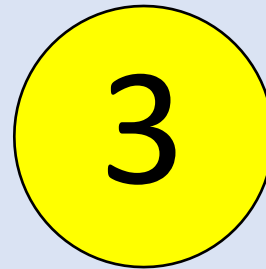
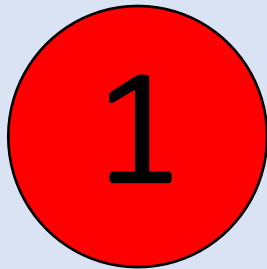


2020-2021

P721Q- John F. Kennedy Jr. School

Vocational Scope and Sequence Pacing Calendar & Framework



“We Care”

Vision:

We envision a school in which all students, regardless of background, become independent and productive members of our community to the greatest extent possible.

www.P721Q.com



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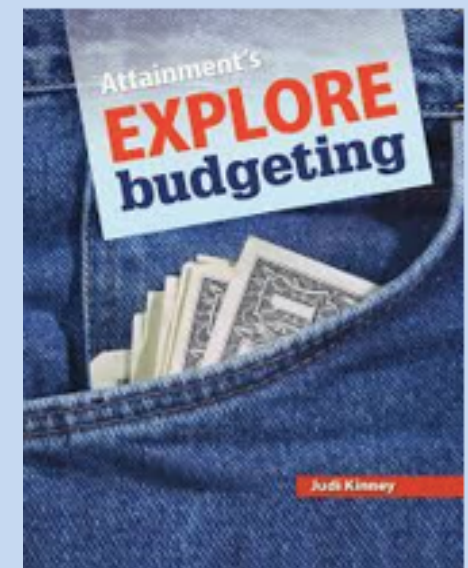
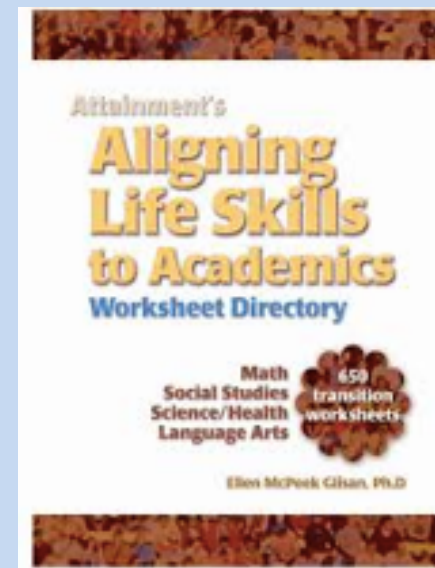
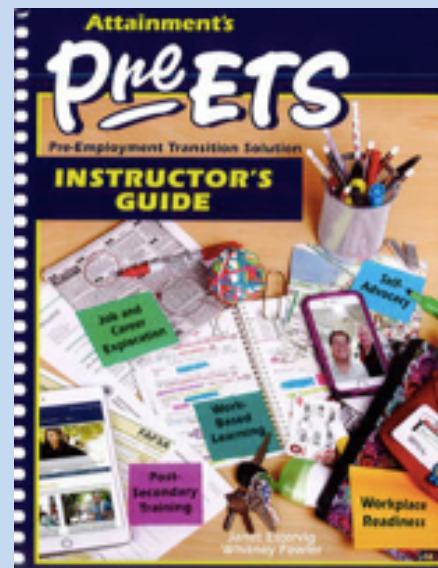
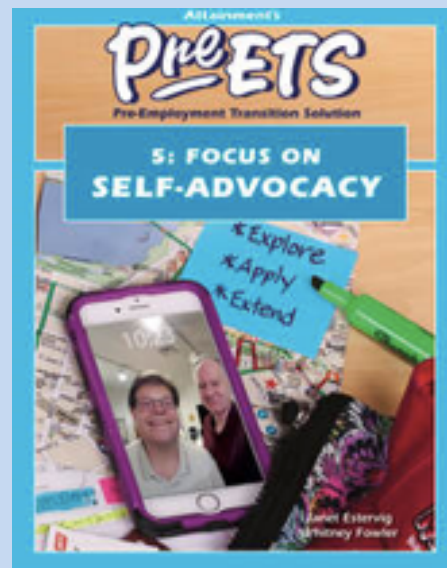
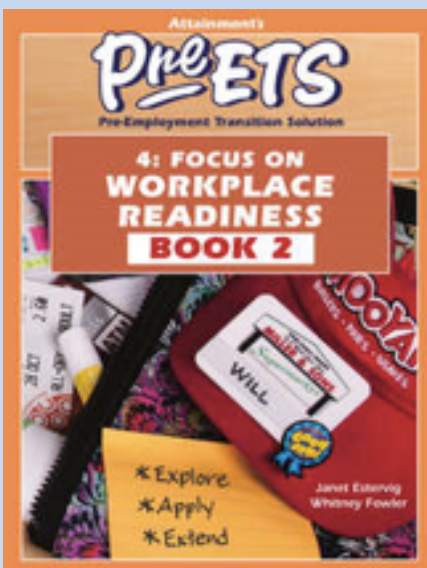
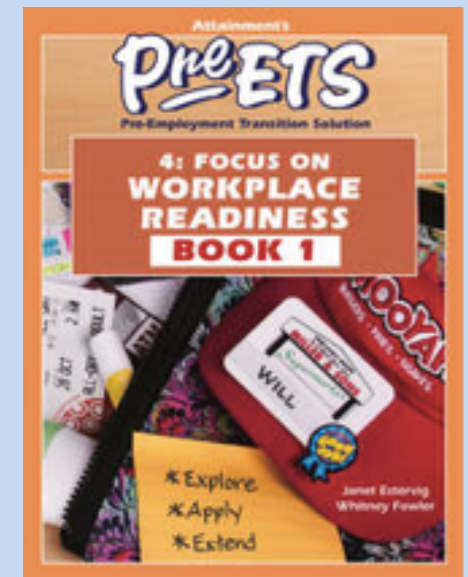
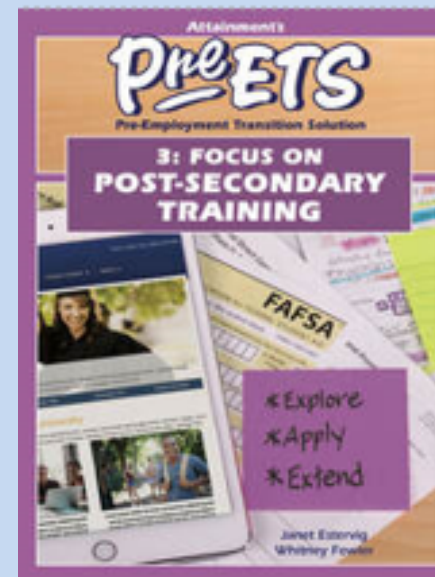
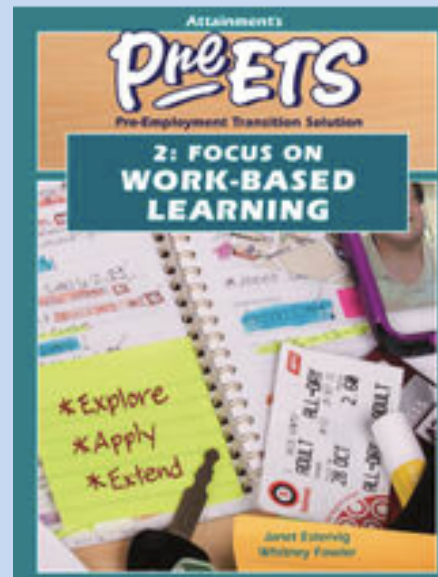
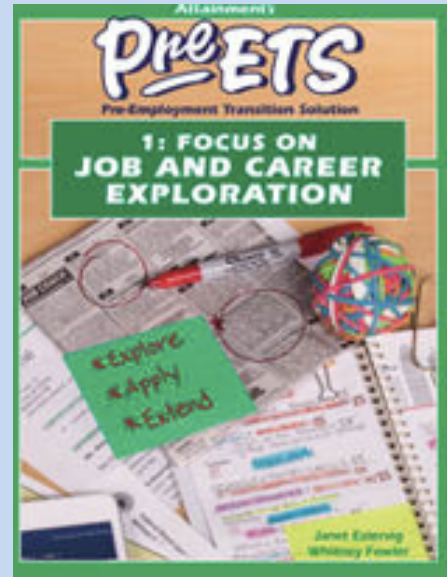
Pre-ETS Curriculum Resources

Click on the book to access it.

You may also access these resources at <https://www.p721q.com/preets.html>

& by clicking on the "All Resources" tab on the same page:

https://drive.google.com/drive/folders/1gqxq5k3JKg4Y-gwfgLrE6Nvk8_1HqSxe?usp=sharing



School Web Resources

721Q Web-based Resources and Login Information:

- <https://docs.google.com/spreadsheets/d/1D4Fcdeylw3sAayosQYa6XipTYZV15NIbiJ52T1-ZZ3s/edit?usp=sharing>. **(Updated)**
- https://www.p721q.com/uploads/8/4/4/0/84404500/user_accounts_passwords.pdf.

2020-2021 Resources Folder:

- <https://drive.google.com/drive/folders/1aOXwimon9B2VBKLXZKUpmbw4s01uYSrA?usp=sharing>

Interactive Board Resources:

- https://www.p721q.com/uploads/8/4/4/0/84404500/interactive_web-based_resources_.pdf

Pre-ETS Curriculum Resources (various):

- https://drive.google.com/drive/folders/1qgxq5k3JKg4Y-gwfaqLrE6Nvk8_1HqSxe?usp=sharing

Pre-ETS PowerPoints and Vocabulary Worksheets:

- <https://drive.google.com/drive/folders/1XmTUuIOvv6tcHXgi52t92SeqJ30Guen3?usp=sharing>

District Web Resources

Sign in with Office 365 Microsoft:

- **Nearpod:** <https://nearpod.com/login/> (*presentations on all subjects*)
- **Discovery Education:** <https://app.discoveryeducation.com/learn/signin#> (*all subjects- videos & audiobooks*)
- **Actively Learn:** <https://read.activelylearn.com/account.html#/> (*all subjects articles*)
- **Flipgrid:** <https://auth.flipgrid.com/educator> (*engaging video discussions*)

Sign into Teach Hub to access: (Click on the Tabs: Home, K-12 and Highschool)

- **Everfi (Clever access):** <https://platform.everfi.net/> (*math & budgeting courses*)
- **Myon (Clever access):** <https://www.myon.com/login/> (*online books based on reading level*)
- **Nalinikids:** <https://nalinikids.org/at-home> (*physical & emotional wellness videos*)
- **Wonderama:** <http://www.wonderamatv.com/> (*all subjects videos*)

Other Resources

- **Limited Access to Pebble Go & Pebble Go Next through:** <https://orionlibrary.org/youth/student-resources/> (*scroll down to Pebble Go/Next- all subjects articles/literacy supports- text to speech*)
- **Encyclopedia Britannica English & Spanish:** <https://www.britannica.com/> (*create a personal account- all subjects articles*)
- **Attainment Hub:** <https://hub.attainmentcompany.com/> (*create a personal account- all subjects books*)

*District resource access is constantly updated.

ENL/Bilingual Resources

- **Colorin Colorado** (Instructional Strategy Articles for ELLs)
<https://www.colorincolorado.org/>
- **Brainpop Español** (All subjects in Spanish)
<https://esp.brainpop.com/>
- **Nearpod (Spanish)** (All subject presentations in Spanish)
<https://nearpod.com/blog/announcing-world-languages-en-espanol/>
- **Boom Cards** (Instant feedback interactive lessons)
<https://wow.boomlearning.com/>
(click on language of choice)
- **Duolingo** (Language Acquisition website)
<https://www.duolingo.com/>

Tier 1: English Language Arts

Vocational Scope and Sequence Pacing Calendar

September – October 2020

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Theme: Me in the Workplace Unit: Personal Interest</p> <p>Book 1: Job and Career Exploration p. 3-18 Book 2: Work-Based Learning p. 3-8, 83-85 Life Skill Lessons p. 184</p>	<ul style="list-style-type: none"> Identify personal interests Identify abilities/skills Compare and contrast personal interests/abilities to a peer 	<ul style="list-style-type: none"> What are my personal interests and abilities? How do my personal interests/abilities relate to my future goals? How can my personal interests/abilities be an asset to the group? 	<p>EE.RI.9-10.2 Determine the central idea of the text and select details to support it.</p> <p>EE.L.9-10.4 Demonstrate knowledge of word meanings.</p> <p>CDOS: 3b - 2 Communication Demonstrate effective communication skills needed to meet the expectations of human and public services consumers.</p> <p>CDOS: 3b - 7 Thinking/Problem Solving Solve problems, set goals, and make decisions in order to provide services to best meet the needs of others.</p> <p>CDOS: 3b - 6 Safety Provide safe environments for others.</p>
<p>Theme: Me in the Workplace Unit: Vocational Interest</p> <p>Book 1: Job and Career Exploration p. 3-24 Book 2: Work-Based Learning p. 1-3, 57, 85-88</p>	<ul style="list-style-type: none"> Identify different career areas (clerical, food service, retail, maintenance) Differentiate required interests for different career areas Identify personal interests Match personal interests to vocational opportunities 	<ul style="list-style-type: none"> Which skills are required for each career area in our school? How can we describe the differences between two or more career areas? How do you identify a career area that match your personal interests? 	<p>DLM F-33 Can demonstrate understanding of personal distinction in thought</p> <p>F-139 Can provide real world connections between words and their use</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>
<p>Theme: Me in the Workplace Unit: Completing a Vocational Assessment (Self-Assessment)</p> <p>Book 1: Job and Career Exploration p. 71-76 Book 2: Work-Based Learning p. 85-88</p> <p>Reference Thinking Map: p. 4, 8-9 14, & 18-19</p>	<ul style="list-style-type: none"> Match skills/strengths to a career area Identify career areas that match personal strengths Identify vocational opportunities in school/community 	<ul style="list-style-type: none"> How do I match my skills/strengths to a career area? How do I follow the directions of my assigned job? How do I complete a checklist of tasks needed to complete my job? What are the rules and regulations of my career areas? How does this career area connect to my personal interests? What are some vocational opportunities in the school/community and how can I access them? 	<p>DLM F-33 Can demonstrate understanding of personal distinction in thought</p> <p>F-139 Can provide real world connections between words and their use</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

Tier 1: English Language Arts

Vocational Scope and Sequence Pacing Calendar

November-December 2020			
Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Theme: Career Opportunities Unit: Identifying Jobs in Each Career Areas</p> <p>Book 1: Job and Career Exploration p. 17-40 Book 2: Work-Based Learning p. 13-49</p>	<ul style="list-style-type: none"> Identify different jobs found in each career areas Explain the purpose for each career area Describe the differences between career areas 	<ul style="list-style-type: none"> Which jobs are associated with each career area? What are some of the tasks in each career area? What are some similarities and differences between two career areas? 	<p>EE.RI.9-10.3 Determine logical connections between individuals, ideas, or events in a text.</p> <p>CDOS: CDOS: 3b - 2 Communication- Demonstrate effective communication skills needed to meet the expectations of human and public services consumers.</p> <p>CDOS: 3b - 7 Thinking/problem solving, solve problems, set goals, and make decisions in order to provide services to best meet the needs of others.</p> <p>CDOS: 3b - 6 Safety- Provide safe environments for others.</p>
<p>Theme: Career Opportunities Unit: Identifying the Right Career Area for Me</p> <p>Book 1: Job and Career Exploration p. 17-40 Book 2: Work-Based Learning p. 13-49</p>	<ul style="list-style-type: none"> Identify career areas based on skills Engage in vocational tasks Understand skills for career areas 	<ul style="list-style-type: none"> What vocational tasks are required in these career areas? What strategies/skills can I use to complete a vocational task in my career area? How do I use my skills and abilities to choose a career area? 	<p>DLM F-149 Can demonstrate understanding of action words ELA-1382 Can name objects in pictures/tactics graphics used to represent book pictures during a shared activity F-138 Understands that there are a number of subgroups within a broad category</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>
<p>Theme: Career Opportunities Unit: Demonstrating Learned Skills in a Real-life Setting</p> <p>Book 1: Job and Career Exploration p. 17-40, 60-66 Book 2: Work-Based Learning p. 13-49, 59, 65-70</p> <p>Reference Thinking Map: p. 6,7</p>	<ul style="list-style-type: none"> Identify skills needed in various situations (at home, in the community, at work) Demonstrate skills to complete a task (at home, in the community, at work) Demonstrate skills learned in a mock simulated setting 	<ul style="list-style-type: none"> What skills are required to successfully complete activities at home, in the community and at work? What skills do I need to develop to successfully complete a task? (at home, in the community and at work) How do you apply skills to a real-life setting? 	

