

MISSION TRAILS REGIONAL OCCUPATION PROGRAM

1. **COURSE TITLE:** Training for Transitions
2. **CBEDS TITLE:** Other Diversified Occupations
3. **CBEDS NUMBER:** 5869

4. **TITLES:**

O Net	Title
43-9199.99	Office & Administrative Support worker
35-2021.00	Food Preparation Worker
41-9099.99	Retail Sales Worker

5. **COURSE DESCRIPTION**

The transitions curriculum is a student-centered curriculum based on the premise that students gain personal power when they set goals, learn employability skills, and make productive choices. The curriculum focuses on three areas: personal management, career management, and life management. It provides skill development instruction and experiences for entry-level positions in office, food service and retail settings.

This course is designed for special needs and other students who face multiple barriers to successful employment such as, low self-esteem, poor academic skills, and positive career focus.

6. **HOURS:**

Classroom Theory/Applied	144
Community Site/Coop Voc Ed	36
TOTAL HOURS	180

7. **PREREQUISITES:**

Must be 16 years of age or older, a junior or senior in high school.

8. **REVISION DATE:** March 2007

9. COURSE OUTLINE:

A. CONTENT AREA SKILLS:

- I. EXPECTED STUDENT OUTCOMES**
- II. HOURS OF INSTRUCTION**

COURSE OUTLINE

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS CL = Classroom CC = Comm. Class. CP = Co-op Ed.		
Instruction will include:	Student will be able to:	CL	CC	CP
1. Introduction <ul style="list-style-type: none"> a. Goals & Objectives b. Course Syllabus c. Classroom rules & expectations d. Evaluation of students 	<ul style="list-style-type: none"> • Summarize and explain goals and objectives of the course • Know what behaviors are expected, acceptable and not acceptable in the classroom • Know what math exercises are needed for proficiency 	5		
2. Introduction to Retail – Support Skills <ul style="list-style-type: none"> a. Basic Math b. Oral Communication 	<ul style="list-style-type: none"> • Solve basic math problems by using formulas for interest, ratios and percents. Use of fractions, decimals, whole numbers and mixed number formulas • Deliver oral reports, role play, enter into class discussions properly and answer interview questions 	5		
3. Introduction to Retail – Human Relations <ul style="list-style-type: none"> a. Personality Development for Work 	<ul style="list-style-type: none"> • Learn values, attitudes, responsibilities and human relations skills necessary to become a productive citizen and succeed in their chosen career. Students will be able to function on an adult, professional level, by attending community visits in a retail store. • Understand the importance of customer service and positive customer relations • Understand employee-employer obligations 	5		
4. Introduction to Retail – Merchandising	<ul style="list-style-type: none"> • Care for, receive and stock merchandise • Understand elements of display 	5		

	<ul style="list-style-type: none"> • Demonstrate how to approach a customer have a dialogue • Ability to count change for a customer at a point of purchase 			
<p>5. Introduction to Office – General Employability Skills</p> <p>a. Students will be able to demonstrate effective employability skills</p>	<ul style="list-style-type: none"> • Listening and speaking skills • English grammar skills • Spelling and vocabulary skills • Decision making and problem solving skills • Understanding of basic business groups 	5		
<p>6. Introduction to Office – Phone etiquette</p>	<ul style="list-style-type: none"> • Understand and demonstrate how to take a phone message and answer the phone properly 	3		
<p>7. Introduction to Office – Basic Operations</p>	<ul style="list-style-type: none"> • Making photocopies, collate and staple • Use a paper cutter • Use an adjustable 3-hole punch • Fill stapler • Replace toner & printer cartridges • Use a scanner & digital camera • Process and distribute office and U.S. mail 	5		
<p>8. Introduction to Food Service – Industry and Employment Awareness</p>	<ul style="list-style-type: none"> • Understanding of entry level positions available in the food service and hospitality industries, their duties and requirements • Understanding the processes in seeking and maintaining employment in the food service industry 	5		
<p>9. Introduction to Food Service – Basic Food Service Competencies</p>	<ul style="list-style-type: none"> • Knowledge of safe practices to prevent injury to self & others • Safe, sanitary use of equipment and utensils • Knowledge of proper food handling, preparation, storage and procedures to prevent food-borne illness • Understanding of proper cleaning and dishwashing procedures to maintain a sanitary work environment • Knowledge of food service terminology 	5		

	<ul style="list-style-type: none"> Understanding duties of host, server, bus person & dishwasher 			
10. Grooming a. Personal Hygiene b. Personal appearance c. Dress Code	<ul style="list-style-type: none"> Identify need for daily bathing, deodorant, rest, proper diet and exercise Know importance of proper dress and grooming Know and describe proper employee dress standards 	5		
11. Use of equipment	<ul style="list-style-type: none"> Follow job time card procedures 	5		
		53	0	

Sources:

CPS – *Career Preparation Standards*. California Department of Education and WestEd

SCANS – *What Work Requires of Schools: A SCANS Report of America 2000*.

The Secretary’s Commission on Achieving Necessary Skills, Publication of the US Dept. of Labor, June 1991.

B. FOUNDATION SKILLS:

- i. **EXPECTED STUDENT OUTCOMES**
- ii. **HOURS OF INSTRUCTION**

COURSE OUTLINE

FOUNDATION SKILLS	EXPECTED STUDENT OUTCOMES	HOURS		
		CL = Classroom	CC = Comm. Class.	CP = Co-op Ed.
Instruction will include:	Student will be able to:	CL	CC	CP
<p>* Introduction to the Transitions Class - Students will understand the purpose and requirements of the class. They will explain how taking this class will improve their future.</p> <ol style="list-style-type: none"> 1. Define the term transition, and apply it to their current situation. 2. Discuss the importance of rules, and define the rules and consequences for the class 	<p>SCANS: Basic Skills SCANS: Thinking Skills SCANS: Personal Qualities</p>	5	0	
<p>* Self-Assessment - Students will understand the similarities and differences between people. They will develop an inventory of their personal strengths, abilities, and interests as a basis for life and career management.</p> <ol style="list-style-type: none"> 1. Describe Maslow's hierarchy of needs and apply it to real-life examples. 2. Complete a pre-test to assess their strengths and weakness, values and beliefs. 3. Define self-esteem, and describe the characteristics and behaviors that lead to high self-esteem. 4. Apply decision-making steps to real-life situations. 	<p>SCANS: Basic Skills SCANS: Thinking Skills SCANS: Personal Qualities</p>	10	0	
<p>* Effective Communication Skills - Students will understand that the way they communicate is based on many factors, including their feeling about themselves. They will examine their communication style, and determine if it is harmful to their success.</p> <ol style="list-style-type: none"> 1. Evaluate the impact of positive and negative 	<p>SCANS: Basic Skills SCANS: Thinking Skills SCANS: Personal Qualities</p>	10	10	

<p>statements.</p> <ol style="list-style-type: none"> Practice using positive statements and effective listening skills. Demonstrate anger control and ability to resolve conflicts. <p>* College Planning – Students will understand the need to continue their education beyond High School graduation.</p>		10	0	
<ol style="list-style-type: none"> Complete financial aid applications (FAFSA) Complete Community College Assessment (i.e. Hartnell – STARR) Visit college campus(es) <p>* Career Assessment - Students will understand that a variety of skills are necessary for career success. They will research educational requirements, employment outlook, and career potential for various career, and develop a career plan.</p> <ol style="list-style-type: none"> Organize and complete a career search based on information from their personal career profile. Plan a job-shadow experience based on career search results. Assess the relationship between education and job success. Complete a career-ladder plan. 	<p>SCANS: Basic Skills SCANS: Thinking Skills SCANS: Personal Qualities</p>	25	0	
<p>* Job Search Resources – Students will understand that each community has agencies and organizations that provide services and assistance to those who qualify. They will access community resources to further their career plan.</p> <ol style="list-style-type: none"> Research local agencies and organizations, and list the types of services they provide. Identify and list agencies that specialize in job and career assistance. Practice networking process for job search. Complete a job application and a resume. Participate in a job interview. 	<p>SCANS: Basic Skills SCANS: Thinking Skills SCANS: Personal Qualities</p>	10	0	
<p>* Employee Success – Students will understand the</p>	<p>SCANS: Basic Skills</p>	10	10	

