



## EHT-Community Based Instruction (CBI)

Community based instruction provides students with disabilities the opportunity to learn independent functioning and job related skills in a natural environment (e.g. actual places of employment) instead of learning simulated job skills in the classroom. Research shows that persons with disabilities often have difficulty in generalizing skills and learning abstract concepts (Bates, Cuvo, Miner, & Korabek, 2001). Therefore, “learning by doing” opportunities must be provided for these students and the learning must take place in the natural environments in which skills are typically expected to occur.

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## **DISTRICT MISSION STATEMENT**

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21st Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school community and every day society.

## **CONSUMER AND LIFE SKILLS EDUCATION - PHILOSOPHY**

We believe that the citizens of the future will need a strong foundation of knowledge, skills, and the ability to be literate, problem-solving individuals able to adapt to an ever-changing world. Egg Harbor Township Public Schools foster students' achievement for personal growth and self-fulfillment, success in work, citizenship in a diverse society, and participation in a multi-cultural community. It is our desire that students achieve excellence in their application of foundational life skills relative to activities of daily living to promote personal and professional well-being; to connect what they are taught in school to the world of work and the expectations they will face as adults.

## **CONSUMER AND LIFE SKILLS EDUCATION- STATEMENT OF PURPOSE**

The purpose of consumer and life skills education instruction is to provide learners with life and career skills necessary to be functioning and contributing members of society. This curriculum guide has been designed to target 21<sup>st</sup> century themes such as critical thinking, problem solving, media, business, and financial literacy.

Instruction will focus on school to work transition skills with a concentration on workplace readiness in efforts to better prepare the learner for real world work experiences and to assist with their transition to post high school opportunities. Through role play; cooperative learning projects; group discussions; interactive lessons; community based instruction; and use of technology in the classroom, students will practice the art of effective communication, acquire interpersonal & team building skills, develop an awareness of career options, and participate in learning experiences that help guide them in the acquisition of functional skills that are essential for life.

## **INTRODUCTION**

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

## THE EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understandings/essential questions*, *unit assessments*, and *instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township's curriculum guides.

### **GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN? WHAT IS UNDERSTANDING BY DESIGN?**

"Backward design" is an increasingly common approach to planning curriculum and instruction. As its name implies, "backward design" is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working 'backward' to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Programs based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

*Stage 1: Identifying Desired Results:* Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the "big ideas" that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to answer more deeply

and fully these questions as they proceed through the unit. Knowledge and skills are the “stuff” upon which the understandings are built.

*Stage II: Determining Acceptable Evidence:* Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

*Stage III: Designing Learning Activities:* Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

## **INTENT OF THE GUIDE**

This guide is intended to provide teachers with course objectives and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher’s resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

**Unit Name: Workplace Readiness Skills**  
**Author: Brian James**

## UNIT 1

Subject: **Community Based Instruction**  
Course/Grade: **Post-Secondary**  
School: **EHTHS**

Country: **USA**  
State/Group: **NJ**

### UNIT SUMMARY

This unit focuses on Workplace Readiness Skills in the workplace and for independent living.  
**(Personal Qualities and People Skills)**

### UNIT RESOURCES

[http://www.doe.virginia.gov/instruction/career\\_technical/workplace\\_readiness/index.shtml](http://www.doe.virginia.gov/instruction/career_technical/workplace_readiness/index.shtml)

### Internet Resource Links:

- [www.wintac.org](http://www.wintac.org)
- [www.cteresource.org](http://www.cteresource.org)
- <http://www.learning-resources.com/WorkReadinessSkills.cfm>

## STAGE ONE

### GOALS AND STANDARDS

**9.4.12H.49 Employability and Career Development:** All students will demonstrate critical life skills in order to be functional members of society.

### ENDURING UNDERSTANDINGS

**After completion of this unit, students will be able to identify the importance of:**

- Personal qualities and people skills
- Integrity
- Teamwork
- Self-representation
- Diversity awareness
- Conflict resolution
- Creativity and resourcefulness

## **ESSENTIAL QUESTIONS**

- How can an employee display a positive work ethic?
- How can an employee demonstrate that they are a team player?
- What can an employee do when a conflict rises between coworkers?
- How can an employee get along with coworkers and customers?

