



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

CBI
(Career Based Instruction)
Workplace Readiness

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Community-Based Instruction – Workplace Readiness

Course Description:

The Community-Based Instruction Workplace Readiness course provides school-to-work experience designed for students with disabilities to attain lifelong employment skills. The program encompasses school-based classroom instruction and community based structured learning experience (SLE's) internships providing student with career awareness and exploration through a multi-year employability skills training program. The course supports students to further their understanding of the content through structured learning experiences that highlight their interests and accomplishments. Students make connections between their personal lives, classroom experiences and their community-based internships. Students are immersed in authentic, real-world employment settings with an opportunity to participate in unpaid and/or paid employment situations at a variety of job sites. The goal of the course is to help students achieve independent employment at the highest level possible.

Course Sequence:

- Unit 1: Your World Around You: 10 weeks
- Unit 2: Self-Management and Development: 10 weeks
- Unit 3: Employer Expectations and Workplace Skills: 14 weeks
- Unit 4: Problem Solving and Critical thinking: 12 weeks
- Unit 5: Workplace Ethics: 12 weeks
- Unit 6: Seeking Employment: 12 Weeks

Unit Overview**Content Area:** Workplace Readiness – Unit 1**Unit Title:** Your World Around You**Target Course/Grade Level:** 9-12**Unit Summary**

Students will be able to evaluate and re-evaluate personal interests, abilities and skills, identify personal strengths and weaknesses and assess how personal interests impact career choices.

21st century themes: Life and Career Skills**Learning Targets****Standards**

9.1-All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

9.3- All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.

CPI# Cumulative Progress Indicator (CPI)

9.3.12.C.1-3 Assess and modify Personalized Student Learning Plans to support declared career goals. Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
Develop personal interests and activities that support declared career goals and plans.

9.1.12.B.2 Create and respond to a feedback loop when problem solving.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Unit Essential Questions

- Why is it important to evaluate and re-evaluate personal interests, abilities and skills?
- To what extent do personal interests, strengths and weaknesses affect career planning and success?
- What are your personal interests, strengths and weaknesses?

Unit Enduring Understandings

- Realistic career preparation requires purposeful planning based on research, self-knowledge and informed choices.

Unit Learning Targets*Students will...*

- Evaluate and reevaluate personal interests, abilities and skills.
- Know what extent personal interests, strengths and weaknesses affect career planning and success.
- Have self-knowledge, self-determination and career awareness.

Evidence of Learning**Summative Assessment**

Writing assignments, Class discussions, Research projects.

Equipment Needed: Computer, Inter-Write Board, Elmo**Teacher Resources:** Life Centered Workplace Education Volume 2**Formative Assessments**

Transition skills inventory

Cooperative/independent learning experiences

Student generated multimedia presentations

Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
Unit 1: Your World Around You	Realistic career preparation requires purposeful planning based on research, self-knowledge and informed choices.	
	10 weeks ongoing continued through Structured Learning Experiences (SLE)	10 weeks
	At the conclusion of this unit, students will be able to:	
	1. Evaluate and re-evaluate personal interests, abilities and skills.	ongoing
	2. Identify personal strengths and weaknesses.	ongoing
	3. Assess how personal interests, strengths and weaknesses affect or impact career choices.	ongoing
Teacher Notes:		
Curriculum Development Resources		
Click links below to access additional resources used to design this unit:		

