

Service Industries Exploration (SIE)

Students in this program are anticipated to receive a local or Regents diploma, are in the 10th grade, are at least 15 years old and plan to attend an endorsed CTE program during their junior and senior years of high school. It is designed to give students exploratory level exposure in four major areas. Students who successfully complete this program will possibly be ready to enter an endorsed CTE program. Service Industries Exploration is a one year course which may not be repeated.

Units of Study Include:

Food Preparation

Medical Care

Office Applications

Child Care

- *Emphasis will be on safety and pre-CTE skills development.*
- Students will have the opportunity to take one credit in Traditional ELA 10 These will be pull-out programs taught at grade level by academically certified content- area teachers.

Thoughts to Consider for Special Education Students

When considering placement, review the PLoPs: (Present Levels of Performance)

Academics:

- Have reasonable expectation for success given the 15:1 student /staff ratio.
- Have interest in and potential to develop skills related to the above areas.
- Demonstrate ability to follow directions verbally, with minimal supervision/redirections.
- Read /Write and follow simplified grade-level materials with teacher support.

Management:

- Safety :Be able to work with sharp objects and knives, fire prevention, proper storage of -food and chemicals.
- Have good attendance consistent with CTE policy
- Demonstrate ability to self-monitor and self-regulate behavior, or be able to self-correct with minimal direction.
- Demonstrate ability to follow directions, both verbally and in writing, with minimal supervision/redirections.
- Demonstrate an ability to communicate needs to adults/peers effectively with minimal teacher support.

Physical:

- Have good eye/hand coordination balance, and general motor skills
- Be able to lift 20 pounds

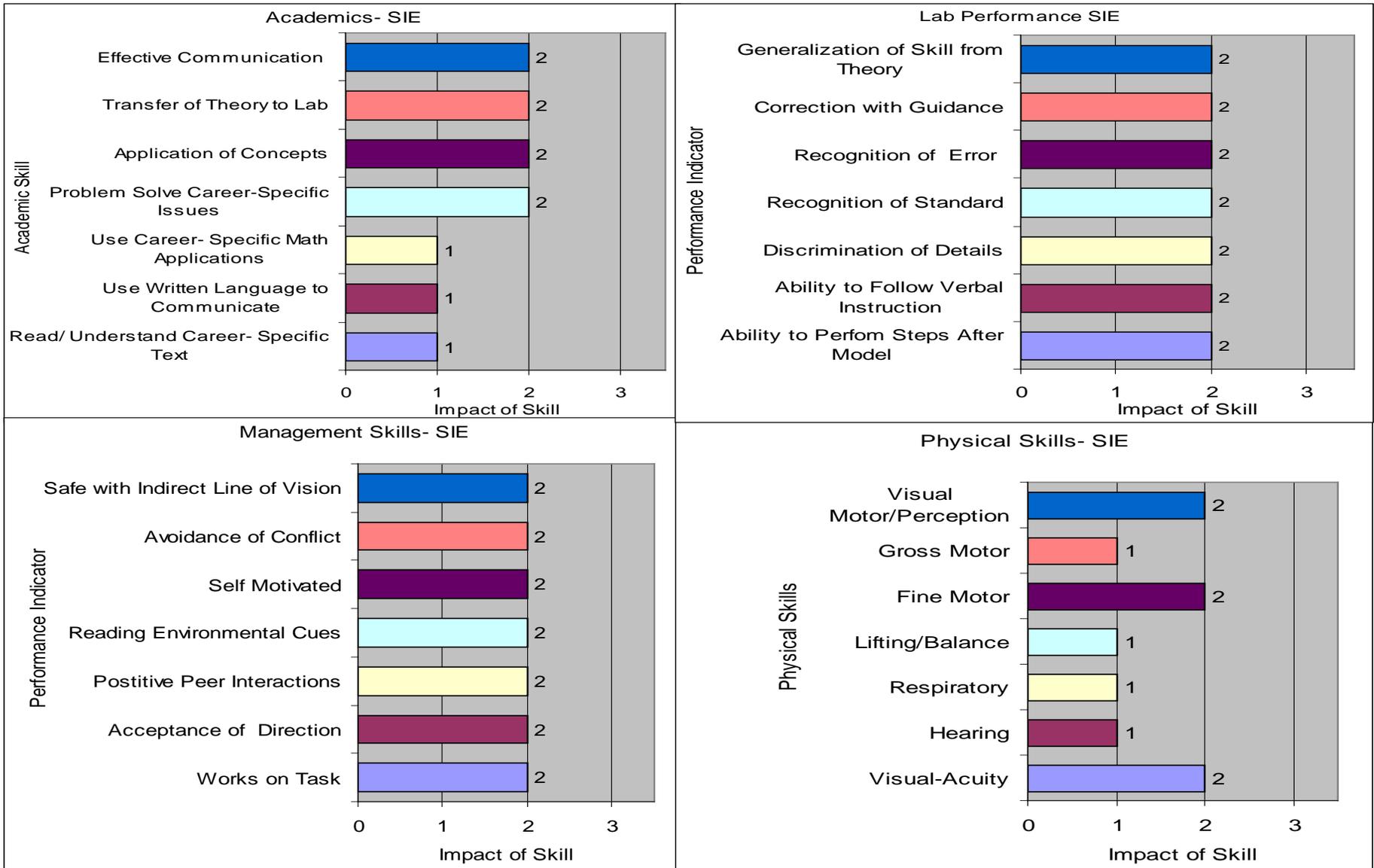
Social:

- Demonstrate an ability to communicate effectively with teacher support.
- Demonstrate ability to work cooperatively in a team environment.
- Demonstrate ability to interact with peers and staff in a pro-social manner, accepting responsibility for behavior

Students must have cognitive and social abilities to process information commensurate with the above listed skills. Borderline/mild cognitive/adaptive skill deficits are acceptable if the student is determined to be able to function in a 15:1 classroom. Students with conduct disorders/emotional disabilities need to be carefully evaluated for their ability to perform safely within the above listed guidelines.

Credits Earned in One Year: 4 credits: Vocational Or 3 credits Vocational, 1 Credit: Math or ELA

Skill Profiles for Service Industries Exploration (SIE)



KEY: The IMPACT each SKILL/COMPONENT will have on success in this program, relative to other CTC programs:
1= Low Impact- Minimal effect on safety/success-weakness has minimal impact; **2= Moderate Impact-** Average skills and ability needed in this skill area. Deficits will have SOME effect on safety/success **3= High Impact-** Strong Influence on safety/success; average–strong skills needed/potential to develop this area further is helpful

Analysis of Sample Reading Material- SIE Program

These samples were provided by the instructor. An internet-based readability program was used to determine approximate grade level of the material. The following formulas were used, as they are the 2 most common. These scores are intended as samples of the reading and academic concepts required by this program.

1. **The Flesch Reading Ease formula** : A scale from 0 to 100.

- 90-100 can be understood by an average 5th grader.
- 60-70 can be understood by 8th and 9th grade students
- 0-30 can be understood by college graduates

2. **The Flesch-Kincaid Grade Level** : Indicates the average student in that grade level can read the text. For example, a score of 7.4 indicates that the text is understood by an average student in 7th grade.

Passage 1: Read. COMP.-STRANGER THAN FICTION pg 7

A young boy named Kanti Duvanles claimed he had lived before in another life. When the authorities tried to challenge his story, they had difficulty disproving it.

Kanti Duvanles lived quietly with his parents in a suburban house outside Bangkok, Thailand, where he was born, in 1883. As he grew up, his parents made note of his frequent conversations with what they assume was an imaginary playmate. By the time Kanti was ten, his parents began to question his sanity. He told them about another life he had lived in a small town, Chow Buri. He claimed he had been married

Flesch Reading Ease: 79

Flesch-Kincaid Grade Level: 5

Passage 2: Bridges To Literature pg 261

For Sparky, school was all but impossible. He failed every subject in the eighth grade. He flunked physics in high school, getting a grade of zero. Sparky also flunked Latin, algebra and English. He didn't do much better in sports. Although he did manage to make the school's golf team, he promptly lost the only important match; he lost that, too.

Throughout his youth Sparky was awkward socially. He was not actually disliked by the other students; no one cared that much. He was astonished if a classmate ever said hello to him outside of school hours. There's no way to tell

Flesch Reading Ease: 79

Flesch-Kincaid Grade Level: 5

Typical Requirements for this Program Include:

Ability to:

- participate in a guided, cooperative work groups
- listen to verbal instructions and then to follow the steps given
- remember steps learned, and to then apply them to similar situations
- maintain a portfolio of accomplished skills, highlighting a modified curriculum approach
- follow classroom and safety rules, accepting responsibility for behavior