Tier 1: English Language Arts

Vocational Scope and Sequence Pacing Calendar

January – February 2021

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Theme: Acquiring New Skills Unit: Exploring Career Areas Outside of My Interest</p> <p>Book 1: Job and Career Exploration p. 1-8, 41-45</p> <p>Book 2: Work-Based Learning p. 50-53, 66 – 69 http://www.internships.com/student</p>	<ul style="list-style-type: none"> Identify career interests Apply career skills/strengths Identify career areas outside of interest Ask clarifying experience questions about career areas 	<ul style="list-style-type: none"> How can I use my strengths to advocate for my career areas? How can I match my strengths/skills to different career areas? How can I experience career areas outside of my interest? 	<p>EE.SL.9-10.1 Engage in collaborative discussions.</p> <p>EE.RI.9-10.3 Determine logical connections between individuals, ideas, or events in a text.</p> <p>CDOS: 3b – 6 Safety Provide safe environments for others.</p> <p>CDOS: 3b-7 Thinking/Problem Solving, Solve problems, set goals, and make decisions in order to provide services to best meet the needs of others.</p> <p>DLM F-178- can identify functional words to describe common persons, places, objects, or events F-93- can identify a forward sequence from a familiar routine F-176- can identify actions associated with familiar routines F-177- can identify the end of a familiar routine</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>
<p>Theme: Acquiring New Skills Unit: Expectations in Different Career Areas</p> <p>Book 1: Job and Career Exploration p. 52-68, 77-92</p> <p>Book 2: Work-Based Learning p. 66-68, 104-107</p>	<ul style="list-style-type: none"> Identify expectations of career areas Determine what skills are needed in each career area Complete self-assessment/surveys 	<ul style="list-style-type: none"> How are the expectations for each career area different? How does completing a career survey help me find a better career match? 	<p>DLM F-178- can identify functional words to describe common persons, places, objects, or events F-93- can identify a forward sequence from a familiar routine F-176- can identify actions associated with familiar routines F-177- can identify the end of a familiar routine</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>
<p>Theme: Acquiring New Skills Unit: Learning Skills for Different Career Areas</p> <p>Book 1: Job and Career Exploration p. 41-45</p> <p>Book 2: Work-Based Learning p. 50-53, 85-87, 88-89</p> <p>Reference Thinking Map: p. 14,15,16,17,18,19,20,21,22</p>	<ul style="list-style-type: none"> Identify skills for different career areas Learn skills for different job areas Perform skills for different career areas 	<ul style="list-style-type: none"> Why skills do I need to learn for my/a given career? How do you learn additional skills for your career areas? How can I apply what I learned in the school to the community? 	<p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

Tier 1: English Language Arts

Vocational Scope and Sequence Pacing Calendar

March – April 2021

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Theme: Career Awareness Unit: Career Opportunities</p> <p>Book 1: Job and Career Exploration p. 48-59</p> <p>Book 2: Work-Based Learning p. 57-74</p>	<ul style="list-style-type: none"> Identify/research career opportunities at school Identify/research career opportunities in the community Discuss the relationship of personal skills/experience to career opportunities 	<ul style="list-style-type: none"> How do I research jobs for a career area? How do I prepare for the job I researched? How do the career opportunities in my school prepare me for jobs in the community? 	<p>EE.RL.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.</p> <p>EE.SL.8.4 Present descriptions, facts, or details supporting specific points made on a topic.</p> <p>CDOS: 3b - 6 Safety Provide safe environments for others.</p> <p>CDOS: Standard 3a- Personal qualities generally include competence in self management and the ability to plan, organize, and take independent action.</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>
<p>Theme: Career Awareness Unit: Applying for a Job</p> <p>Book 1: Job and Career Exploration p. 48-59, 79 -80</p> <p>Book 2: Work-Based Learning p. 59-64, 83-107</p>	<ul style="list-style-type: none"> Discuss how their skills directly relate to a job Research about different careers Identify the components of a job application Fill out a job application 	<ul style="list-style-type: none"> Why do my qualifications make me the best candidate for a career choice? How do I become a better candidate for the job I'm applying for? How do you fill out a job application? 	
<p>Theme: Career Awareness Unit: Maintaining Career Area</p> <p>Book 1: Job and Career Exploration p. 48-59, 76</p> <p>Book 2: Work-Based Learning p. 59-64, 106</p>	<ul style="list-style-type: none"> Identify the daily expectations of a career Identify rules and regulations of the career Follow directions of the job Complete a checklist of tasks needed to complete your job Call/leave a message on a machine to a supervisor 	<ul style="list-style-type: none"> What are the daily tasks of a career area? How do I describe the steps to acquire skills needed in my career area? What are reasons to call your employer? How do you leave a message on an answering machine? 	

Tier 1: English Language Arts

Vocational Scope and Sequence Pacing Calendar

May – June 2021

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Theme: Applying Career Skills</p> <p>Unit: Work Safety Skills</p> <p>Book 2: Work-Based Learning p. 89-107</p>	<ul style="list-style-type: none"> • Explain the hazards that may exist at work • Identify work safety skills needed for different career areas • Discuss actions you can take to make your experience at work safer 	<ul style="list-style-type: none"> • How can hazards in the workplace impact your job performance? • What are some work safety skills needed for different career areas? • What are the steps to be safe at work? 	<p>EE.SL.9-10.5 Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.</p> <p>EE.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p>
<p>Theme: Applying Career Skills</p> <p>Unit: Resume Writing/Work Experience/Volunteering</p> <p>Book 2: Work-Based Learning p. 89-107</p>	<ul style="list-style-type: none"> • Identify your work experiences • Discuss your qualifications • Fill out a resume • Identify what volunteering/internship is and why its beneficial 	<ul style="list-style-type: none"> • How are resumes and job applications similar? • How do you include your work experiences and qualifications on a resume? • What are the steps needed to complete a resume? • How is volunteering/internships beneficial for your professional growth? 	<p>EE.SL.9-10.1 Engage in collaborative discussions.</p> <p>EE.W.11-12.2 Write to share information supported by details.</p>
<p>Theme: Applying Career Skills</p> <p>Unit: Interviews</p> <p>Book 2: Work-Based Learning p. 79-80, 89-107</p> <p>Reference Thinking Map: p. 14,15,16,17,18,19,20,21,22</p>	<ul style="list-style-type: none"> • Identify the appropriate manners to follow during an interview • Perform a mock interview • Explaining the reasons to send an e-mail / letter 	<ul style="list-style-type: none"> • What are the rules of job interview etiquette? • How do I create a checklist to prepare for an interview? • How did I perform during a mock interview? • Why is it important to send an email/letter to set up an interview? 	<p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

Tier 1 Additional Resources: ELA

Vocational Scope and Sequence Pacing Calendar

<p>September - October 2020</p>	<ul style="list-style-type: none"> ➤ Personal Interests: https://share.nearpod.com/cjCQBWFmD7 ➤ Abilities: https://share.nearpod.com/1VI2XlaHH4 ➤ Hobbies and interests: https://www.esl101.com/resources/hobbies-and-interest-lesson-plan#.X01mGhNKiRs ➤ Describe Strengths and Weaknesses: https://share.nearpod.com/1WFU4cmLp9
<p>November – December 2020</p>	<ul style="list-style-type: none"> ➤ Preparing a resume: https://share.nearpod.com/vfXJPLeyLQ ➤ Growth Mindset: https://share.nearpod.com/RSmF4WgaiQ ➤ Stories about Jobs: https://share.nearpod.com/wEGpVCAGp9
<p>January – February 2021</p>	<ul style="list-style-type: none"> ➤ Creating Classroom Jobs: https://www.scholastic.com/teachers/blog-posts/tiffani-mugurussa/creating-classroom-jobs/ ➤ Job Interview basics: https://share.nearpod.com/nIyoBXGyLQ ➤ Conducting an interview: https://www.brainpop.com/english/writing/conductinganinterview/
<p>March - April 2021</p>	<ul style="list-style-type: none"> ➤ Thriving on the job: https://share.nearpod.com/Gno1H6ByLQ ➤ Time management: https://share.nearpod.com/KzLIVGt2F5 ➤ Communicating with peers and supervisors: https://share.nearpod.com/rHPTRGcyLQ
<p>May – June 2021</p>	<ul style="list-style-type: none"> ➤ Employee Rights: https://share.nearpod.com/vKiNeQKxLQ ➤ Application and Interviews: https://www.scholastic.com/teachers/lesson-plans/teaching-content/applications-and-interviews/ ➤ Communication in the Workplace: https://share.nearpod.com/tYn85EZbaT

September –October 2020

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Theme: Personal Information Unit: Important address and phone number of home / school/ work</p> <p>Book 1: Job and Career Exploration p. 10, 36-40 Book 2: Work-Based Learning p. 9-17</p> <p>Life Skills Lessons (Math) p. 8</p>	<ul style="list-style-type: none"> Identify numbers in sequence and patterns Identify AM & PM Identifying activities for different times of day (AM/PM) Identify when a schedule is used and how to follow one 	<ul style="list-style-type: none"> What is AM & PM? What are activities for different times of the day (AM/PM)? What is a schedule and when do you use one? How do you follow a schedule? How do you sequence numbers and identify patterns? 	<p>G-MG.1-3 Use properties of geometric shapes to describe real life objects.</p>
<p>Theme: Personal Information Unit: Important numbers for forms (age, date of birth, ID number, SS number)</p> <p>Book 2: Work-Based Learning p. 11 Life Skills Lessons (Math) p. 8</p>	<ul style="list-style-type: none"> Identify important addresses/ phone numbers of home, school and work Identify and memorize important numbers: age, date of birth, ID number and social security number Fill out forms that ask for age, date of birth, ID number, social security number, etc. 	<ul style="list-style-type: none"> Where can I find my personal information? What are some important addresses, phone numbers at home, school and work? What are some important numbers and how do you store them? How can you use your personal information to fill out a form? 	<p>EE.G-CO.1. Know the attributes of perpendicular lines, parallel lines, and line segments; angles; and circles.</p> <p>CDOS 3a-1. Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions</p>
<p>Theme: Personal Information Unit: Using a map to follow directions to find an address</p> <p>Life Skills Lessons (Math) p. 8 Book 2: Work-Based Learning p. 35-40</p> <p>Book 4: Focus on Workplace Readiness (Part 2) p. 66-67, 117-118</p> <p>Reference Thinking Map: p. 12,13</p>	<ul style="list-style-type: none"> Analyze the components of a map Identify the address of various places in the community Find the directions to a place in the community using a map (physical and digital map) 	<ul style="list-style-type: none"> What are the components of a map? What are the addresses of various places in the community? How do you find the directions to a place in the community using a map (physical and digital map)? 	<p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

November-December 2020

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Theme: Personal Finance Unit: Understanding Salaries</p> <p>Attainment's Explore Budgeting p. 59-90</p> <p><u>Supplemental Material:</u> Life Skills Lessons (Math) p.8</p>	<ul style="list-style-type: none"> Identify salaries for different careers Discuss information found on a check / pay stub Describe and compare wage laws / minimum wage requirements 	<ul style="list-style-type: none"> What are some salaries for different careers? What is some information found on checks/pay stubs? What are some wage laws in your state and other states? What are minimum wage requirements in your state? 	<p>S-ID.1-2 Given data, construct a simple bar graph (table, line, pie, bar or picture) and interpret the data.</p> <p>S-ID.3 Interpret general trends on a graph or chart.</p> <p>S-ID.4 Calculate the mean of a given data set</p>
<p>Theme: Personal Finance Unit: Understanding Monthly Income</p> <p>Attainment's Explore Budgeting p. 59-90</p> <p><u>Supplemental Material:</u> Life Skills Lessons (Math) p.8</p>	<ul style="list-style-type: none"> Identify ways to increase your income Discuss the difference between a fulltime / part time job / volunteer work Differentiate needs from wants 	<ul style="list-style-type: none"> What are the ways to increase your income? What are the differences between fulltime and part-time jobs or volunteer work? What are the bills you must pay? How do you track expenses? 	<p>CDOS: CDOS 3a-7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity</p>
<p>Theme: Personal Finance Unit: Understanding Savings</p> <p>Book 4: Focus on Workplace Readiness (Part 1) p. 66-78</p> <p>Attainment's Explore Budgeting p. 93-114</p> <p><u>Supplemental Material:</u> Life Skills Lessons (Math) p.8</p> <p>Reference Thinking Map: p. 12,13</p>	<ul style="list-style-type: none"> Determine the cost of products/services (cost of living) Developing a monthly budget and tracking daily expenses using a log Explain the importance of saving money for the future 	<ul style="list-style-type: none"> How do you identify coins and bills? What are the steps when paying for an item at a store? What are some ways in which you can manage money? How do you compare salaries and expenses? How do you budget and save to buy items at a store? What should you do when you have no money to make a purchase? 	<p>DLM</p> <p>F-2- Recognize same F-45- Order Objects F-61- arrange objects in pairs M-76- Classify F-71- Recognize patterns F-84- Recognize Separateness F-38- Recognize set F-63- Combine F-27- Use perceptual subitizing F-72- Partition sets F-59- Recognize subset F-30- Combine sets</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