Unit Overview	
Content Area:	Workplace Readiness – Unit 2
Unit Title:	Self-Management and Development
Target Course/Grade Level:	9-12
Unit Summary	
Students will be able to effectively evaluate how self-management affects employability.	
21st century themes:	Life and Career Skills
Learning Targets	
Standards.	
9.3- All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.	
CPI#	Cumulative Progress Indicator (CPI)
9.3.12.C.18	Determine how an individual's driving record (e.g., tickets, points, penalties for driving while intoxicated) and/or credit score may impact opportunities for employment, job retention, or job advancement.
9.3.12.C.19	Compare and contrast employee substance abuse policies (e.g., tobacco, drugs, and alcohol) by industry sector.
9.3.12.C.21-23	Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, and video postings) may impact opportunities for employment, job retention, or job advancement. Compare and contrast New Jersey school district policies with employer policies related to individual behavior and responsibilities (e.g., absenteeism and tardiness, plagiarism, harassment). Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
<div> <div> Unit Essential Questions <ul style="list-style-type: none"> How does self-management affect employability? To what extent does self-care impact a person's effectiveness in the community and at work? What does it mean to have good character and how does that affect employability? Why are employee training manuals important? </div> <div> Unit Enduring Understandings <ul style="list-style-type: none"> There is a direct correlation between self-management and employability and or effectiveness at work. </div> </div>	
Unit Learning Targets	
<i>Students will...</i> <ul style="list-style-type: none"> List and explain four ways that self-management affects employment. Demonstrate good self-care and hygiene skills. Demonstrate positive character traits such as trustworthiness, respect, responsibilities in a variety of settings. Take responsibilities for their actions as it relates to attendance, behavior and scheduling. 	
Evidence of Learning	
Summative Assessment	
Transitions skills assessments, Class discussions, and independent/group activities.	
Equipment Needed: Computer, Inter-Write Board, Elmo	
Teacher Resources: Life Centered Workplace Education Volume 2	
Formative Assessments	
Situational assessments	
Transition skills inventory	
Cooperative/independent learning experiences	
Student generated presentations	

Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
Unit 2: Self-Management and Development	There is a direct correlation between self-management and employability and/or effectiveness at work. 10 weeks ongoing continued through Structured Learning Experiences (SLE)	10 weeks
	At the conclusion of this unit, students will be able to:	
	1. List and explain four ways that self-management affects employment.	ongoing
	2. Demonstrate good self-care and hygiene skills.	ongoing
	3. Demonstrate positive character traits such as trustworthiness, respect, responsibilities in a variety of settings.	ongoing
	4. Take responsibilities for their actions as it relates to attendance, behavior and scheduling.	ongoing
Teacher Notes:		
Curriculum Development Resources Click links below to access additional resources used to design this unit:		

Unit Overview	
Content Area:	Workplace Readiness – Unit 3
Unit Title:	Employer Expectations and Workplace Skills
Target Course/Grade Level:	9-12
Unit Summary	
Good work habits, plus quality of work and productivity, will lead to greater efficiency and employability.	
21st century themes:	Life and Career Skills
Learning Targets	
Standards.	
9.1-All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.	
9.3- All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.	
CPI#	Cumulative Progress Indicator (CPI)
9.1.12.B.2	Create and respond to a feedback loop when problem solving.
9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
9.3.8.B.1	Develop a Personalized Student Learning Plan that includes information about career areas of interest with the assistance of adult mentors.
<div> <div> Unit Essential Questions <ul style="list-style-type: none"> What are good work habits? Why are appropriate interpersonal skills important in the workplace? What are some good work habits that lead to success in the workplace? What are some effective ways to collaborate as a team? How can a person develop leadership abilities at work? </div> <div> Unit Enduring Understandings <ul style="list-style-type: none"> Appropriate work habits and interpersonal skills are essential to obtain and retain employment. Collaboration enables individuals with common goals to achieve greater efficiency. Leadership abilities develop through participation. </div> </div>	
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Identify good worker habits, perform quality work, be productive, use time wisely, be clean and organized and take responsibility for yourself. Contribute to the collaborative process. Meet personal obligations as to not let the group down. Evaluate workload so that it is distributed evenly among its members Identify leadership capabilities. 	
Evidence of Learning	
Summative Assessment Transitions skills activities, Class discussions, Journals, independent/group activities	
Equipment Needed: Computer, Inter-Write Board, Elmo	
Teacher Resources: Life Centered Workplace Education Volume 2	
Formative Assessments Situational assessments Transition skills inventory Cooperative/independent learning experiences Student generated presentations	

Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
Unit 3: Employer Expectations and Workplace Skills	Appropriate work habits, interpersonal skills and leadership abilities are essential to retain employment. 14 weeks ongoing continued through Classwork and Structured Learning Experiences (SLE)	14 weeks
	At the conclusion of this unit, students will be able to: 1. Identify good worker habits, perform quality work, be productive, use time wisely, be clean and organized and take responsibility for yourself.	ongoing
	2. Contribute to the collaborative process.	ongoing
	3. Meet personal obligations as to not let the group down.	ongoing
	4. Evaluate workload so that it is distributed evenly among its members	ongoing
	5. Identify leadership capabilities.	ongoing
Teacher Notes:		
Curriculum Development Resources Click links below to access additional resources used to design this unit:		

Unit Overview	
Content Area:	Workplace Readiness – Unit 4
Unit Title:	Problem Solving and Critical Thinking
Target Course/Grade Level:	9-12
Unit Summary Students will generate ideas; suggest problem solving techniques while using a systematic method of problem solving.	
21st century themes: Life and Career Skills	
Learning Targets	
Standards. 9.1-All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.	
CPI#	Cumulative Progress Indicator (CPI)
9.1.12.C.1,2,3,4	Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
	Analyze the common traits of effective state, national, or international leaders.
	Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin. Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
Unit Essential Questions <ul style="list-style-type: none"> How can positive attitudes and productive behaviors impact critical thinking and problem solving? What problem solving strategies are most effective? How can a person's decision affect another person? 	Unit Enduring Understandings <ul style="list-style-type: none"> The application of critical thinking and problem solving skills is a lifelong skill that develops over time.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Use a systematic approach when dealing with difficult situations. Generate ideas and suggest problem solving solutions. Accept feedback given by others. Use a positive attitude to solve problems 	
Evidence of Learning	
Summative Assessment Transitions skills activities, Class discussions, Journals, independent/group activities	
Equipment Needed: Computer, Inter-Write Board, Elmo	
Teacher Resources: Life Centered Workplace Education Volume 2	
Formative Assessments Situational assessments Transition skills inventory Cooperative/independent learning experiences Student generated presentations	

Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
Unit 4: Problem Solving and Critical Thinking	The application of critical thinking and problem-solving skills is a lifelong skill that develops over time. 14 weeks ongoing continued through Classwork and Structured Learning Experiences (SLE)	12 weeks
	At the conclusion of this unit, students will be able to:	ongoing
	1. Use a systematic method when dealing with difficult situations.	ongoing
	2. Generate ideas, suggest problem solving strategies and provide solutions.	ongoing
	3. Accept feedback given by others.	ongoing
	4. Approach difficult situations with a positive attitude.	ongoing
Teacher Notes:		
Curriculum Development Resources Click links below to access additional resources used to design this unit:		

Unit Overview	
Content Area:	Workplace Readiness – Unit 5
Unit Title:	Workplace Ethics
Target Course/Grade Level:	9-12
Unit Summary	
Students will understand that State and Federal Laws ensure that workers are free from exploitation in the work place.	
21st century themes:	Life and Career Skills
Learning Targets	
Standards.	
9.1-All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.	
9.3-All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.	
CPI#	Cumulative Progress Indicator (CPI)
9.3.12.C.14	Interpret and justify written employer organizational policies and procedures for job performance.
9.3.12.C.17	Analyze relationships between companies and the communities in which they are located, and explain how the presence of companies in a community may have a positive or negative impact.
<div> Unit Essential Questions <ul style="list-style-type: none"> Why is it important to evaluate workplace ethics and safety procedures? Who is responsible for evaluating workplace safety? What are common workplace hazards? </div> <div> Unit Enduring Understandings <ul style="list-style-type: none"> State and Federal Laws require workplace safety and health policies and procedures to ensure that workers are free from exploitation and have a safe working environment. </div>	
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Identify common workplace safety hazards. Evaluate SLE learning sites for safe working conditions. Respond appropriately to workplace hazards. Advocate for one's self when faced with unsafe working procedures. Workplace sexual harassment. Strategies for handling unethical workplace practices. 	
Evidence of Learning	
Summative Assessment	
Transitions skills activities, Class discussions, Journals, independent/group activities	
Equipment Needed: Computer, Inter-Write Board, Elmo	
Teacher Resources: Life Centered Workplace Education Volume 2	
Formative Assessments	
Situational assessments	
Transition skills inventory	
Cooperative/independent learning experiences	
Student generated presentations	

Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
Unit 5: Workplace Ethics	Students will understand that State and Federal Laws ensure that workers are free from exploitation in the work place. 14 weeks ongoing continued through Classwork and Structured Learning Experiences (SLE)	12 weeks
	At the conclusion of this unit, students will be able to: 1: Identify common workplace safety hazards.	ongoing
	2: Evaluate SLE learning sites for safe working conditions.	ongoing
	3: Respond appropriately to workplace hazards.	ongoing
	4: Advocate for oneself when faced with unsafe working procedures	ongoing
	5: Workplace sexual harassment.	ongoing
	6: Strategies for handling unethical workplace practices.	ongoing
Teacher Notes:		
Curriculum Development Resources Click links below to access additional resources used to design this unit:		

Unit Overview			
Content Area:	Workplace Readiness – Unit 6		
Unit Title:	Seeking Employment		
Target Course/Grade Level:	9-12		
Unit Summary			
Students will understand that both employers and employees have professional, legal, and ethical responsibilities in the workplace.			
21st century themes:	Life and Career Skills		
Learning Targets			
Standards.			
9.1-All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.			
9.3 - all students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.			
CPI#	Cumulative Progress Indicator (CPI)		
9.1.12.B.2	Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.		
9.3.12.C.1-2&5-7	Assess and modify Personalized Student Learning Plans to support declared career goals. Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities. Identify transferable skills in career choices and design alternative career plans based on those skills. Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans.		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> Why is honesty important in the workplace? What is harassment and discrimination? Why are harassment and discrimination prohibited in the workplace? Why is it essential to effectively communicate during the job seeking process? </td><td> Unit Enduring Understandings <ul style="list-style-type: none"> Both employers and employees have professional, legal, and ethical responsibilities in the workplace. Effective communication is essential for success in the workplace. </td></tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> Why is honesty important in the workplace? What is harassment and discrimination? Why are harassment and discrimination prohibited in the workplace? Why is it essential to effectively communicate during the job seeking process? 	Unit Enduring Understandings <ul style="list-style-type: none"> Both employers and employees have professional, legal, and ethical responsibilities in the workplace. Effective communication is essential for success in the workplace.
Unit Essential Questions <ul style="list-style-type: none"> Why is honesty important in the workplace? What is harassment and discrimination? Why are harassment and discrimination prohibited in the workplace? Why is it essential to effectively communicate during the job seeking process? 	Unit Enduring Understandings <ul style="list-style-type: none"> Both employers and employees have professional, legal, and ethical responsibilities in the workplace. Effective communication is essential for success in the workplace. 		
Unit Learning Targets			
<i>Students will...</i> <ul style="list-style-type: none"> Identify a variety of ways to seek out prospective employers. Evaluate SLE learning sites for safe working conditions Write a resume and cover letter as part of a professional portfolio Explain and prepare for completing a job application. Participate in job interviews. 			
Evidence of Learning			
Summative Assessment			
Transitions skills activities, Class discussions, Journals, independent/group activities			
Equipment Needed: Computer, Inter-Write Board, Elmo			
Teacher Resources: Life Centered Workplace Education Volume 2			
Formative Assessments			
Situational assessments			
Transition skills inventory			
Cooperative/independent learning experiences			

Student generated presentations

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
Unit 5: Seeking Employment	Both employers and employees have professional, legal, and ethical responsibilities in the workplace. Effective communication is essential for successes in the workplace. 12 weeks ongoing continued through Classwork and Structured Learning Experiences (SLE)	12 weeks
	At the conclusion of this unit, students will be able to: 1: Identify a variety of ways to seek out prospective employers.	ongoing
	2: Evaluate SLE learning sites for safe working conditions.	ongoing
	3: Write a resume and cover letter as part of a professional portfolio.	ongoing
	4: Explain and prepare for completing a job application.	ongoing
	5: Participate in job interviews.	ongoing

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit: