
- How do you get a job?

NJCCCS	Work 9-12.9.1A.1, 2, 4; 9.12.9.1B.1, 2; 9-12.9.1.1
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Key Concepts and Skills

- Students will:
- Identify why people work
 - Identify major career clusters and related jobs
 - Complete self evaluation of interests and abilities
 - Identify realistic job choices based on the results of the survey
 - Identify training and skills necessary to obtain selected jobs of interest
 - Name sources of information about available jobs
 - Complete job application forms
 - Explain how to prepare for a job interview
 - Answer common interview questions
 - Explain why people are hired

Learning Activities

- Complete interest and aptitude surveys
- Study jobs which match survey results
- Interview friends and family about jobs
- Online research of job availability
- Prepare posters of jobs of interest
- Career mapping activity
- Visit job sites and identify roles and duties of employees
- Read classified ads in the newspaper and on-line
- Complete job related forms
- Role play job interviews

- View videos of job interviews
- Discuss individual strengths and weaknesses

Assessments

- Formal and informal interest and aptitude surveys
- Teacher observation
- Rubric assessment
- Authentic assessment

Component Two	Work Behavior Training
Enduring Understandings	
<ul style="list-style-type: none"> • Students must acquire the necessary work skills and behaviors needed for adult life and successful employment opportunities. Included in this are social skills, self awareness, personal appearance, punctuality and attendance, work character traits, and communication skills. 	
Essential Questions	
<ul style="list-style-type: none"> • What are the skills and behaviors required to do the job? • How do I use my abilities to work successfully? • How do I communicate my needs on the job? • What are my job responsibilities? • How does a positive attitude help my performance on the job? 	
NJCCCS	Work 9-12.9.1B4a-f; 9-12.9.2.A.1-2; 9-12.9.2.B.1; 9-12.9.2.C.1; 9-12.9.2D.3,5; 9-12.9.2.F.1,3
Key Concepts and Skills	
<p>Students will:</p> <ul style="list-style-type: none"> • Learn the necessary skills for a chosen job • Follow oral and written directions • Understand the consequences of a job well done/ not well done • Understand the necessity of having self control and being able to ask questions to stay in control • Demonstrate appropriate behavior with authority figures and coworkers • Stay on task until a job is completed • Use free/unstructured time appropriately • Identify the necessity of following safety rules on the job • Use appropriate work habits (do's and don'ts) 	
Learning Activities	
<ul style="list-style-type: none"> • Participate in work experiences within the classroom and building • Complete time cards • Read a time schedule • Follow directions for a task from beginning to end • Complete classroom hands-on projects from planning through completion • Compile a list of do's and don'ts for classroom/work behaviors 	

- Discuss consequences of appropriate and inappropriate behaviors
- Identify the responsibilities of an employee
- Practice conflict resolution techniques
- Role play work related situations
- Job training videos
- Self assessment of strengths and weaknesses

Assessments

- Teacher observations
- Graded worksheets
- Rubric assessment of behavior and projects
- Authentic assessment

Component Three	Vocational Skills Training
Enduring Understandings	
<ul style="list-style-type: none"> • Students must use manipulative skills to develop fine motor skills and improve coordination, be exposed to the basic requirements of on the job technology, and be made aware of the importance of safety precautions in order to be ready for real life work situations. 	
Essential Questions	
<ul style="list-style-type: none"> • What skills do I need to perform the job? • How do I perform these skills? • What tools or equipment are needed for the job? • What is the final product that I am completing? • What safety requirements do I need to be aware of? 	
NJCCCS	Work 9-12.9.1B3; 9-12.9.1.4; 9-12.9.2.B.2,3; 9-12.9.2F.4,5
Key Concepts and Skills	
<p>Students will:</p> <ul style="list-style-type: none"> • Identify and assemble supplies necessary to complete a job • Follow written and oral directions • Reproduce a pattern to assemble or disassemble a project • Sort objects according to designated attributes • Perform office tasks • Answer a business phone according to a script • Use the keyboard to perform data entry tasks 	
Learning Activities	
<ul style="list-style-type: none"> • Count and sort objects according to one or more designated attributes, including color, size, shape and function • Follow a pattern to assemble a designated grouping • Use a scale to weigh and package items • Stamp return addresses on envelopes • Affix mailing labels to envelopes • Collate papers into sets • Staple papers in correct corner • Use common office machinery or tools • Alphabetize index cards or files according to last name • Alphabetize and file catalogues 	

- Role play answering the telephone according to a script
- Use computer program to practice keyboarding skills
- Use computer to perform data entry tasks requiring copying from a master

Modifications

- Templates for stamping position on envelopes
- Diagrams and pictures for directions
- Keyboard templates

Assessments

- Teacher observations
- Graded assignments
- Rubric assessment of projects
- Job performance