January-February 2021			
Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Theme: Managing Time & Budgeting Unit: Identifying Time</p> <p>Book 4: Focus on Workplace Readiness (Part 1) p. 13-24 Life Skills Lessons (Math) p. 8</p>	<ul style="list-style-type: none"> Identify components of time Tell time (analog vs. Digital) Determine ways to help be on time (punctuality, adequate time, elapsed time, set an alarm clock) 	<ul style="list-style-type: none"> What are the components of time? How do you tell time using an analog clock vs. a digital clock? How can we practice time management? 	<p>A-SSE.1 Identify an algebraic equation involving one operation with one variable to represent a real world problem</p> <p>CDOS: CDOS 3a-3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.</p>
<p>Theme: Managing Time & Budgeting Unit: Creating and following a Schedule</p> <p>Book 4: Focus on Workplace Readiness (Part 1) p. 13-24</p>	<ul style="list-style-type: none"> Create a schedule Assess whether the schedule was used correctly Track work schedule 	<ul style="list-style-type: none"> How do you create a schedule? How do you assess whether the schedule was used correctly? How do I track my work schedule? 	<p>CDOS 3a-7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity</p> <p>DLM F-2- Recognize same F-67- Compare objects for sameness F-65- Recognize attribute values F-76- Recognize different F-52- contrast objects F-45- Order Objects F-61- arrange objects in pairs M-76- Classify F-71- Recognize patterns F-84- Recognize Separateness F-38- Recognize set F-63- Combine F-27- Use perceptual subitizing</p>
<p>Theme: Managing Time & Budgeting Unit: Daily Budgets</p> <p>Attainment's Explore Budgeting p. 5-32, 35-56 Life Skills Lessons (Math) p. 8</p> <p>Reference Thinking Map: p. 12,13</p>	<ul style="list-style-type: none"> Identify a daily budget Create a daily budget Identify items to stay within your budget Identify a discount/items on sale Identify checking, debit and credit Differentiate between ordering/buying food vs. shopping for food Identify ways to save daily 	<ul style="list-style-type: none"> What is a daily budget? How do you create a daily budget? How do you identify items to stay within your budget? What is a discount? How do you get a discount? How do you differentiate between checking, debit and credit cards? What are the differences between ordering/buying food vs. shopping for food? How do you identify ways to save daily? 	<p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

March – April 2021

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CD OS
<p>Theme: Spatial Awareness & Budgeting Unit: Math in the Community</p> <p>Book 2: Work-Based Learning p. 26-29 Life Skills Lessons (Math) p. 8</p>	<ul style="list-style-type: none"> Identify the size of different objects (packages) Identify various shapes Engage in spatial recognition Match appropriate box sizes for items Use appropriate measuring tools 	<ul style="list-style-type: none"> What are the sizes of different objects (packages)? How can we compare the names and properties of different shapes? How can you describe the similarities and differences shapes? How do we engage in spatial recognition and awareness? How do you match appropriate box sizes for items? How do you use appropriate measuring tools? 	<p>N-CN.2.b Solve real world problems involving addition and subtraction of decimals, using models when needed.</p> <p>N-CN.2.c Solve real world problems involving multiplication of decimals and whole numbers, using models when needed.</p> <p>CDOS 3a-3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.</p> <p>CDOS 3a-7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity</p>
<p>Theme: Spatial Awareness & Budgeting Unit: Creating a Weekly Budget</p> <p>Attainment's Explore Budgeting p. 59-90 Life Skills Lessons (Math) p. 8</p>	<ul style="list-style-type: none"> Identify ways to make a weekly budget Identify weekly expenses Fill in a form for a weekly budget Differentiating between credit, debit or cash Identify the components of a check Identify how and when to use coupons 	<ul style="list-style-type: none"> How do you make a weekly budget? How do you read a check? What are the components of a check? What is a credit card and how do you use it? When should you use a credit card, debit or cash? What are ways to save money? How do you budget your expenses? When and how do you use coupons? 	<p>CDOS 3a-3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.</p> <p>CDOS 3a-7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity</p>
<p>Theme: Spatial Awareness & Budgeting Unit: Creating a Monthly Budget</p> <p>Attainment's Explore Budgeting p. 93-114 Life Skills Lessons (Math) p. 8</p> <p>Reference Thinking Map: p. 12,13</p>	<ul style="list-style-type: none"> Identify ways to make a monthly budget Identify monthly expenses Fill in a form for a monthly budget Identify ways to shop online Identify ways to pay bills such as cellphones and credit cards Identify ways to save money Identify ways to plan ahead 	<ul style="list-style-type: none"> How do you make a monthly budget? How do you make car, insurance, rent/house, etc. payments? How do you shop online? What is insurance? Where should you budget your extra money? How do you manage your budget to plan ahead? 	<p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

Tier 1: Mathematics

Vocational Scope and Sequence Pacing Calendar

May – June 2021			
Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Theme: Sales, Taxes & Loans Unit: Thrifty Thinking</p> <p>Attainment's Explore Budgeting p. 117-144 Life Skills Lessons (Math) p. 8</p>	<ul style="list-style-type: none"> Identify sales at a store (online or physical store) Decide what a bargain is Compare prices in different stores 	<ul style="list-style-type: none"> What is a sale? How do you identify sales at a physical or online store? How do you decide whether an item is a bargain or not? 	<p>S-ID.1-2 Given data, construct a simple bar graph (table, line, pie, bar or picture) and interpret the data.</p> <p>S-ID.3 Interpret general trends on a graph or chart.</p> <p>S-ID.4 Calculate the mean of a given data set</p>
<p>Theme: Sales, Taxes & Loans Unit: Loans and Investments</p> <p>Attainment's Explore Budgeting p. 117-144 Life Skills Lessons (Math) p. 8</p>	<ul style="list-style-type: none"> Identify what loans are Identify different types of loans Identify how to make loan payments Identify what a fine/late fee 	<ul style="list-style-type: none"> What is a loan? When and why do we use loans? How do you make bill payments? How can you avoid a fine/late fee? 	<p>A-CED.1 Create an equation involving one operation and one variable and use it to solve a real world problem.</p> <p>CDOS 3a-7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity</p>
<p>Theme: Sales, Taxes & Loans Unit: Taxes</p> <p>Attainment's Explore Budgeting p. 147-176 Life Skills Lessons (Math) p. 8</p> <p>Reference Thinking Map: p. 12,13</p>	<ul style="list-style-type: none"> Identify what taxes are Identify when taxes are used (clothing, food, paycheck/pay stub, salary, income tax, etc.) 	<ul style="list-style-type: none"> What items are taxed? Why? How do you read a paycheck stub? What are deductions? 	<p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

Tier 1 Additional Resources: Mathematics

Vocational Scope and Sequence Pacing Calendar

<p>September - October 2020</p>	<ul style="list-style-type: none"> ➤ Personal information: https://www.scholastic.com/teachers/lesson-plans/teaching-content/completing-job-application/ ➤ Reading Maps: https://share.nearpod.com/gsf2kc1IzO ➤ Completing a Job Application: https://www.scholastic.com/teachers/lesson-plans/teaching-content/completing-job-application/ ➤ Telling Time: https://share.nearpod.com/vsph/4AxOXRQdQz
<p>November – December 2020</p>	<ul style="list-style-type: none"> ➤ Bank Checks: https://www.brainpop.com/socialstudies/economics/banking/ ➤ Counting Money: https://share.nearpod.com/vsph/0pWZACcMEA ➤ Money: https://www.brainpop.com/socialstudies/economics/money/ ➤ Money planning: https://www.scholastic.com/teachers/sponsored-content/18-19/regions/lesson-2-money-planning/
<p>January – February 2021</p>	<ul style="list-style-type: none"> ➤ Telling Time: https://share.nearpod.com/R1I11QX8v0 ➤ Elapsed Time: https://www.brainpop.com/math/dataanalysis/elapsedtime/ ➤ Budget: https://share.nearpod.com/7GR2V503GQ ➤ Calculate Discount and Markup: https://share.nearpod.com/e/ZQtF3tVMp9 ➤ Time Management: https://share.nearpod.com/vsph/RwYOwaLCYG
<p>March - April 2021</p>	<ul style="list-style-type: none"> ➤ Math Tools: https://www.scholastic.com/teachers/articles/teaching-content/math-tools/ ➤ Online Safety: https://www.brainpop.com/technology/digitalcitizenship/onlinesafety/ ➤ Value of Money and Budgeting: https://share.nearpod.com/FtBqRGKeiQ ➤ Credit Card: https://share.nearpod.com/e/pHhVKywNp9
<p>May – June 2021</p>	<ul style="list-style-type: none"> ➤ How Do You Actually Buy a House?: https://share.nearpod.com/bB1vsicVq9 ➤ Taxes: https://www.brainpop.com/math/ratioproportionandpercent/taxes/ ➤ Menu Math and Grocery Shopping Math: https://share.nearpod.com/TgSyu6n8hQ ➤ Managing Credit: https://share.nearpod.com/XeB7VOuHGQ ➤ Debt: https://www.brainpop.com/math/ratioproportionandpercent/debt/

Tier 1: Social Studies

Vocational Scope and Sequence Pacing Calendar

September – October 2020

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Theme: Who am I? Unit: Discovering Me</p> <p>Book 1: Job and Career Exploration p. 3-9, 81</p> <p>Book 2: Work-Based Learning p. 3-8</p> <p><u>Supplemental Material:</u> Life Skills Lessons (Social Studies) p. 60, 66, 68, 69, 74, 87</p>	<ul style="list-style-type: none"> • Create a chart/timeline of your life • Identify diversity and its benefits • Identify examples of needs (food, clothing, and shelter) and wants in various images. 	<ul style="list-style-type: none"> • Who am I? • What makes you unique? • Why is knowing your strengths, preferences, & interests important? 	<p>EE.RI.9-10.3 Determine logical connections between individuals, ideas, or events in a text.</p> <p>EE.RI.9-10.2 Determine the central idea of the text and select details to support it.</p> <p>EE.RI.9-10.10 Demonstrate understanding, while active engaged in reading or listening to literary nonfiction.</p> <p>CDOS: CDOS-3b-2 Technology: Use the computer and a variety of input devices (e.g., handwriting, keyboard, mouse, stylus, scanner, voice) as tools to process information and to assist in making decisions.</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>
<p>Theme: Who am I? Unit: Discovering My World</p> <p>Book 1: Job and Career Exploration p. 36-42, 44-45, 74, 87</p> <p>Book 2: Work-Based Learning p. 33-34, 67, 81, 96-98</p> <p><u>Supplemental Material</u> Life Skills Lessons (Social Studies) p. 56, 57, 59, 71, 77, 82, 90</p> <p>Reference Thinking Map: p. 6,7,8,9,10,11</p>	<ul style="list-style-type: none"> • Discuss why taking turns is important for getting along • Identify ways / skills needed for making new friends • Explain and demonstrate steps to take when solving a problem. • Identify times when you can help others 	<ul style="list-style-type: none"> • How do you get along with others? • How do you make friends? • How do you solve problems with others? • What makes someone a good worker? 	
<p>Technology Theme: Typing</p>	<ul style="list-style-type: none"> • Identify the parts of a computer/laptop/tablet • Identify alphabet on a keyboard • Type letters, words, sentences, or paragraphs • Explain the ways computers/laptops/tables are used every day 	<ul style="list-style-type: none"> • How are computers used in our daily lives? • Where are the parts of a computer/laptop/tablet located? • How can using technology help me in the future? 	

Tier 1: Social Studies

Vocational Scope and Sequence Pacing Calendar

November – December 2020

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Theme: Cultural Background Unit: My Family</p> <p>Book 1: Job and Career Exploration p. 67-68, 80, 83-86 Book 2: Work-Based Learning p. 3-17, 48, 54, 64, 70-73, 106</p> <p><u>Supplemental Material:</u> Life Skills Lessons (Social Studies) p. 56, 65-67, 70, 75, 78-79</p>	<ul style="list-style-type: none"> Recognize the different type of groups (race, religious, age, gender, etc.) to which we belong Discuss roles of different family members, homes, and activities Identify and demonstrate the impact of helping others 	<ul style="list-style-type: none"> What groups do you belong to? How do family members care for each other? How do families change over time? Why do you celebrate different family traditions? What do good neighbors/community members do? 	<p>EE.SL.11-12.1 Engage in collaborative discussions.</p> <p>EE.RI.9-10.3 Determine logical connections between individuals, ideas, or events in a text</p>
<p>Theme: Cultural Background Unit: My School</p> <p>Book 1: Job and Career Exploration p. 24, 36-44, 58, 60-66, 74-80, 87 Book 2: Work-Based Learning p. 13-15, 41-48, 62-67, 81, 85, 96</p> <p><u>Supplemental Material</u> Life Skills Lessons (Social Studies) p. 56, 59, 62, 65, 68, 71, 77, 82, 83, 87</p> <p>Reference Thinking Map: p. 6,7,8,9,10,11</p>	<ul style="list-style-type: none"> Describe your social interactions in school Explain the importance of learning from your peers Discover why rules are needed Discuss the importance of rules 	<ul style="list-style-type: none"> How do we handle disagreements? Why do schools and careers have rules? How do we work as a team on a task? How can my peers help me? 	<p>CDOS-3b-2 Technology: -Identify transferable skills that might be necessary for continued employment -Use the computer and a variety of input devices (e.g., handwriting, keyboard, mouse, stylus, scanner, voice) as tools to process information and to assist in making decisions.</p> <p>CDOS 3b-6: Interpersonal Dynamics Students-exhibit interpersonal skills essential for success in the multinational business world, demonstrate basic leadership abilities/skills, and function</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>
<p>Technology Theme: Internet Safety</p>	<ul style="list-style-type: none"> Identify internet safety Determine ways to be safe on the internet Discuss the importance of internet safety 	<ul style="list-style-type: none"> What is internet safety? What are some ways to be safe on the internet? What is the importance of internet safety? 	

Tier 1: Social Studies

Vocational Scope and Sequence Pacing Calendar

January – February 2021

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Theme: Community Unit: My Community</p> <p>Book 1: Job and Career Exploration p. 17-23,31-44, 74-77, 81-86</p> <p>Book 2: Work-Based Learning p. 48-52, 62-64, 71-73</p> <p><u>Supplemental Material:</u> Life Skills Lessons (Social Studies) p. 56, 59, 60-66, 69, 74, 77-81, 84, 86, 89</p>	<ul style="list-style-type: none"> • Design a community that includes places to live & work • Create presentation representing service workers and write descriptions of their workers’ job that they then present at a “job fair.” • Access Community Resources 	<ul style="list-style-type: none"> • What opportunities are in my community? • How are services provided by the community used by the people who live in it? • How can I be a smart consumer? • How do I access community resources? 	<p>EE.RI.11-12.3 Determine how individuals, ideas, or events change over the course of the text.</p> <p>EE.SL.11-12.1 Engage in collaborative discussions.</p> <p>EE.RL.11-12.2 Recount the main events of a text which are related to the theme or central idea.</p> <p>EE.RI.9-10.10 Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.</p>
<p>Theme: Community Unit: My Impact on the Environment</p> <p>Book 1: Job and Career Exploration p. 77-92 69-87</p> <p>Book 2: Work-Based Learning p. 10-15, 41-48, 62-64, 81, 96-99, 104-107</p> <p><u>Supplemental Material</u> Life Skills Lessons (Social Studies) p. 56-65, 72, 74-77, 82-89</p> <p>Reference Thinking Map: p. 6,7,8,9,10,11</p>	<ul style="list-style-type: none"> • Research problems in the community • Propose possible solutions to given community problems • Compare community solutions with how people solve these problems today 	<ul style="list-style-type: none"> • How do people impact our community/environment? • How can people advocate and solve problems that arise in the community? • How can one person make a difference? • How do citizens help their communities? 	<p>CDOS:</p> <p>CDOS 3b-6. Interpersonal Dynamics- exhibit interpersonal skills essential for success in the multinational business world, demonstrate basic leadership abilities/skills, and function effectively as members of a work group or team.</p> <p>CDOS 3b-2 Technology -Identify and use software programs for specific applications such as word processing, database management, graphics, and telecommunications -Use the computer and a variety of input devices (e.g., handwriting, keyboard, mouse, stylus, scanner, voice) as tools to process information and to assist in making decisions.</p>
<p>Technology theme: Surfing the Internet & Researching Jobs</p>	<ul style="list-style-type: none"> • Access the internet • “Surf” the web safely • Use several search engines • Research jobs and career areas 	<ul style="list-style-type: none"> • How do you access the internet? • How do I “surf” the internet safely? • How do you use several search engines? • How do you research about jobs and career areas? • What websites are creditable for research? 	<p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