## **KNOWLEDGE AND SKILLS**

### **Students will be able to:**

- Model personal qualities and people skills
- Be creative and resourceful when different tasks are asked to be completed
- Demonstrate employability behavior

## **STAGE TWO**

### **PERFORMANCE TASKS**

- Role playing scenarios
- Reflective writing in a journal
- Oral presentations

### **OTHER EVIDENCE**

- Direct observation
- Classroom activities
- student presentation
- Formative and summative assessments
- Task analysis

## **STAGE THREE**

### **LEARNING ACTIVITIES**

- Students will follow prescribed scenarios as well as creating their own for role playing purposes
- Group discussions
- Examine and complete worksheets

**Unit Name: Professional Knowledge and Skills**  
**Author: Brian James**

## UNIT 2

Subject: **Community Based Instruction**  
Course/Grade: **Post-Secondary**  
School: **EHTHS**

Country: **USA**  
State/Group: **NJ**

### UNIT SUMMARY

This unit focuses on Workplace Readiness Skills in the workplace and for independent living.  
**(Professional Knowledge and Skills)**

### UNIT RESOURCES

[http://www.doe.virginia.gov/instruction/career\\_technical/workplace\\_readiness/index.shtml](http://www.doe.virginia.gov/instruction/career_technical/workplace_readiness/index.shtml)

#### Internet Resource Links:

- <https://quizlet.com>
- [www.khake.com/page95.html](http://www.khake.com/page95.html)
- [https://blink.ucsd.edu/\\_files/HR-tab/EOSAA/IDP%20-%20Career%20Connection.pdf](https://blink.ucsd.edu/_files/HR-tab/EOSAA/IDP%20-%20Career%20Connection.pdf)

## STAGE ONE

### GOALS AND STANDARDS

#### 9.3 Career Awareness, Exploration, and Preparation

### ENDURING UNDERSTANDINGS

**After completion of this unit, students will be able to identify the importance of:**

- Speaking and listening
- Reading and writing
- Critical Thinking and Problem Solving
- Health and safety
- Organizations, systems, and climates
- Lifelong learning
- Time, task, and resource management
- Mathematical reasoning

- Customer service

### **ESSENTIAL QUESTIONS**

- How can one improve their speaking and listening skills?
- How can one improve on their reading and writing skills?
- Identify ways to use critical thinking and problem solving skills
- How to follow safety guidelines and manage personal health?
- How to identify the BIG PICTURE?
- How to be productive at work and use time wisely

### **KNOWLEDGE AND SKILLS**

#### **Students will be able to:**

- Follow directions and communicate effectively with customers and employees
- Read and interpret work documents and writes clearly
- Analyze and resolve problems that arise in completing assigned tasks

## **STAGE TWO**

### **PERFORMANCE TASKS**

- Role playing scenarios
- Reflective writing in a journal
- Oral presentations
- Portfolios
- Task analysis

### **OTHER EVIDENCE**

- Direct observation
- Classroom activities
- student presentation
- Formative and summative assessments

## **STAGE THREE**

### **LEARNING ACTIVITIES**

- Students will come up with their own dialogue and create different scenarios for role playing
- Group discussions
- Examine and complete worksheets
- Video analysis

**Unit Name: Technology Knowledge and Skills**  
**Author: Brian James**

### UNIT 3

Subject: **Community Based Instruction**  
Course/Grade: **Post-Secondary**  
School: **EHTHS**

Country: **USA**  
State/Group: **NJ**

#### UNIT SUMMARY

This unit focuses on Workplace Readiness Skills in the workplace and for independent living.  
**(Technology Knowledge and Skills)**

#### UNIT RESOURCES

[http://www.doe.virginia.gov/instruction/career\\_technical/workplace\\_readiness/index.shtml](http://www.doe.virginia.gov/instruction/career_technical/workplace_readiness/index.shtml)

#### Internet Resource Links:

- <http://smallbusiness.chron.com/workplace-skills-technology-integration-12696.html>
- <https://hbr.org>
- [https://www.professionalpractice.org/about-us/skills\\_for\\_success\\_2/](https://www.professionalpractice.org/about-us/skills_for_success_2/)

### STAGE ONE

#### GOALS AND STANDARDS

**8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**

#### ENDURING UNDERSTANDINGS

**After completion of this unit, students will be able to identify the importance of:**

- Job-specific technologies
- Information technology
- Internet use and security
- Telecommunications

