

**Randolph Township Schools
Randolph High School
Grades 9-12 Transition Curriculum**

“My difference makes me stronger!”

Mark Farrell

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**Randolph Township Schools
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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**EDUCATIONAL GOALS
VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

The Transition curriculum is designed to address and support transition goals, preparing our students to participate in the 21st century as active citizens in the local and global communities. According to the New Jersey Administrative Code, a transition service is a definite, coordinated set of activities designed with outcomes in mind to assist the classified population in moving from high school to any number of post-secondary options. This curriculum will serve all classified high school students, affording them varied opportunities to engage in meaningful experiences; allowing them to participate in competitive and innovative educational, vocational, and/or work settings. The course will consist of a partnership between the school, students, family, and community agencies. The anticipated outcome for each student is to be prepared to actively participate in the adult world with an appropriate action plan. Student outcomes will be measured by individual program participation and goal attainment. The goals in this course will be guided by the New Jersey Student Learning Standards, Collaborative for Academic, Social, and Emotional Learning (CASEL), NJ IEP (Individual Education Plan) goals, and Randolph Township Board of Education goals.

Course Options

POST SECONDARY SKILLS

Full Year 9-12

This course will be offered in a yearlong format, during any of the high school years. The course will provide students the opportunity to develop skills in: self-advocacy, goal setting, the IEP process, community based instruction, career exploration, and in the vocational assessment process [i.e. job shadowing, job sampling (hands-on trial experience), work experiences]. Students will make initial contact with outside agencies such as the Division of Vocational Rehabilitation Services and The Department of Developmental Disabilities. The students will develop resumes and interviewing skills, visit job sites, tour vocational schools and college campuses. Placement of students in this course will be made collaboratively with the IEP team.

POST SECONDARY PLUS

Semester or Full Year

This course will serve as a condensed version of the current transition course offered during a student's junior or senior year (as determined in collaboration with the IEP team). Students will increase knowledge of personal strengths and challenges relevant to post-secondary experiences and engage in the awareness and exploration of meaningful post-secondary opportunities. College and career planning will be an integral component of this course.

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Curriculum Pacing Chart

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT – UNIT OF STUDY
9 weeks	I	Self- Awareness
9 weeks	II	Independent Living
9 weeks	III	Career, Vocational, Employment Readiness
9 weeks	IV	Community Awareness
Resource Section	V	Post-Secondary Planning

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Unit I: Self-Awareness

TRANSFER: Recognize individual strengths and utilize them in various settings with and without support.		
STANDARDS/ GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJ 2020 SLS Career Readiness, Life Literacies, and Key Skills 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities. NJ IEP Goal Bank Version 11	An awareness of personal qualities is essential for success in daily life.	<ul style="list-style-type: none"> How is success related to self-awareness?
	Self-advocacy offers the power to choose one's own destiny and individual journey.	<ul style="list-style-type: none"> How does self-advocacy impact opportunity?
	Decision-making has a direct impact on student outcomes.	<ul style="list-style-type: none"> What factors impact the decision-making process?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Personal qualities influence life choices, personal accomplishments, and the ability to establish goals.	Identify and refine personal qualities as they relate to personal strengths, weaknesses, natural talents, likes and dislikes from a variety of sources/tools. Classify problematic personal qualities/behaviors and explore socially appropriate, substitute quality/behaviors for each.

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Unit I: Self-Awareness

<p>7.3 The student will state a number of personal qualities (e.g., strengths, weaknesses, likes, dislikes) about himself/herself and verbalize how these qualities may impact his/her interactions with others.</p> <p>7.4 The student will identify a number of his/her positive qualities and verbalize how they impact his/her successful accomplishment of tasks.</p> <p>7.7 When prompted, the student will accurately identify his/her own emotions/feelings (e.g., anxiety, stress, frustration, anger, sadness), the intensity of those emotions/feelings and strategies for dealing with those emotions/feelings.</p> <p>7.8 The student will respond to the feelings of others (e.g., anxiety, stress, frustration, anger), and will display appropriate behaviors in response to those feelings (e.g., comforting a friend when sad), which will demonstrate empathy for the feelings of others.</p> <p>7.9 The student will identify behavioral triggers (e.g., events, thoughts, emotions/feelings) and explain how these</p>	<p>Setting personal goals requires an outline of action steps and timelines necessary to attain the goal.</p> <p>Having a growth mindset is essential for success.</p> <p>Self-advocacy is a vehicle for students to attain personal and post-secondary goals.</p>	<p>Incorporate personal qualities into the creation of realistic goals for lifelong planning.</p> <p>Utilize goal plan to evaluate progress, recognize success and modify as needed (i.e. peer/peer, peer/adult, and independently).</p> <p>Understand student rights as they relate to daily life.</p> <p>Locate and utilize school-based resources as evidenced by generated reference lists, personal portfolio and connections.</p> <p>Categorize personal qualities that enhance employability and articulate them during IEP and post-secondary planning meetings.</p> <p>Develop personal portfolio to help guide future planning.</p>
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Unit I: Self-Awareness

<p>triggers impact on his/her behavior or on the behavior of others.</p> <p>7.19 The student will participate in and follow classroom routines and activities throughout the school day.</p> <p>7.28 The student will display knowledge of social customs/mores and will apply them to a number of daily life situations.</p> <p>CORE SEL COMPETENCIES</p> <p>CASEL: Recognize one's own emotions, thoughts, and values, and identify how they influence behavior.</p> <p>CASEL: Assess one's strengths and limitations with a well-grounded sense of confidence, optimism, and a growth mindset.</p> <p>CASEL: Regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself.</p> <p>CASEL: Identify, set, and work toward personal and academic goals.</p> <p>CASEL: Communicate clearly, listen actively, cooperate with others, and seek and offer help when needed.</p>	<p>People's core values differ as a result of factors that often vary from person to person.</p> <p>Collaborating with others allows different experiences and viewpoints to be shared, while promoting diversity.</p>	<p>Describe moral and ethical values in hypothetical events on various issues through class discussion.</p> <p>Demonstrate the ability to work together with others, communicate and collaborate in daily life situations through site visits and classroom observations.</p> <p>Identify resources to assist with conflict.</p>
	<p>Cultivating online reputations for employers and academia requires separating private and professional digital identities.</p>	<p>Acknowledge that being a good digital citizen means being safe and responsible online.</p> <p>Identify how digital footprints can affect future goals.</p> <p>Determine the extent to which an individual's online behavior (i.e. social networking, photo exchanges, and video postings) may impact opportunities for employment or advancement.</p>

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Unit I: Self-Awareness

<p>CASEL: Make constructive choices about personal behavior and social interactions. CASEL: Evaluate consequences of one's actions and consider the well-being of oneself and others</p>	<p>VOCABULARY: ethics, morals, values, collaboration, IEP, modifications, advocate, resources, employability, confidence, priority, diversity</p> <p>KEY TERMS: self-advocacy, problem solving, short/long term goals, growth mindset, digital citizenship, digital footprint</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Completing a personal portfolio • Participating in problem solving simulation activities <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Goal setting • Self-advocacy role play • Review of IEP modifications • Create a digital footprint 		
SUGGESTED TIME ALLOTMENT	9 weeks	
SUPPLEMENTAL UNIT RESOURCES	NJCAN and other interest surveys Naviance IEP www.youtube.com	

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Unit I: Self-Awareness

	Digital citizenship: www.commonsense.org Growth mindset: https://mindsetkit.org/ Social and Emotional Learning: http://actforyouth.net/youth_development/professionals/sel/
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Unit II: Independent Living

TRANSFER: Actively engage in life skills that support independent living.		
STANDARDS/ GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJ 2020 SLS Career Readiness, Life Literacies, and Key Skills 9.2 Personal Finance and Literacy: all students will develop skills and strategies that promote personal and financial responsibilities related to financial planning, savings, investment, and charitable giving in the global economy 9.2.12.A.1 Analyze the relationship between various careers and personal earnings goals 9.2.12.A.4 Summarize the financial risks and benefits of entrepreneurship as a career choice 9.2.12.A.7 Analyze different forms of currency, how currency is used to exchange goods and services, and how it can be transferred from one person's business to another.	Successfully engaging in life skills affords opportunities for independence.	<ul style="list-style-type: none"> What skills are required to live independently?
	Accessing and utilizing resources will support independent living.	<ul style="list-style-type: none"> How do independent skills carry over to social and occupational settings?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Preparation and careful execution of tasks creates success.	Participate in household tasks.
		Maintain indoor and outdoor facilities of a home. Develop an increased use of appliances related to daily living. Dramatize multi-step directions in completing daily living tasks. Research and explore grocery options and execute orders.

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<p>9.2.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences</p> <p>9.2.12.B.3 Construct a plan to accumulate emergency “rainy day” funds.</p> <p>9.2.12.B.4 Analyze how income and spending plans are affected by age, needs, and resources</p> <p>9.2.12.C.1 Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.</p> <p>9.2.12.D.1. Summarize how investing builds wealth and assists in meeting long– and short-term financial goals.</p> <p>9.2.12.E.1. Analyze and apply multiple sources of financial information when prioritizing financial decisions</p> <p>9.2.12.E.3. Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.</p> <p>NJ IEP Goal Bank Version 11</p>	<p>Financial variables influence daily and monthly budgets.</p>	<p>Follow directions to cook a meal.</p> <p>Utilize safety strategies in the household setting as well as in the community.</p> <p>Locate emergency resources and develop the skills required to contact police, fire, or emergency medical services if needed.</p> <p>Recognize and locate common community establishments, describe the service provided, and develop skills in the appropriate utilization of those services.</p> <p>Execute banking skills including:</p> <ul style="list-style-type: none"> - Check writing - Balancing checkbook - Deposits and withdrawals - Digital cash applications (i.e. Venmo, PayPal) - Identifying insufficient funds - Online banking - Budgeting for monthly expenses - Reading and paying bills
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Unit II: Independent Living

<p>9.1 When shown a clock face or digital clock, the student will correctly tell the time to the specified minute.</p> <p>9.2 The student will identify various components of the calendar (e.g., year, months, seasons, days of the week).</p> <p>9.22 The student will organize, open, cut, chop, and otherwise prepare food for a meal.</p> <p>9.23 The student will identify and use a number of different appliances and utensils when preparing foods.</p> <p>9.24 The student will follow a simple recipe in sequence.</p> <p>9.25 The student will identify and use proper methods for storing foods safely in the kitchen.</p> <p>9.26 The student will set the table using the appropriate items (e.g., knife, fork, spoon, glass, plate, napkin) in the correct positions.</p> <p>9.27 The student will develop a daily and a weekly nutritious and well-balanced meal plan using the FDA guidelines.</p>	<p>Transportation opportunities vary depending on your community.</p>	<p>Identify sales and company advertising plans.</p> <p>Explore costs associated with daily living.</p> <p>Differentiate between leasing and financing a vehicle.</p> <p>Decipher between renting and owning.</p> <p>Demonstrate an understanding of how the public transportation system works.</p> <p>Rely on public transportation to navigate various locations.</p> <p>Classify the various means of transportation and how to best utilize them.</p> <p>Explore city living compared to the suburbs.</p> <p>Calculate costs prior to embarking on an itinerary.</p>
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Unit II: Independent Living

9.28 The student will sort and launder (e.g., wash, dry) a load of clothing using basic laundering skills.	A healthy lifestyle is reflective of choices made.	Participate in recreational activities that increase physical activity.
9.29 The student will iron different types of articles of clothing.		Analyze food choices and categorize them according to their nutritional value.
9.30 The student will complete common housekeeping tasks.	<p>VOCABULARY: motivation, environmental, community, measurable, need, want, priority surroundings, quality, quantity, responsibility, credit, debt, responsibility, aspirations, budget, hygiene</p> <p>KEY TERMS: situational awareness, mission, urgency, negotiate, income, financial budget, fiscal responsibility, independence, safety precautions, money management, critical consumer, public transportation, healthy routines</p>	
9.33 The student will perform tasks related to personal safety.		
9.35 The student will research, select, shop and purchase a number of items at a store.		
9.36 The student will differentiate between healthy and unhealthy food choices.		
9.43 The student will take public transportation and complete a number of different tasks related to public transportation.		
9.44 The student will apply for a driver's license and identify a number of responsibilities of owning and caring for an automobile.		
9.45 The student will complete a number of tasks needed to obtain housing and/or live independently.		