Tier 1: Social Studies

Vocational Scope and Sequence Pacing Calendar

March – April 2021

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Theme: Globalization Unit: Our Community and Beyond</p> <p>Book 1: Job and Career Exploration p. 17-23,31-44, 74-77, 81-86 Book 2: Work-Based Learning p. 48-52, 62-64, 71-73</p> <p><u>Supplemental Material:</u> Life Skills Lessons (Social Studies) p. 56, 59, 60-66, 69, 74, 77-81, 84, 86, 89</p>	<ul style="list-style-type: none"> • Locate your community on a map • Write and illustrate travel brochures for four communities in your neighborhood • Discover what happens to economies when people travel from place to place 	<ul style="list-style-type: none"> • How does geography affect the way we live? • How can we encourage people from other communities to travel to our community? • How does it affect an economy when people travel from one place to the next? 	<p>EE.RI.11-12.3 Determine how individuals, ideas, or events change over the course of the text.</p> <p>EE.SL.11-12.1 Engage in collaborative discussions.</p> <p>EE.RI.9-10.9 Make connections between texts with related themes and concepts.</p> <p>CDOS-3b-2 Technology: -Identify and use software programs for specific applications such as word processing, database management, graphics, and telecommunications -Use the computer and a variety of input devices (e.g., handwriting, keyboard, mouse, stylus, scanner, voice) as tools to process information and to assist in making decisions.</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>
<p>Theme: Globalization Unit: Regions of our Country/the World</p> <p>Book 1: Job and Career Exploration p. 17-23,31-44, 74-77, 81-86 Book 2: Work-Based Learning p. 48-52, 62-64, 71-73</p> <p><u>Supplemental Material:</u> Life Skills Lessons (Social Studies) p. 56, 59, 60-66, 69, 74, 77-81, 84, 86, 89</p> <p>Reference Thinking Map: p. 6,7,8,9,10,11</p>	<ul style="list-style-type: none"> • Read about different groups and draw images/symbols to represent that group's experience • Distinguish between different regions of the US and the world beyond • Compare cities v. towns and cultural traditions of comparative locales. 	<ul style="list-style-type: none"> • What factors shape a community's culture? • How have different groups contributed to the United States? • How do people live in the Northeast? • What are different parts of the world like? 	<p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>
<p>Technology Theme: Creating an E-mail Address</p>	<ul style="list-style-type: none"> • Identify what an email address is • Create an e-mail • Discuss the importance of a resume and email address 	<ul style="list-style-type: none"> • What is an email address? • How do you create an email address? • What is the importance of an email address? • What are the etiquette rules for emailing? 	

Tier 1: Social Studies

Vocational Scope and Sequence Pacing Calendar

May – June 2021

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Theme: Looking to the Future Unit: Developing 21st Century Skills</p> <p>Book 1: Job and Career Exploration p. 17-35, 49-59</p> <p>Book 2: Work-Based Learning p. 47-52, 66-67, 95-107</p> <p><u>Supplemental Material:</u> Life Skills Lessons (Social Studies) p. 56-60, 81, 86-88</p>	<ul style="list-style-type: none"> Identify different web browsers Complete steps to research topics / job openings using web browsers Compose, send, and follow-up on e-mail messages. Name, sort, and organize electronic documents on desktop folders 	<ul style="list-style-type: none"> Where do I discover facts needed to answer important questions? How do I find job opportunities? How do I communicate effectively using technology? How do I organize documents using a computer? 	<p>EE.W.11-12.6 Use technology, including the internet, to produce, publish, and update an individual or shared writing project.</p> <p>EE.SL.11-12.1 Engage in collaborative discussions.</p> <p>EE.SL.11-12.5 Use digital media strategically (eg. textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.</p>
<p>Theme: Looking to the Future Unit: Planning for the Future</p> <p>Book 1: Job and Career Exploration p. 3-5, 17-23, 49-59, 77-82</p> <p>Book 2: Work-Based Learning p. 3-9, 41-49, 62, 73, 85-107</p> <p><u>Supplemental Material</u> Life Skills Lessons (Social Studies) p. 55-56, 64-67, 79, 80, 83, 87-90</p> <p>Reference Thinking Map: p. 6,7,8,9,10,11</p>	<ul style="list-style-type: none"> Describe the skills that these new jobs will require Explore how modes of transportation may evolve overtime Discuss the role that your school plays in preparing you for your future 	<ul style="list-style-type: none"> What skills should you develop to be prepared for future career? How will you travel from home to your destination? How does school help you prepare for your future? 	<p>CDOS-3b-2 Technology: -Identify and use software programs for specific applications such as word processing, database management, graphics, and telecommunications -Use the computer and a variety of input devices (e.g., handwriting, keyboard, mouse, stylus, scanner, voice) as tools to process information and to assist in making decisions. -Describe an educational program appropriate to the requirements for one job (e.g., technician, engineer, or technology education teacher)</p>
<p>Technology Theme: Create Your Own Game</p>	<ul style="list-style-type: none"> Identify games (physical, on the computer, online, etc.) Follow the steps to create a game online Play the game to assess if it works smoothly Connect skills to create a game to vocational skills 	<ul style="list-style-type: none"> How are physical, board, and computer games similar and/or different? How can you create a game online? How do you assess your game to see if it worked smoothly? How are vocational skills used to create a computer/online game? 	<p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

Tier 1 Additional Resources: Social Studies

Vocational Scope and Sequence Pacing Calendar

<p>September – October 2020</p>	<ul style="list-style-type: none"> ➤ About Me: https://www.scholastic.com/teachers/lesson-plans/teaching-content/activity-plan-4-5-all-about-me/ ➤ Friendships, Communication, & Problem Solving: https://share.nearpod.com/RKUUIqe6hQ ➤ Celebrating Differences: https://choices.scholastic.com/issues/2019-20/020120/she-s-celebrating-differences.html ➤ Accepting Differences: https://www.edutopia.org/blog/lesson-plan-helping-young-children-learn-accept-differences-maurice-elias
<p>November – December 2020</p>	<ul style="list-style-type: none"> ➤ Family Traditions: https://nyc.discoveryeducation.com/learn/videos/5d04f445-d198-45b4-8ad6-02acc31cf1d7/ ➤ Family Traditions (Spanish): https://nyc.discoveryeducation.com/learn/videos/0f291792-f36e-4d9d-bb2a-418c6171718d/ ➤ Getting Involved in the Community: https://kidshealth.org/en/parents/volunteer.html ➤ Building School Community: https://share.nearpod.com/vsph/vBHcnQoITG ➤ Culture: https://www.brainpop.com/socialstudies/culture/
<p>January – February 2021</p>	<ul style="list-style-type: none"> ➤ Community Resources: https://share.nearpod.com/W03qyCd4iQ ➤ Goods and Services: https://nyc.discoveryeducation.com/learn/player/b92777b9-62d7-4013-98c4-59a718d5883a ➤ How Leaders and Events Shape Communities: https://nyc.discoveryeducation.com/learn/player/50eae9d8-a9cf-42af-889c-d5df7a565728 ➤ Using the Environment/Natural Resources: https://www.brainpop.com/science/energy/naturalresources/ ➤ Making a Difference: https://choices.scholastic.com/pages/text-sets/making-a-difference.html
<p>March – April 2021</p>	<ul style="list-style-type: none"> ➤ Maps & Mapping: https://nyc.discoveryeducation.com/learn/videos/fe2944f4-6363-412c-ad12-764d00f3004d/ ➤ American Cultures: https://www.livescience.com/28945-american-culture.html ➤ Urban, Suburban, Rural Communities: https://share.nearpod.com/HSx9fCKCCQ ➤ The Study of Culture: Geography: https://nyc.discoveryeducation.com/learn/player/2a5bb2cc-f6ff-4827-9d23-b5a519a8ca99 ➤ Sending an Email: https://jr.brainpop.com/artsandtechnology/technology/email/
<p>May – June 2021</p>	<ul style="list-style-type: none"> ➤ Cultural Communication: https://nyc.discoveryeducation.com/learn/player/d3e037e8-1b63-44df-a371-bbd8747cb449 ➤ Jobs for Kids: https://www.thebalancecareers.com/jobs-for-kids-4161895 ➤ Vocational Skills: https://drive.google.com/file/d/1y46i-Tzgj6VzNdC4KB7yt22Ly-TsH7ew/view?usp=sharing ➤ Trains, Planes, Automobiles: https://share.nearpod.com/vsph/qBMMHH5uPz ➤ Travel and the Environment: https://share.nearpod.com/vsph/xxBI6UWfPz

September – October 2020

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Theme: Hygiene Unit: Viruses vs. Bacteria</p> <p>Life Skills Lessons (Science) p. 96, 99, 104-111, 116, 122, 125-128, 131, 133-134</p> <p><u>Supplemental Material:</u> Book 1: Job and Career Exploration p. 48-59, 67-69 Book 2: Work-Based Learning p. 59-64, 71-81</p>	<ul style="list-style-type: none"> Identify Viruses vs. Bacteria Identify where viruses and bacteria exist Discuss the illnesses they can cause Identify ways you can catch virus or bacteria at home/work/in the community 	<ul style="list-style-type: none"> What is a virus? What is bacteria? Where do viruses and bacteria exist? What illnesses can viruses and bacteria cause? What are some ways you can catch viruses or bacteria at home/work/in the community? 	<p>CCSS.ELA-LITERACY.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics</p> <p>EE.SL.9-10.1 Engage in collaborative discussions.</p>
<p>Theme: Hygiene Unit: Illness Prevention</p> <p>Life Skills Lessons (Science) p. 96, 99, 104-111, 116, 122, 125-128, 131, 133-134</p> <p><u>Supplemental Material:</u> Book 1: Job and Career Exploration p. 48-59, 67-69 Book 2: Work-Based Learning p. 59-64, 71-81</p>	<ul style="list-style-type: none"> Identify and discuss how to prevent germs virus from making us sick Discuss ways to clean your environment Discuss tools you can use to clean Show how to use the cleaning tools to prevent germs from spreading in all environments 	<ul style="list-style-type: none"> How do I stop germs /viruses from getting me sick? How can I clean my environment to prevent from getting sick? What tools can I use to clean away germs? How can I use cleaning tools to prevent germs from spreading in all environments? 	<p>EE.HS-LS1-4 Target Level: Use a model to illustrate how growth occurs when cells multiply</p> <p>CDOS: CDOS- 3B-1 Health Services-Academic Foundations: Identify and describe science concepts (anatomy and physiology, biology, chemistry, physics, growth/development</p>
<p>Theme: Hygiene Unit: Hygiene Routine</p> <p>Life Skills Lessons (Science) p. 95-95, 104, 106, 108-109, 111, 114, 116, 119, 133-134</p> <p><u>Supplemental Material:</u> Book 1: Job and Career Exploration p. 48-59, 67-69 Book 2: Work-Based Learning p. 59-64, 71-81</p> <p>Reference Thinking Map: p. 2,3,4,5</p>	<ul style="list-style-type: none"> Identify the term hygiene Describe hygiene routine to follow throughout the day Discuss and show how to wash hands and brush teeth Discuss how often to shower Sequence the steps to wash hands, brush teeth, bathe, etc. Identify reasons for having good hygiene at home and work 	<ul style="list-style-type: none"> How do I keep my body clean? Why is it important to wash our hands? How often should I brush my teeth? How often should I take a shower? What steps do I take to _____[name of hygiene routine]? Why is it important to keep good hygiene at home and work? 	<p>CDOS- 3B- 3 Health Services-Health Maintenance: Demonstrate good personal health habits to promote physical, mental, and social health Initial Level: Recognize that organisms are composed of cells</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

Tier 1: Science

Vocational Scope and Sequence Pacing Calendar

November – December 2020			
Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Theme: My Body Unit: Identify Different Parts of the Body</p> <p>Life Skills Lessons (Science) p. 95, 96, 102-104, 108-109, 115, 119, 121, 128, 132</p> <p><u>Supplemental Material:</u> Book 1: Job and Career Exploration p. 3-16, 12-23, 72-76, 80-87 Book 2: Work-Based Learning p. 3-6, 85-88</p>	<ul style="list-style-type: none"> Identify different parts of the body Identify the functions of different parts Identify uses of parts of the body when working (fingers, hands, arms, feet and legs) Identify items to keep your body safe (masks, gloves, cleanliness, etc.) 	<ul style="list-style-type: none"> What are the functions of different parts of the body? What are the uses of various parts of the body when working (fingers, hands, arms, feet and legs) What items do you need to keep your body safe during different weather, climate or wide spread illness problems? 	<p>CCSS.ELA-LITERACY.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics</p> <p>EE.SL.9-10.1 Engage in collaborative discussions.</p> <p>CDOS CDOS- 3B-1 Health Services- Academic Foundations: Identify and describe science concepts (anatomy and physiology, biology, chemistry, physics, growth/development)</p> <p>CDOS- 3B- 3 Health Services- Health Maintenance: Demonstrate good personal health habits to promote physical, mental, and social health</p>
<p>Theme: My Body Unit: Five Senses</p> <p>Life Skills Lessons (Science) p. 95-96, 101-104, 108-111, 115, 119, 121, 128-133</p> <p><u>Supplemental Material:</u> Book 1: Job and Career Exploration p. 3-16, 72-76 Book 2: Work-Based Learning p. 3-6, 85-88</p>	<ul style="list-style-type: none"> Identify and describe the five senses Describe the function of each sense Discuss the use of senses at the workplace 	<ul style="list-style-type: none"> How do I use my five senses? What sense do I use to complete a task? How do our senses help us at the workplace? 	<p>DLM: F-2- Recognize same F-67- Compare objects for sameness F-65- Recognize attribute values F-76- Recognize different M-76- Classify F-84- Recognize Separateness</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>
<p>Theme: My Body Unit: Systems in the Body</p> <p>Life Skills Lessons (Science) p. 95-96, 101-104, 108-111, 115, 119, 121, 128-133</p> <p><u>Supplemental Material:</u> Book 1: Job and Career Exploration p. 3-16, 72-76 Book 2: Work-Based Learning p. 3-6, 85-88</p> <p>Reference Thinking Map: p. 2,3,4,5</p>	<ul style="list-style-type: none"> Identify and describe different systems in the body (Cardiovascular, Digestive, Endocrine, Immune, Respiratory, and Nervous System) Discuss how systems in our body help us everyday Identify how to keep our systems healthy in order to do everyday tasks like working 	<ul style="list-style-type: none"> What are the different systems of our bodies? How do the systems of the body help us every day? How do we keep our systems healthy in order to do everyday tasks such as work? 	<p>DLM: F-2- Recognize same F-67- Compare objects for sameness F-65- Recognize attribute values F-76- Recognize different M-76- Classify F-84- Recognize Separateness</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

