

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: Inspire Independent Living

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All standards identified are based on the California Career Technical Education (CCTE) model curriculum standards. These standards serve as the basis for the curriculum frameworks, instructional materials, and statewide assessments in California. The CCTE model curriculum standards have been developed for use at the secondary level, grades seven through twelve. There are 11 "foundation standards" that address various skills related to this course.

Following are 11 CCTE standards:

- 1.0 Academics
- 2.0 Communications
- 3.0 Career Planning and Management
- 4.0 Technology
- 5.0 Problem Solving and Critical Thinking
- 6.0 Health and Safety
- 7.0 Responsibility and Flexibility
- 8.0 Ethics and Legal Responsibilities
- 9.0 Leadership and Teamwork
- 10.0 Technical Knowledge and Skills
- 11.0 Demonstration and Application

EDUCATIONAL SERVICES

Department: **Special Education**

Course Title: **Inspire Independent Living**

Course Number: _____

Unit Title: **Safety and Sanitation**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

- 6.2 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.3 Set up a work area, or shop, to avoid potential health concerns and safety hazards, including but not limited to electrical (shock), wires (tripping), fumes (lung health), noise (hearing loss), fire (burns), and so forth, incorporating ergonomics. 3 BCT | California Career Technical Education Model Curriculum Standards
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).
- 6.8 Report hazards found on the job site to supervisor/teacher.
- 6.9 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.10 Maintain proper use of safety apparel at all times, including but not limited to, eye protection, hearing protection, skin protection, head protection, footwear and protection from airborne particulate matter.
- 6.11 Comply with the safe handling, storage and disposal of chemicals, materials and adhesives in accordance with local, state, and federal safety and environmental regulations (OSHA, Environmental Protection Agency [EPA], Hazard Communication [HazCom], Material Safety Data Sheets [MSDS], etc.).
- 6.12 Demonstrate the proper care and safe use of hand, portable and stationary power tools.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)
 - a. Demonstrate understanding of safety of tools being used, maintenance of tools and equipment.
 - b. Investigate unsafe working environments versus safe working environments.
 - c. Demonstrate how to set up a work area safely.
 - d. Demonstrate personal safety with lifting, bending, or moving equipment and supplies.
 - e. Plan a project and potential safety issues and how they can be avoided.
 - f. Make a list of safety equipment needed for job.
 - g. Understand and demonstrate project safety in specific work areas.
 - h. Understand use of tools, where they are sold and how you would purchase them.
 - i. Demonstrate the ability to read job skills necessary and needed work items.
 - j. Understand and demonstrate maintaining a safe work environment.
 - k. Select appropriate tools used and proper care throughout project.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- a. Create a project that will be completed via an interactive notebook.
- b. Fill out a tools needed form, safety form, and necessary work items.
- c. Understand OSHA practices, tests used and given by OSHA.
- d. Create a Material Safety Data Sheet; understand where they can be found in work environments and why they are used.
- e. Observe projects and how they are completed via videos or field trips.
- f. Observe employees/students working safely in different environments.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.

- a. Evaluate written assignments.
- b. Evaluate completed work and projects.
- c. Skill assessments.
- d. Chapter/Unit tests.
- e. Alternate forms of assessment per student IEP needs
- f. Observations.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

What will we do if students don't learn?

- a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum, and materials using different strategies, modalities, styles, peer tutoring, etc...
- b. Review basic concepts and redo in a simpler format.

What will we do if students already know it?

- a. Extended learning activities
- b. Move to next higher level of same standard or skill
- c. Reassess student skill level and place appropriately

EDUCATIONAL SERVICES

Department: **Special Education**

Course Title: **Inspire Independent Living**

Course Number: _____

Unit Title: **Personal Awareness and Social Responsibility**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Ethics and Legal Responsibilities Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

(Direct alignment with SLS 11-12.1d)

- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.
- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- a. Demonstrate understanding of ethical and legal behaviors that are acceptable in any workplace.
- b. Investigate the hierarchy and organization of management structures within a workplace.
- c. Demonstrate personal integrity and ethical behavior when engaged in workplace situations.
- d. Demonstrate the ability to work independently and in a team environment when completing projects.
- e. Make a list of desirable leadership qualities for employees and employers.
- f. Understand how to make decisions fairly and efficiently when working with a group.
- g. Understand how teamwork, leadership and citizenship affect the success of an individual, community, and school.
- h. Demonstrate the ability to work with others who represent varied backgrounds, cultures, and ethnicities.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- a. Use of an interactive notebook for lessons on ethical and legal behaviors in the workplace using a KWL chart.
- b. List places where we see ethical and legal behaviors being used.
- c. Make a slideshow explaining various roles of people in companies/organizations and why they are necessary.
- d. Have a guest speaker speak about a local company and the need for different levels of employees.
- e. Understanding your role in an organization.
- f. Understand effective ways of communicating issues or concerns.
- g. Make a brochure on how to file a complaint.
- h. Research places where teamwork is effective.
- i. Hands on experience via sewing, mechanics, floral, auto class, may include other CTE skills working independently.
- j. Understanding via independent work how to ask questions and when to ask questions.
- k. Team work hands on in a classroom setting with other students. Following directives and completing a task.
- l. Keeping skills compiled to add to a final personal portfolio.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

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- a. Evaluate written assignments.
- b. Evaluate completed work and projects.
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- d. Chapter/Unit tests.
- e. Alternate forms of assessment per student IEP needs.
- f. Observations.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

What will we do if students don't learn?