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<p>9.46 The student will complete a number of tasks related to banking.</p> <p>9.48 The student will read and explain a variety of billing statements correctly.</p> <p>9.51 The student will repair or replace simple household equipment.</p> <p>9.53 The student will use the telephone and complete different tasks related to basic telephone use.</p> <p>9.57.2 The student will demonstrate skills needed to access appropriate transportation (both public and private).</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Using various appliances • Navigating public transportation • Manipulating finances and maintaining fiscal responsibility • Creating and adhering to a daily schedule • Problem solving in authentic settings • Transferring skills into multiple settings. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Community Based Activities • Authentic simulations • Transportation training 		

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Unit II: Independent Living

<ul style="list-style-type: none"> • Independent living tasks • Online banking and finance activities 	
SUGGESTED TIME ALLOTMENT	9 weeks
SUPPLEMENTAL UNIT RESOURCES	<p>Local Bank, TD Bank website, www.moneyinstructor.com</p> <p>Life skills lab that includes mock kitchen, laundry center, bedroom, office, & living room</p> <p>Train stations, community buses, car dealership, taxi services, access link, NJ Tip</p> <p>police station, fire station, hospital, Randolph library</p> <p>Real estate: www.gsmls.com</p> <p>Kahoot: street signs, apartment/car ad abbreviations</p> <p>Menus from local restaurants</p> <p>Brigance</p> <p>ESTR III: A transition rating scale that provides assessment leading to narrative descriptions of strengths, areas of participation with assistance, and areas of nonparticipation in five transition areas: Employment, Recreation and Leisure, Home Living, Community Participation, and Post-Secondary Education.</p>

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Unit III: Career, Vocational, Employment Readiness

TRANSFER: Enhance employability skills through the exploration of career and educational awareness.		
STANDARDS/ GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>NJ 2020 SLS Career Readiness, Life Literacies, and Key Skills</p> <p>9.2 Personal Finance and Literacy: all students will develop skills and strategies that promote personal and financial responsibilities related to financial planning, savings, investment, and charitable giving in the global economy</p> <p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p>9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding). •</p> <p>9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</p>	Maximizing post-secondary opportunities is dependent on the preparation of life and vocational skills.	<ul style="list-style-type: none"> What distinguishable characteristics are required for employment?
		<ul style="list-style-type: none"> How does enhancing soft skills improve employability?
	Awareness of laws and rules will lead to a safe working environment.	<ul style="list-style-type: none"> What factors sustain employment/college enrollment?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Employment is dependent on skills and preparedness.	<p>Fill out real life job applications.</p> <p>Create a cover letter and resume for employment or school application, refining the contents with new experiences.</p> <p>Observe and critique peer interviews and video clips.</p>

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Unit III: Career, Vocational, Employment Readiness

<p>NJ IEP Goal Bank Version 11</p> <p>10.6 The student will complete tasks related to applying for employment.</p> <p>10.7 The student will read a paycheck and explain each of its parts. (e.g., gross pay, net pay, deductions)</p> <p>10.8 The student will complete tasks related to job interviewing.</p> <p>9.3 The student will identify and assign a value to common coins up to a quarter and bills up to a twenty-dollar bill.</p> <p>9.4 The student will exchange coins up to a quarter and bills up to a twenty-dollar bill to make purchases.</p>	<p>Both employers and employees have professional, legal, and ethical responsibilities in the workplace and in the global marketplace.</p> <p>There is a relationship between behavior and employability.</p>	<p>Locate information about working papers, including what is required to obtain and who must sign them.</p> <p>Identify ways to make a good first impression, including actions, dress, timeliness, etc.</p> <p>Role-play interview techniques with peers and participate in a mock interview with a staff member.</p> <p>Analyze the different interview techniques used by employers.</p> <p>Students will craft thank you notes as a follow-up to mock interviews.</p> <p>Familiarize self with Child Labor Laws to ensure safety and well-being.</p> <p>Compare and contrast employer policies related to individual behavior and responsibilities (i.e. absenteeism and tardiness, plagiarism, harassment).</p> <p>Determine how an individual's driving record (i.e. tickets, points, penalties for driving while intoxicated) and/or credit score may impact opportunities for employment, job retention, or job advancement.</p>
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Unit III: Career, Vocational, Employment Readiness

	<p>The ability to read and understand a pay stub protects the employee.</p> <p>Structured learning experiences provide an opportunity to develop skills needed in the work force.</p> <p>VOCABULARY: qualities, resume, policies, responsibilities, rights, gross pay, net pay</p> <p>KEY TERMS: Child Labor Laws, pay stub, deductions, financial literacy</p>	<p>Evaluate the responsibilities of employers and employees for maintaining workplace safety by explaining health rights related to an occupation/career.</p> <p>Analyze a past incident that violated professional, legal, and/or ethical responsibilities in an employment setting, and explain the impact of the incident on employees and others.</p> <p>Compare gross and net pay for pay period and year-to-date.</p> <p>Identify various state, federal, and personal deductions.</p> <p>Utilize proper communication skills when interacting with peers and staff members.</p> <p>Utilize authentic problem solving when dealing with financial literacy.</p>
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Unit III: Career, Vocational, Employment Readiness

ASSESSMENT EVIDENCE: Students will show their learning by:

- Demonstrating accurate interview readiness
- Working on job sites
- Preparing resume/cover letter

KEY LEARNING EVENTS AND INSTRUCTION:

- Development of soft skills within district
- Create authentic opportunities to practice interviews
- Facilitate visit from our College and Career Counselor
- Analyze examples of applications, resumes, and pay stubs

SUGGESTED TIME ALLOTMENT

9 weeks

SUPPLEMENTAL UNIT RESOURCES

www.youtube.com: Interview Guys, tips for resume writing and interviews, most common interview questions
 OSHA representative visit, occupational safety analysis
 Child Labor Laws: https://www.nj.gov/labor/wagehour/content/child_labor.html
 Reading a paystub: <https://bizkids.com/lesson/lesson-125/>
 Conover MECA, NJCAN, other inventories and surveys
 Local business mock interviews, electronic resumes, various community speakers, community-based instruction, Structured Learning Experiences with job coaches, task analysis data charting

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Unit IV: Community Awareness

TRANSFER: Determine the components of the community and become a contributing member of society with or without support.		
STANDARDS/ GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJ IEP Goal Bank Version 11 9.39 The student will identify a number of activities related to living in his/her community. 9.40 The student will use a public library and complete a number of different tasks when using the library. 9.41 The student will use the post office and complete a number of different tasks related to using the post office. 9.42 The student will utilize a map to locate geographical areas and to determine directions between two locations selected by the teacher.	Awareness of and access to resources in the community leads to personal, social and professional growth.	<ul style="list-style-type: none"> How does community involvement increase your productivity as a citizen?
	Support systems are available in the community to assist with individual needs.	<ul style="list-style-type: none"> What community resources can one utilize when seeking support?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	There are resources for independent living and recreation in the community.	Initiate community involvement through participation in selected recreational and club activities evidenced by membership and enrollment.
		Research and identify community service providers and their services by agency. Locate special interest groups and community organizations by visiting and initiating services through telephone simulations.

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Unit IV: Community Awareness

	<p>Being a responsible, contributing citizen is rewarding.</p>	<p>Include community involvement experiences in personal portfolio, continuing to reflect on the personal affirmation related to community involvement and independent living.</p> <p>List socially acceptable way to behave in various community settings (i.e. park, library, DMV, post office).</p> <p>Demonstrate an understanding of local government, laws and voting rights by researching pertinent information.</p> <p>Demonstrate an ability to obey the law by behaving responsibly, practiced through simulation activities.</p> <p>Identify public places for leisure activities (i.e. parks, restaurants, library) through community map activities and newspaper exploration.</p> <p>Distinguish ‘needs’ vs ‘wants’ by identifying services for leisure and responsible living.</p>
	<p>VOCABULARY: citizenship, leisure, norms, appropriate</p>	

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Unit IV: Community Awareness

	KEY TERMS: leisure activities, responsible living, socially acceptable, contributing member	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Demonstrating community involvement • Engaging in service learning • Participating in social activities and clubs <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • <u>C</u>ommunity-<u>B</u>ased <u>I</u>nstruction (CBI) • Create social events/experiences • Promote and encourage participation in school/community clubs and activities 		
SUGGESTED TIME ALLOTMENT	9 weeks	
SUPPLEMENTAL UNIT RESOURCES	SiLAS, YouTube videos, guest speakers, virtual tours, Teach Town, school store, DVRS, DDD, DAWN Center for Independent Living Local stores, local restaurants, places of employment, local recreational venues Randolph Parks, Project Unify	