Tier 1: Science

Vocational Scope and Sequence Pacing Calendar

January – February 2021

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Theme: Health & Social Problems Unit: Stress</p> <p>Life Skills Lessons (Science) p. 94-95, 101, 104-106, 116, 123, 124, 126</p> <p><u>Supplemental Material:</u> Book 1: Job and Career Exploration p. 17-40, 60-80 Book 2: Work-Based Learning p. 13-55, 65-70</p>	<ul style="list-style-type: none"> Identify the term stress Identify and discuss causes of stress Discuss strategies to cope Discuss how stress can affect us at home, school and work 	<ul style="list-style-type: none"> What is stress? What are the causes of stress? Why do we feel stress? How can you get rid of stress? How can stress affect us at home, school and work? 	<p>CCSS.ELA-LITERACY.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics</p> <p>EE.SL.9-10.1 Engage in collaborative discussions.</p> <p>EE.HS-LS1-4 Target Level: Use a model to illustrate how growth occurs when cells multiply</p> <p>CDOS: CDOS- 3B-1 Health Services-Academic Foundations: Identify and describe science concepts (anatomy and physiology, biology, chemistry, physics, growth/development</p> <p>CDOS- 3B- 3 Health Services-Health Maintenance: Demonstrate good personal health habits to promote physical, mental, and social health</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>
<p>Theme: Health & Social Problems Unit: Bullying</p> <p>Life Skills Lessons (Science) p. 94-95, 101-102, 119, 122, 123</p> <p><u>Supplemental Material:</u> Book 1: Job and Career Exploration p. 17-40, 60-66 Book 2: Work-Based Learning p. 13-49, 65-70</p>	<ul style="list-style-type: none"> Identify the behaviors of bullying Identify and discuss causes and misconceptions of bullying Discuss ways to stop bullying Discuss how bullying affects us at home, school and work 	<ul style="list-style-type: none"> What is bullying? How do you know someone is being bullied? What can you do to stop bullying? How does bullying affect us at home, school and work? 	<p>CDOS- 3B-1 Health Services-Academic Foundations: Identify and describe science concepts (anatomy and physiology, biology, chemistry, physics, growth/development</p> <p>CDOS- 3B- 3 Health Services-Health Maintenance: Demonstrate good personal health habits to promote physical, mental, and social health</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>
<p>Theme: Health & Social Problems Unit: Illnesses</p> <p>Life Skills Lessons (Science) p. 96, 99, 104-111, 116, 122, 125-128, 131, 133, 134</p> <p><u>Supplemental Material:</u> Book 1: Job and Career Exploration p. 17-40, 60-66 Book 2: Work-Based Learning p. 13-49, 65-70</p> <p>Reference Thinking Map: p. 2,3,4,5</p>	<ul style="list-style-type: none"> Identify common illnesses Describe and explain the systems of asthma, cold and flu, diabetes, food allergies and obesity Discuss how these illnesses can affect us at home, school and work 	<ul style="list-style-type: none"> What are the names of some common illnesses? How do we contract these illnesses? What are the symptoms of _____[name of illness]? How can these illnesses affect us at home, school and work? 	<p>CDOS- 3B-1 Health Services-Academic Foundations: Identify and describe science concepts (anatomy and physiology, biology, chemistry, physics, growth/development</p> <p>CDOS- 3B- 3 Health Services-Health Maintenance: Demonstrate good personal health habits to promote physical, mental, and social health</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

Tier 1: Science

Vocational Scope and Sequence Pacing Calendar

March – April 2021

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Theme: Personal Fitness & Health Unit: Exercise Routine</p> <p>Life Skills Lessons (Science) p. 100, 105, 116, 118, 125</p> <p><u>Supplemental Material:</u> Book 1: Job and Career Exploration p. 41-45, 77-92 Book 2: Work-Based Learning p. 50-53, 104-107</p>	<ul style="list-style-type: none"> Identify fitness and exercise Identify, describe, and demonstrate exercises in a fitness routine Discuss the importance of a fitness routine Discuss why fitness is important to our health and how it connects to work/career readiness 	<ul style="list-style-type: none"> What is fitness and exercise? How do I perform a fitness activity? What is the importance of a fitness routine? Why is fitness and exercise important to our health? How does fitness and healthy connect to career readiness? 	<p>CCSS.ELA-LITERACY.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics</p> <p>EE.SL.9-10.1 Engage in collaborative discussions.</p> <p>EE.HS-LS1-4 Target Level: Use a model to illustrate how growth occurs when cells multiply</p> <p>CDOS: CDOS- 3B-1 Health Services- Academic Foundations: Identify and describe science concepts (anatomy and physiology, biology, chemistry, physics, growth/development</p> <p>CDOS- 3B- 3 Health Services- Health Maintenance: Demonstrate good personal health habits to promote physical, mental, and social health</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>
<p>Theme: Personal Fitness & Health Unit: Germs</p> <p>Life Skills Lessons (Science) p. 96, 99, 104-111, 116, 122, 125-128, 131, 133, 134</p> <p><u>Supplemental Material:</u> Book 1: Job and Career Exploration p. 41-45, 77-92 Book 2: Work-Based Learning p. 50-53, 104-107</p>	<ul style="list-style-type: none"> Demonstrate knowledge of germs Discuss how germs can make people sick Discuss what illnesses can be caused by germs Determine ways to prevent from catching germs and getting sick Identify what you should do when sick at home or work 	<ul style="list-style-type: none"> What is a germ? How do germs / viruses get us sick? What illnesses can be caused by germs? How do you prevent ways from catching germs and getting sick? What should you do if you are sick at home or work? 	<p>CDOS: CDOS- 3B-1 Health Services- Academic Foundations: Identify and describe science concepts (anatomy and physiology, biology, chemistry, physics, growth/development</p> <p>CDOS- 3B- 3 Health Services- Health Maintenance: Demonstrate good personal health habits to promote physical, mental, and social health</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>
<p>Theme: Personal Fitness & Health Unit: Healthy vs. JunkFoods</p> <p>Life Skills Lessons (Science) p. 111, 112, 114, 116, 119, 123, 128, 130, 132, 134</p> <p><u>Supplemental Material:</u> Book 1: Job and Career Exploration p. 41-45, 77-92 Book 2: Work-Based Learning p. 50-53, 104-107</p> <p>Reference Thinking Map: p. 2,3,4,5</p>	<ul style="list-style-type: none"> Identify, describe, and discuss healthy vs. unhealthy/junk foods Read and understand nutrition labels Discuss how eating healthy vs. unhealthy foods affects your health Determine how to stay healthy to be productive at work 	<ul style="list-style-type: none"> What makes food healthy? What makes food unhealthy? How do I read and understand nutrition labels? How does eating healthy or unhealthy food affect my health? What are some ways you can stay healthy to be productive at work? 	<p>CDOS: CDOS- 3B-1 Health Services- Academic Foundations: Identify and describe science concepts (anatomy and physiology, biology, chemistry, physics, growth/development</p> <p>CDOS- 3B- 3 Health Services- Health Maintenance: Demonstrate good personal health habits to promote physical, mental, and social health</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

Tier 1: Science

Vocational Scope and Sequence Pacing Calendar

May – June 2021

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Theme: Illness & Calling Out Sick Unit: Personal Vs. Sick Days</p> <p>Life Skills Lessons (Science) p. 96, 99, 104-111, 116, 122, 125-128, 131, 133, 134</p> <p><u>Supplemental Material:</u> Book 1: Job and Career Exploration p. 24, 41, 44, 74, 76, 80-81 Book 2: Work-Based Learning p. 54-55, 89-103</p>	<ul style="list-style-type: none"> Identify personal day Identify sick day Identify times when to take personal days vs. sick days Discuss whether it is important to take sick and personal days at work 	<ul style="list-style-type: none"> What is a personal day? What is a sick day? When should I call out for a sick day or personal day? Is it important to take sick and personal days at work? 	<p>CCSS.ELA-LITERACY.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics</p> <p>EE.SL.9-10.1 Engage in collaborative discussions.</p> <p>EE.HS-LS1-4 Target Level: Use a model to illustrate how growth occurs when cells multiply</p> <p>CDOS: CDOS- 3B-1 Health Services-Academic Foundations: Identify and describe science concepts (anatomy and physiology, biology, chemistry, physics, growth/development</p>
<p>Theme: Illness & Calling Out Sick Unit: Reading Temperature on a Thermometer</p> <p>Life Skills Lessons (Science) p. 105, 107, 113, 117, 120, 126, 130-131</p> <p><u>Supplemental Material:</u> Book 1: Job and Career Exploration p. 24, 41, 44, 74, 76, 80-81 Book 2: Work-Based Learning p. 54-55, 89-103</p>	<ul style="list-style-type: none"> Identify a thermometer and its uses Read a thermometer (digital vs. mercury) Compare the thermometer to an average temperature Identify when you have a fever 	<ul style="list-style-type: none"> What is a thermometer and what are its uses? How do you read a thermometer? What is the body's average temperature? What temperature would be considered a fever? 	<p>CDOS 3B- 3 Health Services- Health Maintenance: Demonstrate good personal health habits to promote physical, mental, and social health</p> <p>CDOS 3a-5. Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.</p>
<p>Theme: Illness & Calling Out Sick Unit: Seeing the Doctor</p> <p>Life Skills Lessons (Science) p. 95, 107, 113-114, 120, 122, 124, 126-129, 133-134</p> <p><u>Supplemental Material:</u> Book 1: Job and Career Exploration p. 24, 41, 44, 74, 76, 80-81 Book 2: Work-Based Learning p. 54-55, 89-103</p> <p>Reference Thinking Map: p. 2,3,4,5</p>	<ul style="list-style-type: none"> Identify different types of doctors to see for specific illnesses Match illnesses to the type of doctor that can help you Describe how to make an appointment (in person, phone or online) Identify steps to follow when in doctor's office Discuss where to get medicine from Identify how to get a doctor's note for your employer 	<ul style="list-style-type: none"> What type of doctors are there? When _____[part of body] hurts, what type of doctor should I call? How do I make an appointment to see a doctor? What steps should I follow when in a doctor's office? Where can I get the medicine my doctor prescribed? How do you get a doctor's note for your employer? 	<p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/document/s/ERP/foundational_maps-all_grades.pdf</p>

Tier 1 Additional Resources: Science

Vocational Scope and Sequence Pacing Calendar

<p>September – October 2020</p>	<ul style="list-style-type: none"> ➤ Virus & Bacteria: https://share.nearpod.com/piqo2t1FT4 ➤ Covid-19: https://share.nearpod.com/6hmN9v9vY4 ➤ Washing Your Hands: https://share.nearpod.com/HEMTJuXwY4 ➤ How Soap Works: https://www.brainpop.com/socialstudies/news/howsoapworks/ ➤ Personal Hygiene: https://www.brainpop.com/health/personalhealth/personalhygiene/
<p>November – December 2020</p>	<ul style="list-style-type: none"> ➤ Body Parts: https://nyc.discoveryeducation.com/learn/player/60505855-4225-4a56-86d1-af54fe0004e5 ➤ Body Parts (Nearpod): https://share.nearpod.com/ntJvYbrCVR ➤ The Five Senses: https://share.nearpod.com/QsZHHS6Xg9 ➤ Systems in the Body: https://share.nearpod.com/PkX1lj40j9 ➤ Body Systems: https://www.brainpop.com/health/bodysystems/bodysystems/
<p>January – February 2021</p>	<ul style="list-style-type: none"> ➤ What is Stress: https://nyc.discoveryeducation.com/learn/player/e51e6228-97a2-4265-ac59-fa82378615f1 ➤ Stress: https://www.brainpop.com/english/studyandreadingskills/stress/ ➤ Strategies for Managing Stress: https://nyc.discoveryeducation.com/learn/player/51bf3f3d-fc03-4a1b-9527-fb436f2ceddc ➤ Putting a Stop to Bullying: https://share.nearpod.com/Xf4HBNUvs3 ➤ Cold & Flu: https://jr.brainpop.com/health/bewell/coldsandflu/
<p>March – April 2021</p>	<ul style="list-style-type: none"> ➤ Exercise: https://jr.brainpop.com/health/bewell/exercise/ ➤ Maintaining a Healthy Body: https://nyc.discoveryeducation.com/learn/player/2f46c46f-2427-48ce-9af5-edd296b0665d ➤ Germs & Staying Healthy: https://share.nearpod.com/Vvai1gRiN4 ➤ Food Groups: https://jr.brainpop.com/health/food/foodgroups/ ➤ Nutrition Facts & Food Labels: https://share.nearpod.com/4QgzZnVSsP
<p>May – June 2021</p>	<ul style="list-style-type: none"> ➤ Personal Day vs. Sick Day: https://www.inc.com/encyclopedia/sick-leave-and-personal-days.html#:~:text=A%20sick%20day%20is%20fairly,military%20obligations%2C%20or%20religious%20holidays. ➤ Measuring Temperature: https://nyc.discoveryeducation.com/learn/player/ffb46ead-e708-4086-b31a-861cd8b2b957 ➤ Who Keeps a Community Healthy?: https://nyc.discoveryeducation.com/learn/player/cbf657e9-1d1b-42c5-8a4a-3ca94b71cc84 ➤ Making an Appointment: https://www.healthcare.gov/blog/making-an-appointment/ ➤ Going to the Doctors Office: https://nearpod.com/t/science/1st-grade/going-to-the-doctors-office-L51781453

September-October 2020

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Unit/Theme: Focus on Work-based learning</p> <p>Book 2: Focus on Work-Based Learning (Explore- p. 1-55)</p> <p>Book 4: Focus on Workplace Readiness (Part 1) p. 43-44 (science), 66-67 , 70-72,78 (Math)</p> <p>Reference Thinking Map: p. 3, 4, 12, 14, 18 & 20</p> <p>Technology Theme: Typing (self-assessment and introduction)</p>	<ul style="list-style-type: none"> Identify and perform the skills for hygiene and appearance Identify work-related expectations Read pictures Sequence numbers Create a checklist Label files and boxes Identify vocational tasks Ask for help Perform a job Identify skills in a job Identify career ideas for the future 	<p>Social Studies</p> <ul style="list-style-type: none"> What are the expectations for your workplace? What are work skills needed to complete a job? How do you receive support on the job? When should you ask for verbal clarification? How do you make and carry out plans? <p>Science</p> <ul style="list-style-type: none"> What parts of your body can help you perform work at the job? How do I work on my hygiene and appearance throughout the day? What is my daily hygiene routine? How do I keep clean? <p>ELA</p> <ul style="list-style-type: none"> How do you keep track of a job? How do you form a school-based business? What contributes to someone getting fired? What are your career ideas and interests for the future? How can you differentiate positive and negative work habits? <p>Math</p> <ul style="list-style-type: none"> How do you count in a sequence (1-30)? What are some ways to use and create a checklist? What do you need to label files and boxes? How do you earn a wage? What are some measuring tools we use at work and how do you use them? 	<p>CDOS Standards:</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities for future career decisions</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

Tier 2: Work-study

Vocational Scope and Sequence Pacing Calendar

November-December 2020

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Unit/Theme: Focus on work-based learning</p> <p>Book 2: Focus on Work-Based Learning (Apply and Extend- p. 57-107)</p> <p>Book 4: Focus on Workplace Readiness (Part 1) p. 18-24</p> <p>Reference Thinking Map: p. 2, 4, 8, 9, 14, 16, 18, 20 & 21</p> <p>Technology Theme: surfing internet (steps for accessing a website) and researching jobs</p>	<ul style="list-style-type: none"> Identify time needed for an activity Research neighborhood guidelines Identify work-based vocabulary words Differentiate between local, state and national Identify ways to dress connected to the weather Identify appropriate manners at work Send and write appropriate language for an email Leave a message on an answering machine Mail a letter 	<p>ELA</p> <ul style="list-style-type: none"> What are your competencies in the workplace? How do we describe speech at home vs. other places? How can I evaluate my job performance? How do you receive career training? How do we ensure work safety? How do you receive work experience? What are the benefits of volunteering? <p>Social Studies</p> <ul style="list-style-type: none"> What are some current events and how can they affect your work? What are appropriate manners at work? What are your neighborhood guidelines? What are apprenticeships? How do you get career support? What is an internship? How do we differentiate between local, state and national? What is service-learning? What are some resources in your community? How do you receive career mentoring? <p>Math</p> <ul style="list-style-type: none"> How much time will you need for an activity? How do you time/pace yourself? How do you write money amounts in numbers and words? <p>Science/Technology</p> <ul style="list-style-type: none"> How do you dress for the occasion/weather? How do you send an email? How do you leave a message on an answering machine? How do you mail a letter? 	<p>CDOS Standards:</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities for future career decisions</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

January-February 2020

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Unit/Theme: Focus on Workplace Readiness</p> <p>Book 4: Focus on Workplace Readiness: (Part 1) p. 3-44</p> <p>Reference Thinking Map: p. 1, 5, 8, 12-13, 20-22</p> <p>Technology Theme: internet safety (bullying)</p>	<ul style="list-style-type: none"> • Identify and perform the skills for hygiene and appearance • Identify ways to be punctual, have adequate time, figure elapsed time and set an alarm clock • Figure out enough body space and appropriately place hands • Identify ways to manage and control emotions and keep a positive attitude • Sequence daily hygiene routine • Identify work performance and goals 	<p>Science</p> <ul style="list-style-type: none"> • What is appropriate hygiene when at work or school? • What clothing is appropriate for the weather when at work or school? • How do I keep up with my hygiene when not at home? <p>Math</p> <ul style="list-style-type: none"> • How do I plan appropriate time to complete a task? • What is and how do I show punctuality, adequate time, figuring elapsed time, and set an alarm clock? • How do I track my work schedule? <p>Social Studies</p> <ul style="list-style-type: none"> • What are appropriate manners? • How can I place my hands appropriately? • Do I have enough physical space? • How do I manage my emotions? • How do I complete tasks? • How do I keep a positive attitude? • How do I control my emotions? <p>ELA</p> <ul style="list-style-type: none"> • What steps can I take to improve my work performance? • Using a self-assessment, what goal can I set for this week/month? • What steps can I follow to reach my goals? 	<p>CDOS Standards:</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities for future career decisions</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

Tier 2: Work-study

Vocational Scope and Sequence Pacing Calendar

March-April 2020			
Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Unit/Theme: Focus on Workplace Readiness</p> <p>Book 4: Focus on Workplace Readiness (Part 1) p. 66-73, 78-99</p> <p>Book 4: Focus on Workplace Readiness (Part 2) p. 53-59</p> <p>Reference Thinking Map: p. 1, 3-5, 8-9, 12</p> <p>Technology Theme: using a cellphone, internet safety (bullying)</p>	<ul style="list-style-type: none"> • Manage money • Identify needs vs. wants • Compare items that cost more and less • Determine discounts • Identify body parts • Research and understand different illnesses • Identify ways to be safe at home/school/work • Read chemical/hazard labels • Identify ways to be safe on the internet • Identify how to use a cell phone • Determine ways to be safe when using a cell phone • Identify ways to deal with bullies 	<p>Math</p> <ul style="list-style-type: none"> • How do you manage your money? • What are needs vs. wants and how do they compare in amounts? • How do you compare what costs more and what costs less? • What is a discount and how do you calculate one? <p>Science</p> <ul style="list-style-type: none"> • What are your body parts and how do relate to? • How do you understand different illnesses? • What are ways to be safe at home and school? • How can we be safe in the workplace? • How do we read labels (chemical or hazard labels)? <p>Technology</p> <ul style="list-style-type: none"> • How do you use a cell phone? • How do you text? • How do you take cell phone photos? • What is internet safety? • How can someone bully others on the internet? <p>Social Studies/ELA</p> <ul style="list-style-type: none"> • How can you be safe when using a cell phone? • How do you deal with bullies? 	<p>CDOS Standards:</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities for future career decisions</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

Tier 2: Work-study

Vocational Scope and Sequence Pacing Calendar

May-June 2021			
Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Unit/Theme: Focus on Workplace Readiness</p> <p>Pre-ETS 4: Focus on Workplace Readiness: (Book 1) p. 96-124</p> <p>Reference Thinking Map: p. 1-4, 10, 14-17, 20</p> <p>Technology theme: Creating an email address create your own game (www.code.org)</p>	<ul style="list-style-type: none"> Identify ways to maintain health Identify emergency health contacts Learn skills to perform first aid Identify the difference between community, pedestrian and passenger safety Use public transportation Identify your rights and responsibilities at work Read signs in the community Perform the actions to organize workspace, empty wastebaskets, sweep, dust and vacuum Perform actions to get a job: write a resume, ask for references, apply to a job and prepare for an interview Research a business Calculate income weekly/bi-monthly/monthly Identify tools to calculate income 	<p>Science</p> <ul style="list-style-type: none"> How do we maintain our health? Who should you contact if you are severely ill? (make a list of emergency contacts) What skills do you need to perform first aid? When should you perform first aid and how do you do it? <p>Social Studies</p> <ul style="list-style-type: none"> What is community, pedestrian and passenger safety? What should you do when you get lost? How do you use public transportation? What are your rights and responsibilities as a worker? <p>ELA</p> <ul style="list-style-type: none"> How do you read signs in the community (school and work)? How do you organize your workspace? How can we act out emptying wastebaskets, sweeping, dusting, and/or vacuum at home/school/work? How do you write resumes, ask for references, apply to a job, and prepare for an interview? How do you research a business? <p>Math</p> <ul style="list-style-type: none"> How do you calculate income weekly/monthly/bi-monthly? What tools/documents do you need to calculate your income? 	<p>CDOS Standards:</p> <p>Standard 1: Career Development: Students will be knowledgeable about the world of work, explore career options, and relate personal skills aptitudes and abilities for future career decisions.</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

Tier 2 Additional Resources

Vocational Scope and Sequence Pacing Calendar

<p>September – October 2020</p>	<ul style="list-style-type: none"> ➤ Sequence: https://share.nearpod.com/e/hrTNkV4Vq9 ➤ Hey, Get a Job! A Teen Guide for Getting and Keeping a Job: https://www.k12academics.com/lesson-plans/hey-get-job-teen-guide-getting-keeping-job ➤ Job Interview Basics: https://share.nearpod.com/nIyoBXGyLQ ➤ Adulthood: https://www.brainpop.com/health/geneticsgrowthanddevelopment/adulthood/ ➤ Personal Hygiene: https://www.brainpop.com/search/?keyword=Personal+Hygiene
<p>November – December 2020</p>	<ul style="list-style-type: none"> ➤ The Seasons: https://share.nearpod.com/x2EVzhXHwZ ➤ Elapsed Time: https://share.nearpod.com/e/IgBmTvrZq9 ➤ Email: https://jr.brainpop.com/artsandtechnology/technology/email/ ➤ Volunteering and Workplace Behaviors: https://share.nearpod.com/vUU7nFZ6hQ ➤ Thriving on the Job: https://share.nearpod.com/Gno1H6ByLQ ➤ Dollars and Cents: https://jr.brainpop.com/math/money/dollarsandcents/
<p>January – February 2021</p>	<ul style="list-style-type: none"> ➤ Personal Hygiene: https://www.brainpop.com/health/personalhealth/personalhygiene/ ➤ Personal Safety: https://share.nearpod.com/dUJuIBreiQ ➤ Minding Your Manners: https://nyc.discoveryeducation.com/learn/player/903ca348-7799-4d1a-85bb-7ad74b616175 ➤ Growth Mindset: https://share.nearpod.com/RSmF4WgaiQ ➤ Owning Your Work: https://share.nearpod.com/vsph/c0Es2D3iFI
<p>March – April 2021</p>	<ul style="list-style-type: none"> ➤ Cell Phones: https://www.brainpop.com/technology/communications/cellphone/ ➤ Parts and Inside the Body: https://nyc.discoveryeducation.com/learn/videos/6b39140d-dd13-4e3e-be1b-2e88acf167da/ ➤ Lab/Chemical Safety: https://www.brainpop.com/science/matterandchemistry/labsafety/ ➤ Texting, Email, and Telephone Manners: https://share.nearpod.com/NuiXknu6hQ ➤ Putting a Stop to Bullying: https://share.nearpod.com/Xf4HBNUvs3
<p>May – June 2021</p>	<ul style="list-style-type: none"> ➤ First Aid: https://www.brainpop.com/health/diseasesinjuriesandconditions/firstaid/ ➤ Getting Lost : https://www.verywellfamily.com/what-to-teach-a-child-to-do-when-lost-620557#:~:text=Teach%20them%20to%20tell%20that,can%20come%20and%20find%20them. ➤ New York Transit Museum Remote Learning Resources: https://www.nytransitmuseum.org/remotelearning/ ➤ Chores (Spanish): https://nyc.discoveryeducation.com/learn/player/76c08def-f5a7-4848-addd-009814b5684a ➤ Preparing a Resume: https://share.nearpod.com/vfXJPLeyLQ ➤ Household Care: Cooking, Laundry, and Cleaning: https://share.nearpod.com/ZsoyS7ayiQ ➤ Income: https://www.brainpop.com/search/?keyword=income

Tier 3: Work-study

Vocational Scope and Sequence Pacing Calendar

September- October 2020

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Unit/Theme:</p> <p>Focus on Self-Advocacy</p> <p>Books 5: Focus on Self-Advocacy <i>Explore- p. 1-35</i></p> <p>Book 4: Focus on Workplace Readiness (Part 1) <i>p. 96-113</i></p> <p>Reference Thinking Map: <i>p. 4, 6-7, 10-11, & 14</i></p> <p>Technology theme: Typing (self-assessment and introduction)</p>	<ul style="list-style-type: none"> Identify vocabulary terms: disability and stereotype Determine ways to be sensitive to diverse groups Determine student's strengths and challenges Determine appropriate ways to interact in the community Identify steps to organize workspace/personal space Complete a level 1 vocational assessment Show how to use a keyboard to type 	<ul style="list-style-type: none"> What is a disability? What is an IEP? How do you understand present levels (Interests, strengths, challenges, needs) in your IEP? Who attends your IEP meeting? How do I advocate for myself/my rights? What is a stereotype? What are some ways we can be sensitive to others? How do we respect diverse individuals? Who are some people to know at my school? What are my strengths? What are my challenges? How do I appropriately interact in my community? How do I get around places in my community? How can I advocate for my accommodations? How do I identify the need for medical care? How can we understand community, pedestrian and passenger safety? What should you do when you get lost? How do you read signs? How do you straighten up a room? What steps should you take to organize workspace/personal space? (empty wastebaskets, sweep, dust, and vacuum) How do you use a keyboard to type? 	<p>CDOS Standards:</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities for future career decisions</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

Tier 3: Work-study

Vocational Scope and Sequence Pacing Calendar

November-December 2020

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Unit/Theme: Focus on Self-Advocacy</p> <p>Book 5: Focus on Self-Advocacy Apply- p. 41-73</p> <p>Book 4: Focus on Workplace Readiness (Part 1) P. 14-24</p> <p>Reference Thinking Map: p. 3, 6-7, & 20-22</p> <p>Technology theme: surfing internet (steps for accessing a website) and researching jobs</p>	<ul style="list-style-type: none"> Identify how to get started with IEPs Determine ways to make conclusions about sounds Recognize problems Remember facts Identify solutions to problems Determine ways to self-regulate Make a plan for goals Express appropriate manners Identify ways to be punctual, have adequate time, figure elapsed time and set an alarm clock Show steps to access a website/research jobs 	<ul style="list-style-type: none"> How do I plan for my Individualized Education Plan (IEP)? How can I make conclusions about sounds that I hear at school or work? (bell, alarm, etc.) What are different opinions about a topic? How do I recognize problems? How do I take notes? How do I remember facts? What are solutions to difficult problems? How do you ask for help? What are ways to be persistent on important issues? How do you follow multiple oral directions? How do you self-regulate? How do you monitor academic progress? What are ways to make a plan for your goals? When do you ask for a break and lunch? What are appropriate manners in different situations? How do I work on time management (punctuality, adequate time, figuring elapsed time, and setting an alarm clock)? What are the steps to access a website and research jobs? 	<p>CDOS Standards:</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities for future career decisions</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

Tier 3: Work-study

Vocational Scope and Sequence Pacing Calendar

January-February 2021			
Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Unit/Theme: Focus on Self-Advocacy</p> <p>Book 5: Focus on Self-Advocacy Extend- p. 75-124</p> <p>Book 4: Focus on Workplace Readiness (Part 1) p. 91</p> <p>Reference Thinking Map: p. 3-4, 6-7, 10-11, & 20-22</p> <p>Technology theme: Internet safety (bullying)</p>	<ul style="list-style-type: none"> Identifying community resources Determine service providers in school Write present levels (interests, strengths, challenges) Practice writing goals Make a goal for school Determine ways to behave in a professional conversation Determine how to make conclusions Determine leadership roles in school Determine attendees at an IEP meeting Determine ways to stay safe online (from bullies) 	<ul style="list-style-type: none"> What are some community resources you can use to aid with disability, employment, etc.? How do you find service providers in school? How do you write your own IEP goals? What is your goal for work? What is your goal for school and living? What steps do you need to take to reach your goal? What is your goal for where you want to live? How do you behave in a professional conversation? How do you make conclusions about conversations? What are leaderships roles? How do you plan for a meeting? How do you make meeting arrangements? Who do you get advice from personally and professionally? How do you contact a person to come to a meeting? How do you deal with bullies (online or in person)? 	<p>CDOS Standards:</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities for future career decisions</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

Tier 3: Work-study

Vocational Scope and Sequence Pacing Calendar

March-April 2021			
Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Unit/Theme: Focus on Workplace Readiness</p> <p>Book 4: Focus on Workplace Readiness (Part 1) Explore- p. 1-76</p> <p>Reference Thinking Map: p. 5, 8-9, 12-13, & 20-22</p> <p>Technology theme: Making a resume, creating an email address</p>	<ul style="list-style-type: none"> Identify and perform the skills for hygiene and appearance Figure out enough body space and appropriately placing hands Identify ways to manage and control emotions and keep a positive attitude Sequence daily hygiene routine Identify foods liked and disliked Identify healthy vs. unhealthy foods Identify different food groups Identify combination food Identify how to cook meals Identify and perform ways to eat at the table Perform how you eat at the table Show how to manage money Identify and show more or less Identify what to order at a café or restaurant Show how to get a discount Show how to use technology for entertainment Create a resume and email address 	<ul style="list-style-type: none"> How do I work on my hygiene and appearance? What are appropriate manners? What are some listening skills? How can I place my hands appropriately? How do I maintain enough physical space? How do I manage my emotions? How do I complete tasks accurately? How do I keep a positive attitude? How do I remain responsible at work? How do I control my emotions? What is my daily hygiene routine? How do I keep clean? What are some foods I like and dislike? What are some healthy foods? What are some utensils I can use for food? What are different food groups and foods in each group? What is healthy food vs. junk food? What is combination food? How do you cook using various recipes? How do you eat at the table? How do I manage my finances? What are your wants and needs? What should you order when at a café or restaurant? How do you get discounts? How do you use technology for entertainment purposes? (music, watch television, movies, etc.) What are respectful ways to communicate dissatisfaction? How do I write a resume? How do I create an email address? 	<p>CDOS Standards:</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities for future career decisions</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

Tier 3: Work-study

Vocational Scope and Sequence Pacing Calendar

May-June 2021			
Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Unit/Theme: Focus on Workplace Readiness</p> <p>Book 4: Focus on Workplace Readiness (Part 1) Explore- p. 78-95, 114-124</p> <p>Reference Thinking Map: p. 2, 5, 8-9, 14-19, & 20-22</p> <p>Technology theme: creating an email address create your own game (www.code.org)</p>	<ul style="list-style-type: none"> Identify and represent money in numbers and words Identify how to use a cell phone Determine ways to be safe when using a cell phone Identify ways to deal with bullies Research and understand about different illnesses Perform first aid Identify the difference between community, pedestrian and passenger safety Read signs Perform the actions to sort laundry, fold laundry, straighten up a room, empty wastebaskets, sweep, dust and vacuum Use public transportation Perform actions to get a job: write a resume, ask for references, apply to a job and prepare for an interview Research a business Identify your rights and responsibilities at work 	<ul style="list-style-type: none"> How do you write money amounts in numbers and words? How do you use a cell phone? How do I understand different illnesses? How do you use public transportation? How do you write resumes, ask for references, apply to a job, and prepare for an interview? How do you research job options or a business? What are your rights and responsibilities? How can I complete my job in less time? How can I complete a job more efficiently and with less steps? How do I keep track of my different tasks at work? 	<p>CDOS Standards:</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities for future career decisions</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

Tier 3 Additional Resources

Vocational Scope and Sequence Pacing Calendar

<p>September - October 2020</p>	<ul style="list-style-type: none"> ➤ Community Helpers: https://jr.brainpop.com/socialstudies/communities/communityhelpers/ ➤ Book: Our Chores at Home: http://www.epointplus.com/viewer/9781508120254/1 ➤ A Student's Guide to the IEP: https://www.brainline.org/article/students-guide-iep ➤ Life Skills: Teaching Tolerance (stereotypes): https://share.nearpod.com/zLlyWzOtm9 ➤ SEL & Our Stories: Ability: https://share.nearpod.com/3NbC2yRum9
<p>November – December 2020</p>	<ul style="list-style-type: none"> ➤ Texting, Email and Telephone Manners: https://share.nearpod.com/F070odQ5g9 ➤ Getting Help: https://www.brainpop.com/english/studyandreadingskills/gettinghelp/ ➤ Manners at School: https://www.mycapstonelibrary.com/reader/?isbn=9781404831513 &archive_code=wtb_class_s07#folder_rewrite ➤ Identifying the Resolution of a Story: https://share.nearpod.com/X3LMDiEtsS ➤ Following Directions Brain Game: https://www.youtube.com/watch?v=3Pi-DGKiLo8 ➤ Time Management: https://nyc.discoveryeducation.com/learn/videos/ad2bdafd-9839-4584-8b7a-11fb76df1334/
<p>January – February 2021</p>	<ul style="list-style-type: none"> ➤ Digital Etiquette: https://www.brainpop.com/socialstudies/culture/digitaletiquette/ ➤ IEP Goals and Objectives: https://www.readingrockets.org/article/smart-ieps-step-2-create-goals-and-objectives ➤ Writing IEP goals: https://www.readingrockets.org/article/writing-iep-goals ➤ Leadership Qualities: https://share.nearpod.com/V53jZjByiQ ➤ Setting Goals: https://www.brainpop.com/english/studyandreadingskills/settinggoals/
<p>March - April 2021</p>	<ul style="list-style-type: none"> ➤ Destiny Discover: https://search.follettsoftware.com/metasearch/ui/35823 (search careers) ➤ Calm (Manage Emotions): https://nalinikids.org/week-2 ➤ Mindfulness: https://www.brainpop.com/english/studyandreadingskills/mindfulness/ ➤ Nutrition: https://www.brainpop.com/health/nutrition/nutrition/ ➤ Money & Budgeting: https://nearpod.com/t/life-skills/8th-grade/value-of-money-and-budgeting-L35436012
<p>May – June 2021</p>	<ul style="list-style-type: none"> ➤ Cell Phone: https://www.brainpop.com/technology/communications/cellphone/ ➤ Parts and Inside the Body: https://nyc.discoveryeducation.com/learn/videos/6b39140d-dd13-4e3e-be1b-2e88acf167da/ ➤ Preparing a Resume: https://share.nearpod.com/vfXJPLeyLQ ➤ Job Interview Basics: https://share.nearpod.com/nIyoBXGyLQ ➤ Employee Rights: https://share.nearpod.com/ZNKJn7ixm9

September-October 2020

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Unit/Theme: Focus on Post-Secondary Training</p> <p>Book 3: Focus on Post-Secondary Training Explore- p. 1-41</p> <p>Book 5: Focus on Self-Advocacy P. 43-45, 122-124</p> <p>Reference Thinking Map: p. 3-4, 6-7, 14-15 & 20-22</p> <p>Technology Theme: Typing(self-assessment and introduction)</p>	<ul style="list-style-type: none"> • Determine job assignment • Determine skills needed for job • Understand learning styles • Interpret conversations • Guess age • Identify something by touch • Identify accommodations and modifications • Be patient with expectations • Identify work skills • Get started with services • Identify transition skills • Identify limitations, changes needed and supports • Identify resources for school and living • Determine goals for this year • Communicate disagreements to supervisor • Show how to use a keyboard to type 	<ul style="list-style-type: none"> • What job am I assigned to? • What are the skills needed for that job? • What is my learning style? • How can I interpret conversations? • How do I identify something by touch? • What are my modifications? • How can I be patient with my expectations of myself and others? • What are my work skills? • How can I get started with a service? • What are transition skills? • What can I change about myself? • What can I not change about myself? • What are my limitations? • What are my supports in the school? • What are my personal strengths? • What are my strong skills? • What accommodations do I need to complete my job? • What are some resources for school and living? • What goals do I have for this year? • How do I communicate disagreements to a supervisor? • What is an IEP? • How do we write present levels (interests, strengths, challenges, needs) in an IEP? • Who are the IEP attendees? • How do you use a keyboard to type? 	<p>CDOS Standards:</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities for future career decisions</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</p> <p>Standard 3: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

November-December 2020			
Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Unit/Theme: Focus on Post-Secondary Training</p> <p>Book 3: Focus on Post- Secondary Training p. 49-108</p> <p>Reference Thinking Map: p. 3-4, 6-7, 14-15 & 20-22</p> <p>Technology theme: surfing internet (steps for accessing a website) and researching jobs</p>	<ul style="list-style-type: none"> Identify events in your community Determine ways to express feelings Identify interests and abilities Determine legal rights Fill out personal information form Make decisions Determine if support is needed Identify options Answer multiple choice questions Determine living outcomes Identify living locations Identify informed consent Identify special needs assistance Determine goals for next IEP Determine and act out appropriate behaviors (in line, when ordering, in a restaurant, at a table) Order from a menu Set goals and solve problems at home/workplace Show steps to access a website/research jobs Work as a team/taking turns 	<ul style="list-style-type: none"> What is happening in your community? How do you express your feelings appropriately? What are my interests and abilities? What are my legal rights? How do I fill out a personal information form? Do I need support to make a decision? What are my options? How do I answer multiple choice questions? What are some outcomes of where you live? What are some places I can live? What are some living location options? What is informed consent? What are some special needs assistance options? What are the goals for my next IEP? How do I stand in line with others? How do I adjust my behavior for different situations? What are appropriate table manners? How do you order from a menu? How do I set goals? How do we solve problems at home or in the workplace? What are the steps to access a website and research jobs? How do I take turns to complete a task? 	<p>CDOS Standards:</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities for future career decisions</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</p> <p>Standard 3: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

January-February 2021

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Unit/Theme: Focus on Self-Advocacy</p> <p>Book 5: Focus on Self-Advocacy Explore- p.1-40</p> <p>Reference Thinking Map: p. 3-4, 6-7, 14-15 & 20-22</p> <p>Technology theme: Internet safety (bullying)</p>	<ul style="list-style-type: none"> Identify what disabilities and stereotypes are Determine ways to be sensitive to others Show ways to respect diverse individuals Identify support staff at school Determine my strengths and challenges Ways to interact in community Take responsibility for actions Identify self-efficacy and leisure choices Express yourself using feeling words Give reactions to compliments Identify mentors and how they help Hold discussions on topics started by others Organize items using a given attribute or system Socialization/teamwork Communicate feelings independently in an appropriate manner Complete a task and begin a new one Request for clarification/support to the correct person Determine ways to stay safe online (from bullies) 	<ul style="list-style-type: none"> What is a disability and what does it mean to you? What is a stereotype? What are some ways we can be sensitive to others? How do we respect diverse individuals? Who are some people to know at my school? What are my strengths? What are my challenges? How do I interact in my community? What are ways to take responsibility for your own actions? What is self-efficacy? What are my leisure choices? How do I express myself with feeling words? How do I react to compliments? What is a mentor and how can they help? What are some ways to hold discussions on topics started by others? How do you deal with bullies (online or in person)? 	<p>CDOS Standards:</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities for future career decisions</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</p> <p>Standard 3: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

March-April 2021			
Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Unit/Theme: Focus on Self-Advocacy</p> <p>Book 5: Focus on Self-Advocacy <i>Apply- p. 41-73</i></p> <p>Technology theme: Making a resume, creating an email address</p>	<ul style="list-style-type: none"> • Advocate for a preferred task using strengths/experiences as evidence • Find one way to complete a task in less time • Handle disagreement in a professional manner • Find independently, solutions to a work-related problem • Identify who is the correct person to support me with a task • Matching jobs to skills • Create a resume and email address 	<ul style="list-style-type: none"> • How do I answer multiple choice questions? • How do I make conclusions about conversations? • How do I close a disagreement? • What are different opinions on a movie? • How do I recognize problems? • How do I take notes? • How do I remember facts? • What are solutions to difficult problems? • How do you ask for help? • What are ways to be persistent on important issues? • How do you follow multiple oral directions? • How do you self-regulate? • How do you monitor academic progress? • What are ways to make a plan? • When do you ask for a break and lunch? • What are appropriate manners in different situations? • How do you ask for assistance? • How can I attempt to solve a problem before asking for help? • How do I write a resume? • How do I create an email address? 	<p>CDOS Standards:</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities for future career decisions</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</p> <p>Standard 3: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

May-June 2021

Unit/Theme	Skills	Essential Questions	DLM Essential Elements/CDOS
<p>Unit/Theme: Focus on Self-Advocacy</p> <p>Book 5: Focus on Self-Advocacy Extend- p. 75-124</p> <p>Technology theme: Creating an email address. Create your own game (www.code.org)</p>	<ul style="list-style-type: none"> Identifying available resources in the community Exploring agencies that can help me find a job Navigating the community using public transportation Take turns in a disagreement letting the other person speak Take initiative to help a colleague Give suggestions to make a job more effective 	<ul style="list-style-type: none"> What are some community resources? What are some resources for employment? How do you find service providers in school? How do you wait in line? What are your last goals and objectives in an IEP? How do you write your own goal? What is your goal for work? What is your goal for school and living? How do you make a goal for more school? What is your goal for where to live? How do you meet to participate? When do you speak or not speak up? When do you listen when other people are talking? How do you end a conversation? What are ways to recognize and accept authority? What are leaderships roles? How do you plan for a meeting? What are meeting arrangements? Who do you get advice from? 	<p>CDOS Standards:</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities for future career decisions</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</p> <p>Standard 3: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace</p> <p>Refer to DLM Essential Elements: https://dynamiclearningmaps.org/sites/default/files/documents/ERP/foundational_maps-all_grades.pdf</p>

Tier 4 Additional Resources

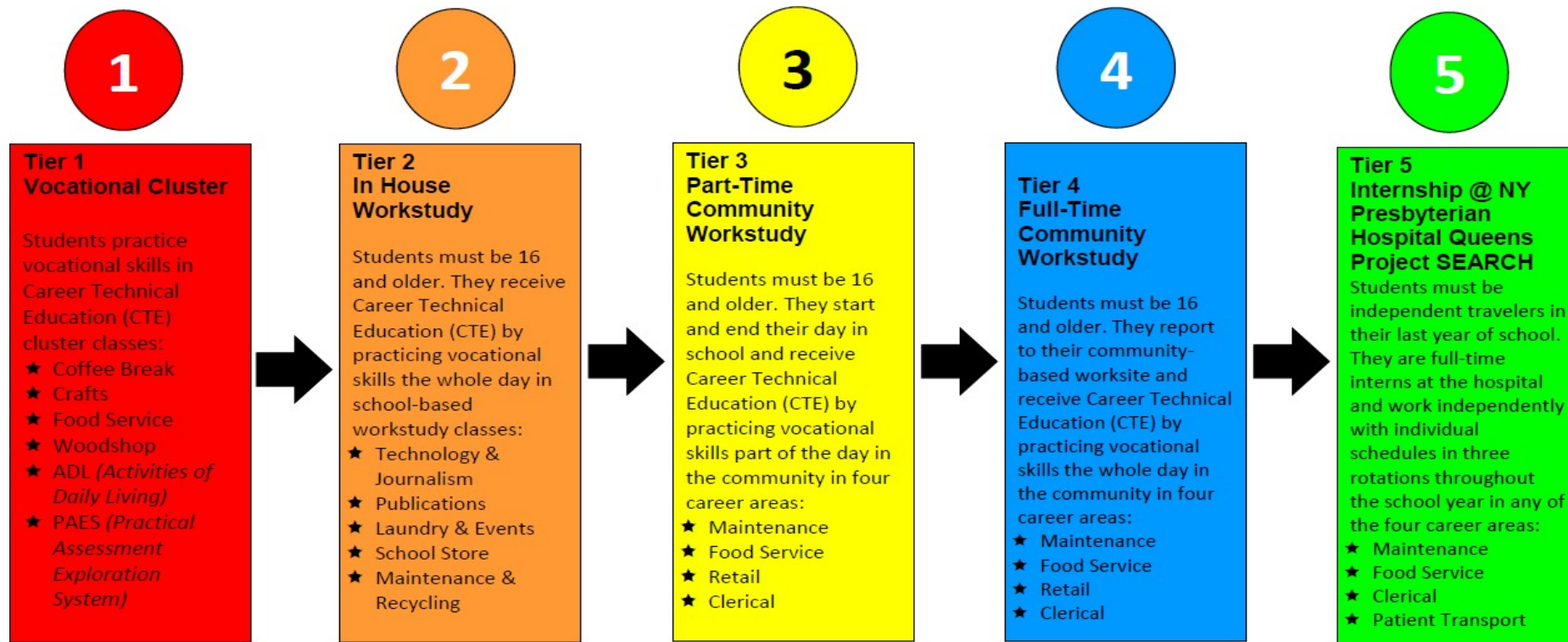
Vocational Scope and Sequence Pacing Calendar

