

## Vocational Internship

Strand	
<u>Concept</u>	<u>Learning Targets</u>
A. Interpersonal skills	1. <ul style="list-style-type: none"> <li>• Within the context of the internship, students will demonstrate and enhance interpersonal skills by:               <ul style="list-style-type: none"> <li>• using appropriate language</li> <li>• developing listening skills</li> <li>• communicating clearly</li> <li>• using appropriate voice, tone and volume</li> <li>• interacting appropriately with co-workers</li> </ul> </li> </ul>
<b>Alignments:</b> CCSS: 9-10.SL.1; 9-10.SL.1d; 9-10.SL.6 Performance: 1.10, 2.6, 3.2 Knowledge: (CA) 6 NETS: N/A DOK: 3	
<u><b>Instructional Strategies</b></u> <ul style="list-style-type: none"> <li>• Within the hospital setting, various resources are available depending on the job the student is performing</li> <li>• The teacher will provide specific feedback in regards to:               <ul style="list-style-type: none"> <li>• reflection through conversation guided by the teacher</li> <li>• specific feedback provided by hospital staff</li> </ul> </li> </ul>	
<u><b>Assessments/Evaluations</b></u> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Hands-on work</li> <li>• Collaboration</li> <li>• Employer/teacher evaluation</li> <li>• Role play to show appropriate skills in communicating</li> </ul>	
<u><b>Sample Assessment Questions</b></u> <ul style="list-style-type: none"> <li>• Questions driven from classroom discussion</li> <li>• When a student is asked to do a job that is not part of the “normal” job, how should he/she respond to the supervisor?</li> </ul>	

**Instructional Resources/Tools**

- Role play with the students to show them a variety of situations that deal with:
  - tone
  - volume
  - listening
  - appropriate language
- Utilize the hospital handbook to review/discuss policies and procedures
- Discuss and watch the hospital videos on:
  - HIPPA
  - Hospital Mission Statement

**Literacy Connections**

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

**Cross Curricular Connections**

- All prior functional, special education, and regular education curriculum and community experience classes

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<u>Concept</u>	<u>Learning Targets</u>
<p>B. Develop workplace skills</p>	<p>1.</p> <ul style="list-style-type: none"> <li>• Demonstrate workplace skills including: <ul style="list-style-type: none"> <li>• working successfully with peers from diverse background</li> <li>• taking ownership of one's role while working with a team</li> <li>• exhibiting punctuality</li> <li>• accepting directions and feedback</li> <li>• asking questions and seeking clarification</li> <li>• working efficiently</li> <li>• prioritizing work duties</li> <li>• demonstrating initiative and flexibility</li> <li>• confidentiality</li> <li>• problem solving</li> </ul> </li> </ul>
<p><b>Alignments:</b>  CCSS: 9-10.SL.1; 9-10.SL.6  Performance: 4.5  Knowledge: (H/PE) 2 (SS) 6  NETS: 2a; 5a  DOK: 3</p>	
<u>Instructional Strategies</u>	
<ul style="list-style-type: none"> <li>• The teacher: <ul style="list-style-type: none"> <li>• works with the students to discuss the events of the day that relate back to this learning target</li> <li>• will role play with the student on what has happened for the day</li> <li>• model ways to solve a problem</li> <li>• demonstrate what it looks like to keep and not keep confidentiality</li> <li>• explain and show how to ask clarifying questions about a job</li> <li>• model what punctual looks like</li> </ul> </li> <li>• Specific feedback provided by hospital staff per student per job</li> </ul>	

**Assessments/Evaluations**

- Attendance
- Internship site rotation schedule
- Conversations explaining the schedule of the hospital and when people can take breaks/lunch
- Assessment is embedded within the job experience

**Sample Assessment Questions**

- Questions driven from classroom discussion such as: “You have 15 minutes left of your day and you think you are done for the day. Can you just leave early and say that it was your break time?”

**Instructional Resources/Tools**

- Refer to the hospital handbook to discuss:
  - attendance
  - punctuality
  - confidentiality
- Discuss and watch the hospital video on HIPPA

**Literacy Connections**

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

**Cross Curricular Connections**

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C. Gain knowledge of appropriate workplace attire and etiquette	1. <ul style="list-style-type: none"> <li>• Within the context of the internship, the students will:               <ul style="list-style-type: none"> <li>• exhibit personal hygiene</li> <li>• dress in a business-like manner</li> <li>• follow HR guidelines for electronic usage</li> <li>• follow HR guidelines for specific breaks times</li> </ul> </li> </ul>
<b>Alignments:</b> CCSS: N/A Performance: 4.3 Knowledge: (H/PE) 2 (SS) 6 NETS: 2a; 5a DOK: 2	
<u><b>Instructional Strategies</b></u> <ul style="list-style-type: none"> <li>• In small groups the students will discuss proper attire for arriving at a job even though they will change into something else for a job</li> <li>• Discuss, in detail, appropriate attire and etiquette for the workplace and how it changes with different jobs</li> <li>• Reflection through conversation guided by the teacher</li> <li>• Specific feedback provided by hospital staff</li> </ul>	
<u><b>Assessments/Evaluations</b></u> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Formal/informal evaluation</li> <li>• Daily participation</li> <li>• Assessment is embedded within the job experience</li> </ul>	
<u><b>Sample Assessment Questions</b></u> <ul style="list-style-type: none"> <li>• Questions driven by classroom discussion such as “I woke up late this morning and I just rolled out of bed to get to work on time. Is it ok to show up to work in pajama pants since I have to change into scrubs?”</li> </ul>	

**Instructional Resources/Tools**

- Utilize the hospital handbook to review and discuss policies of:
  - hygiene
  - appropriate attire
  - appropriate use of electronic devices
- Discuss and watch the hospital HIPPA video to discuss privacy when the electronic devices rule is not followed and what some consequences could be for patients

**Literacy Connections**

- N/A

**Cross Curricular Connections**

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<u>Concept</u>	<u>Learning Targets</u>
D. Participate in the workplace evaluation process	1. <ul style="list-style-type: none"> <li>During a formal evaluation process, the students will maintain professional composure while receiving constructive criticism and respond appropriately</li> </ul>
<b>Alignments:</b> CCSS: 9-10.SL.6 Performance: 1.10, 2.2, 2.3, 3.6 Knowledge: (CA) 6 HEGLE: HME.4.A (Gr. 7) NETS: N/A DOK: 4	
<u><b>Instructional Strategies</b></u> <ul style="list-style-type: none"> <li>Model professional composure during mock evaluation</li> <li>Specific feedback led by professional staff</li> <li>Reflection through conversation guided by teacher</li> </ul>	
<u><b>Assessments/Evaluations</b></u> <ul style="list-style-type: none"> <li>Mock evaluation to help prepare students for actual evaluation</li> <li>Assessment is embedded within the job experience</li> </ul>	
<u><b>Sample Assessment Questions</b></u> <ul style="list-style-type: none"> <li>Questions driven from class discussions about the evaluation process and possible questions that could be asked during an interview</li> </ul>	
<u><b>Instructional Resources/Tools</b></u> <ul style="list-style-type: none"> <li>Reflection through conversation guided by the teacher</li> <li>Model professional composure during mock evaluations</li> <li>Specific feedback led by professional hospital staff</li> </ul>	
<u><b>Literacy Connections</b></u> <ul style="list-style-type: none"> <li>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</li> </ul>	

**Cross Curricular Connections**

- All prior functional, special education, and regular education curriculum and community experience classes



## Vocational Internship

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<p style="text-align: center;"><b><u>Concept</u></b></p> <p>E. Perform specific jobs</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>• Under personnel supervision at a local hospital, students will perform duties such as: <ul style="list-style-type: none"> <li>• housekeeping</li> <li>• cafeteria stocking</li> <li>• linen delivery</li> <li>• trash pick-up</li> <li>• dish room assisting</li> <li>• newspaper delivery</li> <li>• equipment cleaning</li> <li>• grounds keeping</li> <li>• cold cook assisting</li> <li>• computer/data entry</li> </ul> </li> </ul> </li> </ol>
<p><b>Alignments:</b>  CCSS: N/A  Performance: 2.6, 4.3  Knowledge: (H/PE) 3 (SS) 4  NETS: N/A  DOK: 4</p>	
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Reflection through conversation guided by the teacher</li> <li>• Specific instruction and feedback provided by the: <ul style="list-style-type: none"> <li>• hospital</li> <li>• internship staff</li> </ul> </li> </ul>	
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Evaluation process of specific jobs, per term, by: <ul style="list-style-type: none"> <li>• the teacher</li> <li>• internship staff</li> </ul> </li> <li>• Assessment is embedded within the job experience</li> </ul>	

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### **Sample Assessment Questions**

- Questions/classroom discussions driven from specific jobs located within the hospital setting

### **Instructional Resources/Tools**

- Every term the students will rotate to a new job to gain as much work experience within the various departments of the hospital

### **Literacy Connections**

- N/A

### **Cross Curricular Connections**

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<u>Concept</u>	<u>Learning Targets</u>
F. Learn and demonstrate knowledge of occupational safety	1. <ul style="list-style-type: none"> <li>At the worksite, the student will recognize and demonstrate hospital safety rules and precautions</li> </ul>
<b>Alignments:</b> CCSS: RST 9-10.4 Performance: 4.7 Knowledge: (H/PE) 3,7 NETS: 2a; 5a DOK: 2	
<u>Instructional Strategies</u> <ul style="list-style-type: none"> <li>While on the job:               <ul style="list-style-type: none"> <li>Reflection through conversation guided by the teacher</li> <li>Specific feedback provided by hospital staff</li> </ul> </li> </ul>	
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> <li>Navigation through the internship site</li> <li>Assessment is embedded within the job experience</li> </ul>	
<u>Sample Assessment Questions</u> <ul style="list-style-type: none"> <li>While walking in the hallway, the student sees that there is water on the floor. What would be the safety precaution to assist in keeping people safe?</li> </ul>	
<u>Instructional Resources/Tools</u> <ul style="list-style-type: none"> <li>Utilize the hospital handbook to discuss the:               <ul style="list-style-type: none"> <li>HIPPA video</li> <li>hospital mission statement video</li> </ul> </li> </ul>	
<u>Literacy Connections</u> <ul style="list-style-type: none"> <li>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</li> </ul>	

**Cross Curricular Connections**

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<u>Concept</u>	<u>Learning Targets</u>
G. Engage in simple investigations	1. <ul style="list-style-type: none"> <li>• Within the context of the internship, students will:               <ul style="list-style-type: none"> <li>• recognize simple patterns within daily routines</li> <li>• predict and conclude work place needs</li> </ul> </li> </ul>
<b>Alignments</b> CCSS: N/A Performance: 1.6 Knowledge: (SS) 6 NETS: N/A DOK: 2	
<u><b>Instructional Strategies</b></u> <ul style="list-style-type: none"> <li>• Reflection through conversation guided by the teacher for items that are needed in the work area the next day</li> <li>• Specific feedback provided by the hospital staff to help the students learn what will be needed to continue working for the next shift or day</li> <li>• Have the student explain what happens in their job by the hour to assist the student in seeing the daily patterns</li> </ul>	
<u><b>Assessments/Evaluations</b></u> <ul style="list-style-type: none"> <li>• Have the student explain what happens in their job by the hour to assist the student in seeing the daily patterns and to help predict workplace needs</li> </ul>	
<u><b>Sample Assessment Questions</b></u> <ul style="list-style-type: none"> <li>• The student realizes that there is only one can of pickles left in the main kitchen prep area. The student knows that pickles are needed for many different food items. What would be a correct solution to help prepare for the next shift/day?</li> </ul>	
<u><b>Instructional Resources/Tools</b></u> <ul style="list-style-type: none"> <li>• Assist the students in setting up a daily schedule of specific items/tasks that needed to be completed with that job</li> <li>• Assist the students in predicting what will be needed for the remainder of the day or tomorrow when they come back to the job</li> </ul>	
<u><b>Literacy Connections</b></u> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	

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