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Unit V Post - Secondary Planning

TRANSFER: Secure appropriate post-secondary opportunities upon graduation.		
STANDARDS/ GOALS: NJ 2016 SLS 21st CENTURY LIFE AND CAREERS 9.2 Personal Finance and Literacy: all students will develop skills and strategies that promote personal and financial responsibilities related to financial planning, savings, investment, and charitable giving in the global economy. 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	College and/or career planning should be based on research, self-knowledge, and informed choices.	<ul style="list-style-type: none"> How do short-term goals lead to a long-term plan?
	Self-awareness and self-determination lead to selecting appropriate career/vocational and/or employment opportunities.	<ul style="list-style-type: none"> How do my skills and interests equate to future opportunities?
	One's professional value and marketability is a fluid concept.	<ul style="list-style-type: none"> What qualities improve one's marketability in the college and career attainment process?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Career clusters are broken down into various categories requiring different levels of education and experience.	Participate in interest inventories and evaluate findings. Evaluate personal abilities, interests, and motivations by discussing how they might influence job and career selection.

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Unit V Post - Secondary Planning

<p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p> <p>9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p>		<p>Compare and contrast 2-year colleges, 4-year colleges, and vocational schools after researching and visiting the campuses.</p> <p>Identify pros and cons of commuting and residing.</p> <p>Distinguish the difference between jobs and careers through research, discussion, and site visitations.</p> <p>Use online resources to examine licensing, certification and credentialing requirements at the local, state, and national levels.</p> <p>Explore various types of employment through structure learning experiences.</p> <p>Inventory the requirements for entering different career areas of interest using online job information.</p>
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<p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4. 12prof.CR2b, 2.2.12.LF.8).</p> <p>NJ IEP Goal Bank Version 11</p> <p>10.1The student will identify and research vocational preferences, interests and aptitudes.</p> <p>10.2The student will research, analyze and explore the requirements of preferred occupation.</p> <p>10.4The student will participate in situational assessments to explore different vocational careers of interest.</p> <p>10.9At the work site, the student will communicate in an acceptable manner with supervisors and peers.</p> <p>10.10At the work site, the student will behave in an acceptable manner with supervisors and peers.</p> <p>10.11The student will maintain regular attendance and punctuality the work site.</p>	<p>Using resources to support post-secondary goals enhances opportunity and potential for success.</p>	<p>Determine job entrance criteria (i.e. education credentials, math/writing, reading comprehension tests, and drug tests) used by employers in various industry sectors.</p> <p>Contact and utilize agencies for related services, such as DVRS, DDD, DAWN Center for Independent Living, Pre-ETS.</p> <p>Apply for financial aid by filling out the FASFA.</p> <p>Identify effective modifications that are still offered at the college level.</p> <p>Familiarize self with college application process, including filling out the applications, requesting transcripts and seeking letters of recommendation.</p>
	<p>VOCABULARY:</p> <p>Career, job, structured learning experience, marketability, requirements, licensing, certification, criteria, credentials, financial aid, modifications, recommendations, transcripts</p>	

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<p>10.14The student will understand the importance of safety on the job site and follow all safety rules.</p> <p>10.15The student will travel to and from a job site safely and independently.</p>	<p>KEY TERMS:</p> <p>Interest inventory, vocational assessment, job skills</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Creating a portfolio comparing various colleges and trade schools • Completing college and/or financial aid applications • Researching opportunities <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Structured learning experiences • Job Shadowing • Interest and skill inventories • Campus tours 		
<p>SUGGESTED TIME ALLOTMENT</p>	<p>As needed to support the curriculum</p>	
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>NJ Can and other interest inventories</p> <p>Naviance</p> <p>Agencies, such as: DVRS, DDD, DAWN Center of Independent Living, Pre-ets</p> <p>College and Career Counselor visits</p> <p>FASFA website and individual meetings with specialists</p> <p>Campus tours</p> <p>Business tours</p>	