



## **Unpaid Experiential Learning Project (UELP) - Internship**

**Course Information**

<b>Grade(s):</b>	11, 12
<b>Discipline/Course:</b>	Business
<b>Course Title:</b>	Unpaid Experiential Learning Program (UELPP) - Internship
<b>Prerequisite(s):</b>	Must be at least 16 years of age. Teacher recommendation needed.
<b>Course Description:</b> <i>Program of Studies</i>	The Unpaid Experiential Learning Program (UELPP) is a joint venture between the Connecticut State Department of Education (CSDE) and the Connecticut State Department of Labor (CT DOL). The program creates opportunities for Connecticut Local Education Agencies (LEA) and individual high schools to provide unpaid work experiences for their students that would not otherwise be available. The Unpaid Experiential Learning Program (UELPP) is designed to meet the test for unpaid interns set by the Fair Labor Standards Act. The UELPP provides a waiver from the CT DOL minimum wage for minors, (ages 16 and 17), requirements. All other laws and regulations for the employment of minors remain in effect; working hours, length of day, prohibited occupations, etc.
<b>Course Essential Questions:</b>	What is it like to be responsible in the workplace?
<b>Course Enduring Understandings:</b>	Students will have a first look into what real life will be like, getting an idea about what it's like to have a full-time job.
<b>Duration &amp; Credit:</b>	½ semester / 5. Credits
<b>Course Materials/Resources:</b>	State of Connecticut "Talking/Safety, Teaching Young Workers about Job Safety and Health" or an equivalent safety training
<b>FPS Course Academic Expectation(s):</b>	<u>Exploring and Understanding</u> The student generated questions gathers relevant, credible sources, and reviews text in order to acquire knowledge, infer meaning, and develop deep understanding.

	<p><u>Creating and Constructing</u>          The student transfers or extends constructed knowledge to draft and develop ideas, claims, products, or solutions.</p>
<p><b>Year at a Glance (Units):</b></p>	<p>Unit 1: Talking/Safety (3 weeks)          Unit 2: Internship Experience (17+ weeks)</p>

Units

<b>Unit Number and Title:</b>	Unit 1: Talking/Safety
<b>Duration:</b>	3 weeks
<b>Resource(s):</b>	State of Connecticut "Talking/Safety, Teaching Young Workers about Job Safety and Health" or an equivalent safety training
<b>Unit Overview:</b>	Unit will educate young people about the basics of job safety and health.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>III CAREER READINESS EXPECTATIONS</p> <p>1. ACHIEVEMENT STANDARD: Relate the importance of career readiness skills to career development.</p> <p>Level 1 Performance Expectations</p> <p>1. Demonstrate personal qualities related to employability (e.g., promptness, ability to get along with others, dependability, honesty, integrity, patience, willingness to ask questions, respect for diversity, and communication skills)</p> <p>Level 2 Performance Expectations</p> <p>6. Demonstrate punctuality, dependability, reliability, productivity, and ability to work with others</p> <p>7. Describe the qualities of highly motivated individuals</p> <p>8. Describe how honesty and integrity affect relationships with others</p> <p>9. Discuss the importance of quality performance to an individual and to a business</p> <p>10. Demonstrate techniques for developing and maintaining positive and flexible behaviors and attitudes</p> <p>Level 3 Performance Expectations</p> <p>12. Illustrate how personal qualities transfer from school to the workplace</p> <p>13. State ways in which the honesty and integrity of coworkers affect work performance</p>

	14. Describe appropriate time management techniques and their application/transference to the workplace
<b>Essential Question(s):</b>	What impact does a job injury have on a young person’s life? Are work-related injuries and illnesses predictable and preventable?
<b>Enduring Understanding(s):</b>	Students understand that workplace injuries are common, can change their lives forever, but are also predictable and preventable.
<b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Recognize that, while work has benefits, all workers can be injured, become sick, or even be killed on the job. Workers need to know how workplace risks can affect their lives and their families.</li> <li>● 2. Recognize that work-related injuries and illnesses are predictable and can be prevented.</li> <li>● 3. Identify hazards at work, evaluate the risks, and predict how workers can be injured or made sick.</li> <li>● 4. Recognize how to prevent injury and illness. Describe the best ways to address workplace hazards and apply these concepts to specific workplace problems.</li> <li>● 5. Identify emergencies at work and decide on the best ways to address them.</li> <li>● 6. Recognize employer and worker rights and responsibilities that play a role in safe and healthy work.</li> <li>● 7. Find resources that help keep workers safe and healthy on the job.</li> <li>● 8. Demonstrate how workers can communicate with others—including people in authority roles—to ask questions or report problems or concerns when they feel unsafe or threatened.</li> </ul>

<b>Unit Number and Title:</b>	Internship Experience
<b>Duration:</b>	17 weeks
<b>Resource(s):</b>	Youth at Work - A Safety & Health Curriculum for Young Workers Supplemental materials
<b>Unit Overview:</b>	Provides the student with an opportunity to gain knowledge and skills from a planned work experience in the student's chosen career field.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p>III CAREER READINESS EXPECTATIONS</p> <p>1. <b>ACHIEVEMENT STANDARD:</b> Relate the importance of career readiness skills to career development.</p> <p>Level 1 Performance Expectations</p> <p>1. Demonstrate personal qualities related to employability (e.g., promptness, ability to get along with others, dependability, honesty, integrity, patience, willingness to ask questions, respect for diversity, and communication skills)</p> <p>Level 2 Performance Expectations</p> <p>6. Demonstrate punctuality, dependability, reliability, productivity, and ability to work with others</p> <p>7. Describe the qualities of highly motivated individuals</p> <p>8. Describe how honesty and integrity affect relationships with others</p> <p>9. Discuss the importance of quality performance to an individual and to a business</p> <p>10. Demonstrate techniques for developing and maintaining positive and flexible behaviors and attitudes</p> <p>Level 3 Performance Expectations</p> <p>12. Illustrate how personal qualities transfer from school to the workplace</p> <p>13. State ways in which the honesty and integrity of coworkers affect work performance</p>

	14. Describe appropriate time management techniques and their application/transference to the workplace
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What is important to me when choosing a life path?</li> <li>• What are my options when choosing a career?</li> </ul>
<b>Enduring Understanding(s):</b>	What is it like to be a productive employee in the workplace?
<b>Learning Goal(s):</b> <i>Students will be able to use their learning to:</i>	Students will be able to: <ul style="list-style-type: none"> <li>• Use internship to gain real world experiences</li> </ul>