<p>September - October 2020</p>	<ul style="list-style-type: none"> ➤ Careers/Workplace Skills: https://nyc.discoveryeducation.com/learn/channels/channel/84ede21b-2927-44fd-81cc-3ec2f74b4992/tab/d00ac0fa-65a0-4968-ba5d-f3467f1c6ac1 ➤ Employment Accommodations: https://www.youtube.com/watch?v=TDWEp070PoE ➤ School Transition: https://opwdd.ny.gov/access-supports/school-transition ➤ SEL: What are my strengths?: https://share.nearpod.com/qHpdHpjf9Y ➤ Discover Your Strengths and Weaknesses: https://www.youtube.com/watch?v=jqER4oNnRQ4 ➤ A Student's Guide to the IEP: https://www.brainline.org/article/students-guide-iep ➤ IEP Goals and Objectives: https://www.readingrockets.org/article/smart-ieps-step-2-create-goals-and-objectives
<p>November – December 2020</p>	<ul style="list-style-type: none"> ➤ Making appoints and filling out forms: https://share.nearpod.com/uJxKbB5wm9 ➤ Easy Ways to Improve Your Table Manners: https://www.youtube.com/watch?v=A4mVKgzXgOY ➤ Expressing Emotions through Exercise: https://nalinikids.org/at-home ➤ Teen Kids News: Current Events: https://teenkidsnews.com/ ➤ Actively Learn: Current Events: https://read.activelylearn.com/#teacher/catalog/news-and-articles ➤ OPWDD Housing: https://opwdd.ny.gov/types-services/housing ➤ IEP goals and objectives: https://www.readingrockets.org/article/smart-ieps-step-2-create-goals-and-objectives ➤ Setting Goals: https://www.brainpop.com/english/studyandreadingskills/settinggoals/
<p>January – February 2021</p>	<ul style="list-style-type: none"> ➤ Life Skills: Teaching Tolerance (Stereotypes): https://share.nearpod.com/zLlyWzOtm9 ➤ SEL & Our Stories: Ability: https://share.nearpod.com/3NbC2yRum9 ➤ SEL: What are my strengths?: https://share.nearpod.com/qHpdHpjf9Y ➤ Discover Your Strengths and Weaknesses: https://www.youtube.com/watch?v=jqER4oNnRQ4 ➤ Importance of Self-Efficacy: https://www.youtube.com/watch?v=VW5v6PQ5PEc ➤ What is Mentoring: https://www.youtube.com/watch?v=qoy5MifHuLs
<p>March - April 2021</p>	<ul style="list-style-type: none"> ➤ Getting Help: https://www.brainpop.com/english/studyandreadingskills/gettinghelp/ ➤ Manners at School: https://www.mycapstonelibrary.com/reader/?isbn=9781404831513 &archive code=wtb class s07#folder rewrite ➤ Identifying the Resolution of a Story: https://share.nearpod.com/X3LMDiEtsS ➤ Following Directions Brain Game: https://www.youtube.com/watch?v=3Pi-DGKiLo8
<p>May – June 2021</p>	<ul style="list-style-type: none"> ➤ Writing IEP goals: https://www.readingrockets.org/article/writing-iep-goals ➤ Leadership: https://share.nearpod.com/V53jZjByiQ ➤ Setting Goals: https://www.brainpop.com/english/studyandreadingskills/settinggoals/ ➤ Housing: https://opwdd.ny.gov/types-services/housing ➤ Self-Advocacy Skills/Strategies: https://www.youtube.com/watch?v=74G_Zpz-7Bk



721Q Vocational Scope and Sequence Framework

P721Q TIERED WORKSTUDY PROGRAM Continuum of Student Supports





721Q Vocational Scope and Sequence Framework

Independent Living Skill 1: Safety

Independent Living Skill 2: Social Skills/ Communication

Independent Living Skill 3: Self-Advocacy

Independent Living Skill 4: Health & Wellness

Independent Living Skill 5: Team Building

Independent Living Skill 6: Technology

Independent Living Skills 7: Traveling In Your Community (Community Transportation)

Independent Living Skills 8: Financial Literacy

Independent Living Skill 9: Career Passport

Independent Living Skill 10: Interviewing Skills

Independent Living Skill 11: Job Search Skills

Independent Living Skill 12: Maintaining Employment



721Q Vocational Scope and Sequence Framework

Independent Living Skill 1: Safety

Tier 1	Tier 2	Tier 3	Tier 4
Identify safety signs in the school	Follow the directives of safety signs in the school	Follow common safety signs within the community (exit, stop, go, car crossing)	Follow occupational safety practices within the workplace (chemicals: do not touch, do not mix. No entrance, employees only)
List safety materials to complete a task (gloves, masks)	Retrieve safety materials to complete a task (gloves, masks)	Implement safe practices when using dangerous materials (knives, chemicals)	Justify the implementation of safe practices when using dangerous materials (knives, chemicals, body fluids)
Identify safe versus unsafe practices	Communicate the importance of following safety procedures	State the effects of not following safe work practices	Follow safety procedures independently



721Q Vocational Scope and Sequence Framework

Independent Living Skill 2: Social Skills/ Communication

Tier 1	Tier 2	Tier 3	Tier 4
Initiate and reciprocate greetings, ask and answer questions	Demonstrate appropriate conversation skills with peers and staff in school building (i.e.-introducing oneself, giving and receiving compliments, during class breaks)	Differentiate between professional and casual conversational skills among co-workers and supervisors	Demonstrate appropriate conversational skills with co-workers and worksite supervisors (i.e.-introducing oneself, giving and receiving compliments, during work breaks, asking for time off, needing assistance, etc.)
Follow directions given by school staff	Follow directions and give instructions to a peer	Repeat the instructions of a supervisor or co-worker	Initiate and complete a familiar task without being asked
Identify and express feelings in self and others	Communicate feelings in an appropriate manner	Refer to a list of coping strategies to deal with unpleasant feelings	Use coping strategies to deal with unpleasant feelings
Identify different relationships in your life (i.e.- family, friend, teacher, and co-worker)	Define boundaries and how they apply to different people in your life	Differentiate boundaries with personal relations and professional relationships (i.e.- how we behave with our parents is not how we behave with our teachers)	Use appropriate boundaries in personal and professional relationships



721Q Vocational Scope and Sequence Framework

Independent Living Skill 3: Self-Advocacy

Tier 1	Tier 2	Tier 3	Tier 4
Ask for help from staff	Ask for help from a peer	Communicate specific need for a task	Communicate strategies/accommodations needed
Complete a self-assessment	Complete a self-assessment and use it to set up goals	Use a self-assessment to communicate areas of need	Identify personal needs and ask for specific help
Present a chart with strengths and challenges	Use an assessment to present strengths and areas for growth	Participate in IEP/Feedback meetings by identifying strengths and areas for growth	Lead the team during IEP/Feedback meetings at the worksite
Identify realistic future employment opportunities	Identify tasks that you are good at while recognizing that your dream job may not be the job you get and	State why my work study program is a good match for me	Advocate for the worksite that is best for me based on my skills/interest/strengths



721Q Vocational Scope and Sequence Framework

Independent Living Skill 4: Health & Wellness

Tier 1	Tier 2	Tier 3	Tier 4
Identify ways to be healthy	Analyze life choices and the importance of healthy habits	Analyze life choices and make a plan to be healthier	Evaluate the relationship of good physical and mental health to job success and personal achievement
Differentiate between healthy and unhealthy foods and the importance of eating a nutritious diet	Plan a meal using healthier choices	Review personal food choices by identifying what items can be replaced for healthier ones	Determine health and wellness practices that influence a job (e.g: not eating breakfast before work may make you tired)
List activities to stay active	Use a self-assessment to track daily physical activity	Make changes to daily routine in order to be more physically active (e.g.: take stairs instead of elevator)	Research places in the community to stay active
List good hygiene practices and identify their importance	Use a checklist to manage personal hygiene	Check yourself before work and take steps to correct hygiene issues	Discuss the consequences of not keeping good hygiene in the workplace
Identify indicators of stress (e.g: heavy breathing, heart racing, fidgeting)	Recognize situations that cause stress	Use coping strategies when feeling stressed	Describe an experience when they felt stressed and the strategy they used to manage the stress



721Q Vocational Scope and Sequence Framework

Independent Living Skill 5: Team Building

Tier 1	Tier 2	Tier 3	Tier 4
Participate in a group activity	Recognize when it is another peer's turn and take your own turn	Take turns to complete a task	Work as a group completing different tasks
Give a compliment to a peer	Comment on a peer's work/performance	Give feedback to a peer	Give feedback to a peer while offering help
Identify opinions different from yours	Listen to different opinions in a respectful manner	Restate your point of view and another person's different point of view	Solve conflict by finding a solution to different opinions/points of view
Accept constructive criticism without reacting negatively	Accept constructive criticism and restate the suggestion	Accept constructive criticism and implement the suggestion	Accept constructive criticism evaluating the effectiveness of the suggestion



721Q Vocational Scope and Sequence Framework

Independent Living Skill 6: Technology

Tier 1	Tier 2	Tier 3	Tier 4
Identify rules for technology use	Discuss safety practices on the internet/social media	List consequences of unsafe internet/social media practices	Use their cell phones/social media/internet only during appropriate times
Use a computer to navigate the internet, create and save documents	Find resources on the internet (shopping, traveling, planning an activity).	Establish and use different email accounts (professional versus private)	Check daily and write emails using appropriate language for different audiences
Complete a calendar/schedule to manage commitments	Use a calendar/schedule to manage commitments	Use technology (cell phone, computer) to manage personal commitments (calendar, alarms)	Set up an alarm/reminder and use an app on cell phones to manage personal commitments
List the attributes of effective verbal, nonverbal, and electronic communication skills	Demonstrate effective verbal, nonverbal, and electronic communication skills	Evaluate the impact of positive and negative personal choices, including use of electronic communication (i.e.-social networking)	Demonstrate an understanding or potential consequences of engaging in negative personal choices in the work environment



721Q Vocational Scope and Sequence Framework

Independent Living Skill 7: Traveling In Your Community

Tier 1	Tier 2	Tier 3	Tier 4
Identify the common areas in the building (stairs, elevator, bathrooms, cafeteria, gym, etc...)	Travel the building to identify common areas and specific rooms	Navigate the community staying in the assigned areas	Travel the community getting to a specific destination
Identify the room number they need to travel to using a schedule	Use a school map to identify the room you need to travel to	Use a school map to identify the best route to get to a location by a room number)	Use environmental cues to navigate the workplace (arrows, color-coding, signs, department)
Find a location on a map using technology	State the address of your current location and your destination	Use an app to identify busses and train schedules from and to a location	Determine the time to leave a location to arrive on time for a location
Identify the safe people to help me in school/the community	Communicate needs about a specific issue to the correct person	Identify the people in the community who will be able to help/support me	Communicate with community members outside of the school community



721Q Vocational Scope and Sequence Framework

Independent Living Skill 8: Financial Literacy

Tier 1	Tier 2	Tier 3	Tier 4
Differentiate between a need and want	Make a purchase based on your budget	Budget your money (expenses and earnings)	Use a system to budget your account and manage your money
List ways to earn money	Track earnings in cash and paycheck	Use a balance book to track earnings/expenses	Understand the deductions in a paycheck
State how a salary is calculated	Calculate a salary based on the number of hours worked	List ways to increase your salary (work experience, hours worked, overtime)	Research the salary range for a realistic job
Check your finances to make sure you have enough for purchase	Purchase item(s) within the community matching total prices or rounding them up	Purchase items in the community within your budget including the sales tax in the total	Research prices of items in different stores to save money
Describe checking account, savings account, debit card, and credit card	Define the purpose of a checking account, a savings account, a debit card, and a credit card	Differentiate between a checking account, a savings account, a debit card, and a credit card	Use a check/debit card responsibly



721Q Vocational Scope and Sequence Framework

Independent Living Skill 9: Career Passport

Tier 1	Tier 2	Tier 3	Tier 4
Relate personal interests, abilities, and skills related to choosing a career	Investigate realistic career options	Describe how work-study experiences support career development	Describe how current job skills transfer to another job
Complete personal information on a job application	Complete a job application listing skills and professional experiences	Complete a job application using a resume as reference	Create a letter of intent for a job posting
Identify the parts of a resume	Complete a resume with personal information and vocational tasks they have experience completing	Develop a personal resume with vocational experiences listed	Create a personal resume with professional experiences, education, references and skills
State what a reference/letter of recommendation is	Describe the difference between a personal and professional reference	Obtain and use references following appropriate steps	Create list of references (1 personal and 2 professional)



721Q Vocational Scope and Sequence Framework

Independent Living Skill 10: Interviewing Skills

Tier 1	Tier 2	Tier 3	Tier 4
State what a job interview is	Practice interview questions	Answer interview questions in a role play	Participate in a job interview and follow-up after (e.g. thank you letter)
Identify appropriate hygiene and dress code for an interview	Differentiate between “do vs. don’t” in a interview	Role play/use a checklist to apply appropriate interview etiquette	Use appropriate interview etiquette (ie., handshake, eye contact, professional attire, behavior when waiting, hygiene)
Identify the steps of an interview (ie.: 1. shake hands of interviewer, 2. Give copies of resumes, 3. Answer the questions while keeping eye contact 4. Ask questions)	Discuss the attributes of a good job interview	Complete a peer-assessment to evaluate a peer’s interview	Use a self-assessment to evaluate performance on an interview
Set up a reminder to bring copies of your resume to an interview	Highlight the parts of the resume that should be shared in an interview	Use a resume to discuss vocational experiences (discussing how skills learned in one job transfer to another job)	Answer interview questions by referring back to the resume
Discuss the importance of asking questions during an interview	Formulate questions for the interviewer based on a job posting	List questions to ask an interviewer	Prepare questions for an interviewer based on the job interview



721Q Vocational Scope and Sequence Framework

Independent Living Skill 11: Job Search Skills

Tier 1	Tier 2	Tier 3	Tier 4
Define salary and ways to make a salary increase	Identify the days of the week and hours in which they participate in in-house work study to track hours worked	Calculate daily/weekly/monthly salary based on hours/days worked	Evaluate and compare employment options such as salaries, benefits, and required skills.
List the attributes of a good job	Define minimum wage, benefits, pension and union membership	Discuss the importance of having benefits, pension and union membership	Research realistic jobs identifying salaries, benefits, pension and union membership
Research realistic jobs on the internet identifying the job description	Research realistic jobs on the internet identifying the tasks that the job entails and skills needed	Match skills, strengths, personal priorities and interests with realistic jobs available in the community	Create a bank of "possible jobs" in the community stating why they are a good option
Identify sources to find job opportunities (ex: newspaper, online, networking, community postings)	Navigate websites/the community to find job opportunities	Create a job bank using available resources	Apply for a job online



721Q Vocational Scope and Sequence Framework

Independent Living Skill 12: Maintaining Employment

Tier 1	Tier 2	Tier 3	Tier 4
Identify your school supervisors	Follow the directives of your school supervisors	Identify your worksite supervisors (worksite employees)	Follow the directives of your supervisors even when you disagree with them
Identify the organizational structure of the school (principal, APs, teachers/paraprofessionals)	Follow the chain-of command in the school (principal, APs, teachers/paraprofessionals)	Identify the chain-of command in the workplace	Follow the chain-of command in the workplace
Follow the sequence of a task	Use a checklist to identify the order of tasks to be completed	Respond to the environment cues by identifying the task that need to be completed first	Start tasks using a sense of urgency
Identify the start or end time of a task	Calculate elapsed time to complete a task	Complete tasks within a time frame	Make a plan to reduce time taken to complete a task
Identify the importance of completing a task within a given time frame	Use a checklist to identify the order of tasks to be completed within a given time frame	Respond to environmental cues by identifying the task that needs to be completed first within a given time frame	Start tasks using a sense of urgency within a given time frame
Identify private information	Differentiate public from private information	Be aware of whom public or private information can be shared with	Identify confidential topics and information from work that shouldn't be shared
Differentiate between positive and negative work habits	List qualities within themselves that make them good workers (e.g: attendance, follow directions)	Complete a self-assessment to identify negative work habits and develop a plan of action	Discuss the consequences of negative work habits in the workplace