<p>importance of the work ethic and that all honest jobs are worthwhile. They will explain how individual responsibility for choice of behavior impacts job success.</p> <ol style="list-style-type: none"> 1. Explain employer expectations for all employees. 2. Demonstrate work maturity skills. 3. Identify employee rights, protections and responsibilities. 4. Compare employee success with the role of a responsible community member. 5. Participate in a community volunteer activity. 	<p>SCANS: Thinking Skills SCANS: Personal Qualities</p>			
<p>* Healthy Life Habits – Students will understand the importance of healthy lifestyle, and which habits maintain good health. They will examine their habits and identify the ones that risk their health.</p> <ol style="list-style-type: none"> 1. Define the term health within a holistic framework. 2. Identify characteristics and behaviors of a healthy lifestyle. 3. Complete a personal health assessment. 4. Create a personal health improvement plan. 5. Demonstrate stress management techniques. 6. Utilize, monitor and modify personal health improvement plan for 3 weeks. 7. Compare/Contrast health assessment before and after completion of plan. 	<p>SCANS: Basic Skills SCANS: Thinking Skills SCANS: Personal Qualities</p>	2	0	
<p>* Independent Living – Students will understand the privileges and responsibilities of becoming an adult community member. They will practice the foundation skills necessary to make adult decisions.</p> <ol style="list-style-type: none"> 1. Create a budget based on the salaries of a high school, college, and post-college graduate. 2. Analyze how the cost-of-living impacts salary, budget, and lifestyle. 3. Identify steps to financial security. 4. Practice opening a savings account, and estimate amount of savings per paycheck. 5. Calculate projected savings over a 5, 10 and 	<p>SCANS: Basic Skills SCANS: Thinking Skills SCANS: Personal Qualities</p>	15	0	

<p>20 year period.</p> <p>* Family Life - Students will understand that having a happy and fulfilling adult life takes awareness and commitment. They will practice the skills needed to keep their personal life stable and healthy.</p> <ol style="list-style-type: none"> 1. Describe the elements of a healthy relationship. 2. Investigate ways to make informed choices regarding dating and marriage. 3. Examine child development behavior. 4. Compare/Contrast the three parenting styles. 5. Contrast the difference between consequences and punishment. <p>* Occupational Safety - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment.</p> <ol style="list-style-type: none"> 1. Describe proper handling of equipment. 2. Practice Safety-related directions. 3. Demonstrate proper safety attire. <p>* Work-based Learning (occupational areas) -The workplace learning experiences are directly related to the student's career goals. Work-based learning may include the following occupational areas: retail, office, agriculture, manufacturing, health services, construction and maintenance, landscaping, careers with children, food services and automotive.</p>	<p>SCANS: Basic Skills SCANS: Thinking Skills SCANS: Personal Qualities</p> <p>SCANS: Basic Skills SCANS: Thinking Skills SCANS: Personal Qualities</p> <p>SCANS: Basic Skills SCANS: Thinking Skills SCANS: Personal Qualities</p>	<p>3</p> <p>3</p> <p>3</p>	<p>0</p> <p>10</p> <p>6</p>	
		106	36	

Sources:

SCANS -What Work Requires of Schools: A SCANS Report of America 2000,
The Secretary's Commission on Achieving Necessary Skills, Publication of the US Dept. of Labor,
June 1991.

C. Expected Student Proficiencies: Certificate Competencies

<p>WORKPLACE READINESS Completed job search plan: Application Resume Job interview</p> <p>DEMONSTRATED KNOWLEDGE Effective communication Conflict Resolution Stress1 Time Management Work Maturity Skills</p>	<p>FOUNDATION SKILLS Telephone etiquette Message/memo writing Customer Service Budgeting</p>
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10. ADDITIONAL RECOMMENDED/OPTIONAL ITEMS:

A. ARTICULATION:

B. ACADEMIC CREDIT::

C. INSTRUCTIONAL STRATEGIES: cooperative group activities, hands-on experience, discussion, role-play, games, debates, lecture, demonstrations, simulations, job shadowing, interviews, and community service projects.

D. Instructional Materials: Fulton, Louise and Silva, Rebecca The Transitions Curriculum, Santa Barbara: James Stanfield Company, 1998.

E. Certificates other than for ROP: