

## **Service Industries Readiness (SIR)**

This program is designed for students who are in 9<sup>th</sup> grade, are between 14 and 16 years old, and are challenged to succeed in the traditional academic setting. It is designed to give students an introductory level of exposure in 2 major areas. Service Industries Readiness is a one-year course which may be followed by the SIE program in the 10<sup>th</sup> grade.

### Units of Study Include:

#### **Food Preparation      Child Care**

- Students will have the opportunity to take 2 academic credits based on need and availability. These will be pull-out programs taught at grade level by certified content-area teachers.
- *Emphasis will be on safety and soft skills development.*
- Students who successfully complete this program will be prepared to enter the Service Industries Exploration program when age appropriate.

### **Thoughts to Consider for Special Education Students**

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

#### Academics:

- Instruction is directly related to the vocational skills.
- Have been identified as having a LRE as at least a 15:1 student/staff ratio
- Have potential for learning/developing skills described.

#### Management:

- Demonstrate ability to work in commercial kitchen setting with stoves, ovens and sharp objects and knives.
- 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 verbally, with minimal supervision/redirections
- Read and follow simplified written guides such as recipes and charts, with minimal supervision.
- Demonstrate an ability to communicate effectively

#### Physical: Have good eye/hand coordination balance, and general motor skills

- Be able to lift 20 pounds

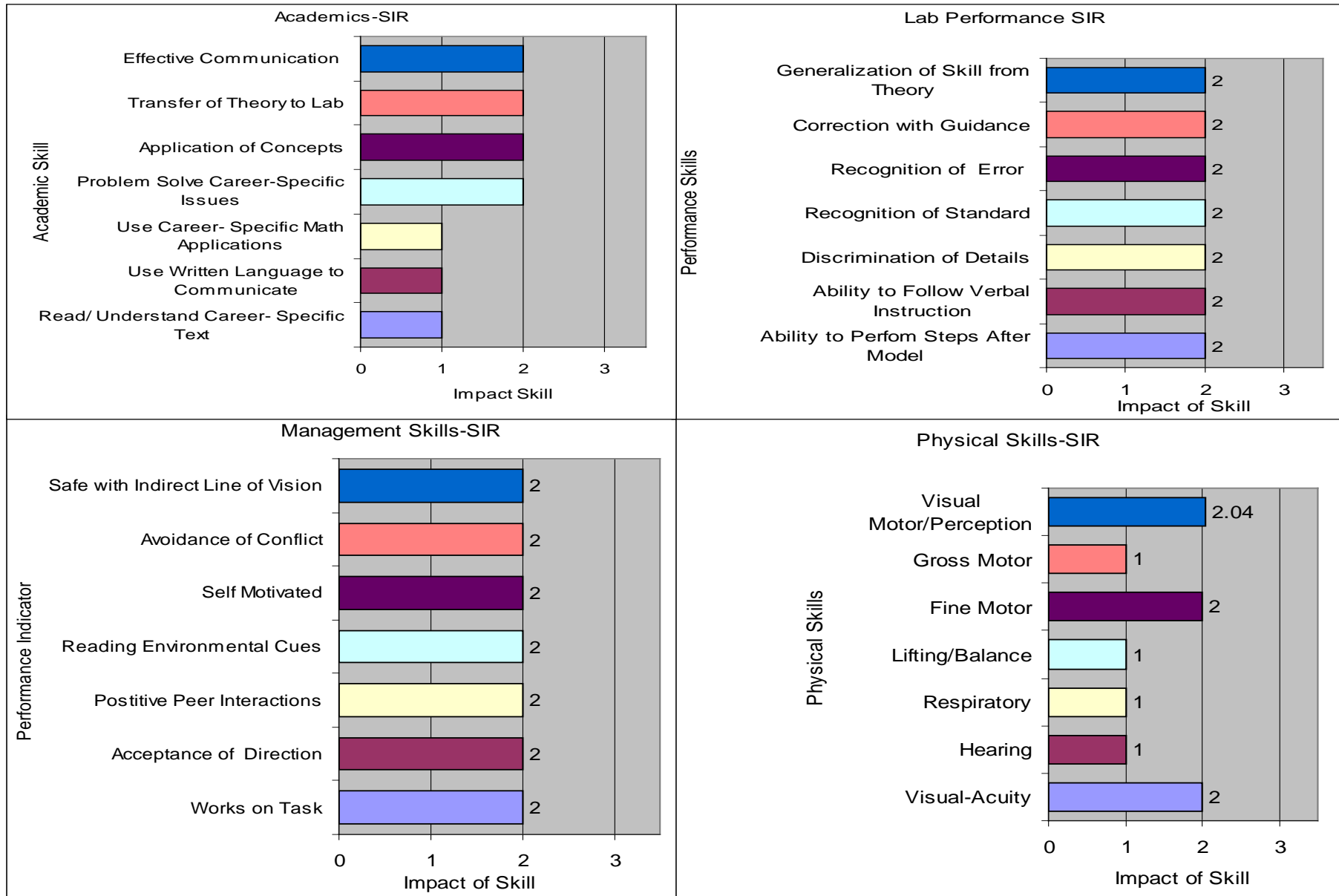
#### Social: Demonstrate an ability to communicate effectively

- 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. Mild cognitive/adaptive skill deficits can be considered if the student is determined to be able to function in a 15:1 classroom. Students with conduct disorders/emotional disabilities will be carefully evaluated for their ability to perform safely within the above listed guidelines.

**Credits Earned in One Year: 2 credits Vocational (elective) and 2 academic credits**

## Skill Profile for Service Industries Exploration (SIR)



**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- SIR 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.

**Sample passage 1:** Communication Booklet Worksheet #24, What's Going on Here?

Assessing a situation means being able to tell (quickly if possible-and accurately!!!) what's going on in a given situation. If you hear someone screaming, it might mean a person is in danger and needs help immediately. On the other hand, perhaps that person won \$1,000,000 and is really, really happy about it. Knowing the difference can mean determining whether to call 911 or make a new friend quickly!

Assessing situations takes practice. You have to look for clues as to what's going on. For example, if you're walking down a dark alley when you hear the screaming, you might tend

**Flesch Reading Ease: 76**

**Flesch-Kincaid Grade Level: 6**

**Sample passage 2:** Communication Booklet Worksheet 37, What is a Good Impression?

You are the owner of a jewelry store and need some extra help at the counter. After placing an ad in the paper, you have received several possible workers. "Hello", a young man says to you. "I'm here to apply for the job." You notice his ripped jeans and his old shirt. His hair is long and messed up. You wonder how long it has been since he washed it! Or took a bath! "Sorry", you hear yourself saying. "I don't think you're right for the job." You had an idea of the kind of person you wanted to hire.

**Flesch Reading Ease: 97**

**Flesch-Kincaid Grade Level: 2**

### Typical Requirements for this Program Include:

Ability to:

- participate in a guided experience/small group
- listen to verbal instructions and then to follow the steps given
- remember steps learned, and to then apply them to similar situations
- work cooperatively in small groups
- follow classroom and safety rules, accepting responsibility for behavior