## **ESSENTIAL QUESTIONS**

- How can one improve their technology skills to benefit in the workplace?
- Identify which software is effective for jobs
- Ways to keep safe and secure on the internet
- Identify different devices that can be helpful in landing a job

## **KNOWLEDGE AND SKILLS**

### **Students will be able to:**

- Follow safe use of technological resources
- Identify ways to be efficient with different technologies
- Keep files personal and only share what is asked of employers
- Only use devices or social media that will help land a job

## **STAGE TWO**

### **PERFORMANCE TASKS**

- computer and software research
- Reflective writing in a journal
- Oral presentations
- Portfolios
- Follow district policies on computer usage

### **OTHER EVIDENCE**

- Direct observation
- Classroom activities
- student presentation
- Formative and summative assessments

## **STAGE THREE**

### **LEARNING ACTIVITIES**

- Utilize computer lab resources
- Group discussions
- Examine and complete worksheets
- Video analysis

**Unit Name: Workplace Readiness Skills**

**Author: Brian James**

## **UNIT 4**

Subject: **Community Based Instruction**  
Course/Grade: **Post-Secondary**  
School: **EHTHS**

Country: **USA**  
State/Group: **NJ**

## **UNIT SUMMARY**

**This unit focuses on Independent Living Skills**

## **UNIT RESOURCES**

[http://www.doe.virginia.gov/instruction/career\\_technical/workplace\\_readiness/index.shtml](http://www.doe.virginia.gov/instruction/career_technical/workplace_readiness/index.shtml)

### **Internet Resource Links:**

- <http://www.ericdigests.org>
- [learningforlife.org](http://learningforlife.org)
- <http://www.learning-resources.com/WorkReadinessSkills.cfm>
- <http://teachingaid.org/>

## **STAGE ONE**

### **GOALS AND STANDARDS**

**9.2 Consumer, Family, and Life Skills:** All students will demonstrate critical life skills in order to be functional members of society.

### **ENDURING UNDERSTANDINGS**

**After completion of this unit, students will identify the importance of:**

- good hygiene
- Time management
- Living a healthy lifestyle
- Use public transportation
- Money management
- Services and supports
- Community safety and participation
- Developing friendships
- Appropriate dress
- Appropriate behavior

### **ESSENTIAL QUESTIONS**

- How can one independently live a healthy lifestyle?

- How do you manage your time effectively using transportation?
- What are the different ways to manage money?
- How to exercise your civic responsibility and participate in the community?

#### **KNOWLEDGE AND SKILLS**

##### **Students will be able to:**

- Model and plan a healthy lifestyle
- Be creative in managing their time and money
- Use appropriate dress and behavior in and out of the workplace

### **STAGE TWO**

#### **PERFORMANCE TASKS**

- Role playing scenarios in the school store and job placement
- Reflective writing in a journal
- Practice ordering healthy items from the menu where they work

#### **OTHER EVIDENCE**

- Direct observation
- Classroom activities
- student presentation
- Formative and summative assessments

### **STAGE THREE**

#### **LEARNING ACTIVITIES**

- Students will examine local maps and discover different opportunities of transportation
- Group discussions
- Examine and complete worksheets
- Lessons on proper nutrition and healthy life styles

**Unit Name: Workplace Readiness Skills**

**Author: Brian James**

### **UNIT 5**

Subject: **Community Based Instruction**  
Course/Grade: **Post-Secondary**  
School: **EHTHS**

Country: **USA**  
State/Group: **NJ**

## **UNIT SUMMARY**

This unit focuses on different types of **Community Based Experiences (Structured Learning Experiences) Acme, McDonalds, Applebee's**

## **UNIT RESOURCES**

<http://www.youthrules.dol.gov/for-employers/index.htm>

### **Internet Resource Links:**

- [www.applebees.com/about-us/work-with-us](http://www.applebees.com/about-us/work-with-us)
- <https://www.mcdonalds.com/us/en-us/careers.html>
- [www.acmemarkets.com/employment\\_position/retail\\_jobs/](http://www.acmemarkets.com/employment_position/retail_jobs/)

## **STAGE ONE**

### **GOALS AND STANDARDS**

**9.3.12.C.6 Career Preparation- Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities**

### **ENDURING UNDERSTANDINGS**

**After completion of this unit, students will be able to identify the importance of:**

- Introduction to CBI placements (Acme, McDonald's, Applebee's)
- Safety Procedures
- Expectations (on and off worksite including transportation)
- Self-representation
- Experience different positions with each company
- How to keep busy while working

### **ESSENTIAL QUESTIONS**

- What safety measures are in place for certain tasks?
- How can an employee demonstrate that they are a team player?
- What is expected of an employee the moment they enter and leave work?

- What positions are available for future employment?

### **KNOWLEDGE AND SKILLS**

#### **Students will be able to:**

- Identify safety procedures
- Experience different positions and expectations for each
- Display proper behavior and attitude from school to work and back

## **STAGE TWO**

### **PERFORMANCE TASKS**

- Observing and working in a variety of settings and positions
- Reflective writing in a journal
- Oral presentations
- Keeping a portfolio

### **OTHER EVIDENCE**

- Direct observation
- Completing different tasks
- student presentation
- Formative and summative assessments
- Task analysis
- Manager and store director observations

## **STAGE THREE**

### **LEARNING ACTIVITIES**

- Students will complete tasks in an authentic learning environment
- Group discussions
- Examine and complete worksheets
- Students will have the opportunity to work at McDonald's
  - Greeting customers with a smile
  - Taking accurate food orders
  - Preparing all of the restaurant's food
  - Partnering with other Crew and Managers to meet target goals during your shift
  - Restaurant Cleanliness
  - Ensuring items are well stocked
- Students will have the opportunity to work in different departments of the Acme such as:
  - Bakery
  - Produce
  - Floral
  - Butcher Block (stock only)

- Grocery
  - Deli
  - Dairy
  - Bagger
  - Organizing carts
  - General Maintenance
- Students will have the opportunity to work at Applebee's
    - Preparing food
    - Cleaning tables

**Unit Name: Workplace Readiness Skills**  
**Author: Brian James**

## UNIT 6

Subject: **Community Based Instruction**  
 Course/Grade:  
**Post-Secondary**  
 School: **EHTHS**

Country: **USA**

State/Group: **NJ**

### UNIT SUMMARY

This unit focuses on **Career Awareness, Exploration, and Preparation**

### UNIT RESOURCES

http:// <http://www.newwaystowork.org>

### Internet Resource Links:

- [www.wintac.org](http://www.wintac.org)
- [www.cteresource.org](http://www.cteresource.org)
- <http://www.learning-resources.com/WorkReadinessSkills.cfm>
- [http://www.educationworld.com/a\\_lesson/lesson160.shtm](http://www.educationworld.com/a_lesson/lesson160.shtm)
- <https://njcis.intocareers.org>

## STAGE ONE

### GOALS AND STANDARDS

**9.3.8.B.5 Use workplace readiness skills and career information learned from job shadowing, high school visits, speakers, volunteering, or other career exploration activities to assist with career exploration.**

**9.3.8.B.11 Prepare a sample resume and cover letter as part of an application for part-time or summer employment.**

## **ENDURING UNDERSTANDINGS**

**After completion of this unit, students will be able to identify the importance of:**

- Each job, career, and profession has a set of preparation requirements, career exploration experiences, and different opportunities for personal and professional growth and satisfaction.
- An effective career plan is flexible, includes a variety of life experiences skills, and education, and can save time, energy, and money.

## **ESSENTIAL QUESTIONS**

- How do I decide what I want to be?
- How do I plan for a career?
- How do I communicate this information to employers?

## **KNOWLEDGE AND SKILLS**

**Students will be able to:**

- Write a professional cover letter and resume
- Be creative and resourceful when researching different careers
- Demonstrate employability behavior

## **STAGE TWO**

### **PERFORMANCE TASKS**

- Utilizing the NJ Career Assistance Navigator
- Reflective writing in a journal
- Attend career fairs at the high school
- Applying online to different companies seeking employees
- Mock interviews with staff and hiring managers

### **OTHER EVIDENCE**

- Direct observation
- Classroom activities
- student presentation

- Formative and summative assessments
- Task analysis

### STAGE THREE

#### **LEARNING ACTIVITIES**

- Students will follow prescribed scenarios as well as creating their own for role playing purposes
- Group discussions
- Examine and complete worksheets
- Students will receive interviews with managers and store directors