- a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum, and materials using different strategies, modalities, styles, peer tutoring, etc...
- b. Review basic concepts and redo in a simpler format.

What will we do if students already know it?

- a. Extended learning activities.
- b. Move to next higher level of same standard or skill.
- c. Reassess student skill level and place appropriately.

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Unit Title: **Functional Communication**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

- 2.0 Communications Acquire and accurately use Building and Construction Trades sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

1. What students will learn, know and be able to do? (Must be aligned to state content standards.)
 - a. Demonstrate understanding of specific terminology and protocols used in the workplace.
 - b. Demonstrate the ability to communicate effectively using the sender-receiver model.
 - c. Make a list of barriers to accurate and appropriate communication.
 - d. Understand how to see verbal and nonverbal communication and how to respond.
 - e. Understand how to use tools to spell check what is written and making sure something is "business worthy" before presenting it to your employer.
 - f. Understand how to use technology in the workplace and what is appropriate.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- a. Students will maintain an interactive notebook with common terminology used in different trades.
- b. Students will understand terminology used in sewing, mechanics, floral and auto trades.
- c. Demonstrate the ability to use the terminology correctly in hands on activity.
- d. Make a list of barriers they see themselves having in the workplace and a list of solutions.
- e. Understand applications on cellular phones and online that can be used so spelling is correct and message is received.
- f. Practice messages focusing in sewing, mechanics, floral and auto.
- g. While working with another class, observe students and record nonverbal communication seen.
- h. Understand how what is appropriate to use in the workplace. Each student will pick a topic from what we have learned, create a slideshow and present the topic to the class.
- i. Students will see examples of different communications and correct them accordingly.
- j. Demonstrate understanding through roleplay.
- k. Students will see examples of different communications within sewing, mechanics, floral and auto and report on them accordingly through an interactive notebook.
- l. Demonstrate understanding struggles and successes through roleplay.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

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Unit Title: **Workplace Skills/Job Training**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- 7.0 Responsibility and Flexibility Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Building and Construction Trades sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

1. What students will learn, know, and be able to do? (Must be aligned to state content standards.) For

various CTE pathways, students will be able to do the following:

- a. Identify Safety Standards relative to industry and projects presented in the class
- b. Identify Tools and Materials as needed to complete projects presented in class
- c. Follow Step-By-Step Instruction presented in verbal, written, and visual forms
- d. Work cooperatively with the instructor and classmates towards a common goal/project
- e. Use tools and equipment at a level needed to complete a common goal/project
- f. Follow through on a project from inception to completion
- g. Maintain facilities and equipment to industry standards

Examples of CTE Pathways and class projects that could be used are:

Fashion and Interior Design- Completion of sewing projects (cat pattern, cord keeper, sewing a hem, ironing, cross-stitching)

Agriculture (Ag Mechanics)- Woodworking projects (leveling, measuring, repairing a hole in drywall, deconstruction and reuse of wood pallets for holiday decor pieces)

Agriculture (Floral Design)- Design projects (bud vases, flower wraps, boutonnieres)

Transportation (Automotive)- Change windshield wipers, change oil, change a flat tire

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- a. Maintain an interactive notebook to discuss predictable and unpredictable problems in our area of study.
- b. Discuss adapting to potential problems. Role-play
- c. Discuss attire, maintain an employer evaluation sheet
- d. Demonstrate in class the use of workplace roles. Discuss videos of various workplace behaviors.
- e. Use scenarios via an interactive notebook of different worksites and potential problems.

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Course Number:

Unit Title: **Career Awareness and Job Seeking Skills**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

3.0 Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.

3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.

3.3 Explore how information and communication technologies are used in career planning and decision making.

3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.

Develop a career plan that reflects career interests, pathways, and postsecondary options

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

1. What students will learn, know, and be able to do? (Must be aligned to State content standards.)

- a. Demonstrate understanding of career information, career decisions.
- b. Investigate personal interests and skills acquired and needed.
- c. Demonstrate understanding the importance of keeping information of skills obtained and interest areas.
- d. Demonstrate the ability to make informed decisions with career choices.
- e. Make a list of experiences and knowledge obtained.
- f. Understand how to make career planning decisions.
- g. Understand how to make decisions for career opportunities and implement skills in different work arenas.
- h. Demonstrate the ability to fill out an application correctly with skills obtained.
- i. Understand a career pathway and how to obtain needed education.
- j. Select appropriate tools.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- a. Use interactive notebook for careers related to class where students are working
- b. Investigate job openings in the area
- c. Understand qualifications needed. Skills that have already been obtained and skills that will need to be obtained.
- d. Interview someone in field of interest.
- e. List job qualifications and career interests and how to match them with skills
- f. Maintain personal portfolio with qualifications and skills seen in hands on classes during work times.
- g. Articles related to skills.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

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