

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Work Experience Education</i>				Course Code	<i>[Office use only]</i>	
Transcript Title:	Work Experience Education		Grades Levels:	9-12	Board Adoption Date:		
Content Area:	Applied Skills		GPA Scale:	4.0	Date Course Submitted:		August 2011
Credential Req:		Graduation Subject Areas:		Elective			
UC/CSU "A-G" Area Approvals:		N/A		School Site that wrote and submitted the course:		District Staff	
Prerequisite(s):	None						
Next course(s):							

COURSE DESCRIPTION (catalog summary):

This elective course is designed to give students a realistic view of the working world. The business and industrial community provides the classroom for instruction. Work Experience Education is an elective program which provides students the opportunity to gain on-the-job practical learning experiences. The experience of work allows the learner to develop new skills, put skills learned into practice, to investigate employment opportunities and to cope with different and changing work environments. This course is repeatable for credit (8 semesters).

GOALS (expected performance outcomes for students):

During and upon completion of this course, students will:

- Develop awareness of the changing nature of work
- Set achievable goals for work experience
- Apply skills to relevant work area so that learning is consolidated
- Appreciate the importance of health & safety in the workplace
- Review career choices in light of their experiences in the workplace
- Explore employment opportunities in their chosen area
- Develop the capability and confidence to put the skills learned into practice and to be able to respond to challenges in the workplace
- Set goals for work experience
- Conduct a personal and vocational skills audit in relation to chosen area of work

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- Compile relevant material for work experience – letter of application, interview records, contract, skills checklist, details of workplace times etc
- Practice use of effective communication methods in the workplace
- Identify equality issues related to the workplace
- Identify rights and responsibilities in the workplace
- Practice job finding skills related to applications for employment
- Participate effectively in the workplace
- Practice personal skills relevant to the workplace – appropriate dress, timekeeping, attendance, adaptability, timekeeping, initiative, health & safety awareness
- Maintain confidentiality
- Practice effective communication
- Maintain a journal reflecting on experiences in the workplace
- Review own performance in workplace in light of goals set and career aspirations

For each topic of study in which a student is engaged, they should meet the following High Tech High International learning outcomes:

1. Uses critical thinking skills when approaching problems and projects.

- a. Perspective, Evidence, Connection, Supposition and Significance to guide the thought process.
- b. Supports arguments and draws conclusions using evidence and analysis.
- c. Participates in peer critiques and uses feedback to revise and improve work.

2. Demonstrates creative expression through the design of various projects.

- a. Develops passions and interests (both personal and academic).
- b. Final projects demonstrate professionalism and high quality, as well as a personal connection to the work.
- c. Uses “out of the box” thinking to design unique, original work.

3. Collaborates successfully with others on a regular basis.

- a. Works well with others: does his/her share when working in a group, contributes ideas and listens to others, uses time efficiently.
- b. Has a positive attitude and is solution-oriented when problems arise.

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c. Respects others and the school environment.

4. Uses strong communication skills to support learning.

- a. Asks questions and communicates with teachers when extra help or challenge is needed.
- b. Communicates in a professional manner with members of the community.
- c. Uses written language often and effectively.
- d. Is able to present and talk to any audience using strong communication skills: maintains eye contact, has appropriate body language, engages audience, uses visuals, etc.

5. Utilizes technology as a tool to create professional, high-quality work.

- a. Seeks to use technology often and appropriately.
- b. Maintains an updated digital portfolio that highlights their work.
- c. Demonstrates patience and a willingness to learn and use different forms of technology.

6. Works to become globally and culturally aware through course work as well as experiences.

- a. Demonstrates a high level of respect for themselves, others and the environment.
- b. Contributes in a positive way to the school and community through community service, internships, power lunches, student organizations, etc.
- c. Broadens perspective through participation in immersion experiences.
- d. Makes connections with exchange students.
- e. Develops a strong understanding of global issues through international studies and awareness of current events.

CALIFORNIA CONTENT STANDARDS (how the course aligns with California and/or national curriculum standards):

WORK EXPERIENCE EDUCATION (WEE) STANDARDS ALIGNED CURRICULUM – 1AB

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	FIRST SEMESTER LESSONS - 1A	WORK EXPERIENCE STANDARDS	LANGUAGE ARTS STANDARDS
1	Registration & Enrollment	4.0, 7.1	W 2.5
2	Orientation/Course Requirements	3.0, 3.1	W 2.5
3	Labor Laws Affecting Minors	2.1, 3.1, 5.1, 5.2, 5.3, 5.4	R 2.1, 2.3, 2.6
4	Labor Laws - Sexual Harassment	2.2, 2.3, 3.1, 5.4, 5.5	R 2.1, 2.3, 2.6
5	Values Assessment Survey	1.7, 1.8, 6.3	R 2.0
6	Aptitude & Skills Assessment	1.9, 6.3	R 2.0
7	Career Assessment	1.7, 1.9, 1.10, 6.3, 6.4	R 2.0
8	Job Outlook - Employment Projections	1.10, 6.4, 6.6, 7.2	R 2.1, 2.3, 2.6; W1.3
9	Earning a Living Wage	1.10, 6.4, 7.2	R 2.1, 2.3, 2.6; W 1.3
10	Career Pathways: on-the-job-training, vocational schools, college, military training	1.10, 6.4, 6.5, 7.2	R 2.1, 2.3, 2.6; W 1.3, W 2.3
11	Income Taxes – History and Preparation	3.2, 3.3, 3.4	R 2.1, 2.3, 2.6; W 1.7; W&O 1.0
12	Attitude & Reliability Survey - Employer Expectations	1.8, 2.4, 6.1	R 2.0
13	Work Situations/Service, Teaming Survey	2.5, 6.2	R 2.0
14	Don't Get Fired! - Employer Expectations	2.5, 6.2	R 2.0, 2.6, 3.2; L&S 1.1, 1.14
15	Privacy in the Workplace	7.3	R 2.0, 2.6
16	Job Safety/Worker's Rights	5.1, 5.2, 5.3	R 2.0, 2.6
17	Letter of Resignation/Rights Upon Termination	1.2, 4.2	R 2.0, W 1.1, 1.3
18	Final Exam & Course Evaluation	3.0, 4.0	W 1.3
	SECOND SEMESTER LESSONS - 1B		
1	Registration & Enrollment	4.0, 7.1	W 2.5
2	Orientation/Course Requirements	3.0, 3.1	W 2.5
3	Labor Laws/Hazardous Occupations	2.1, 3.1, 5.1, 5.3	R 2.1, 2.3, 2.6
4	Tax Withholding/W-4 Forms/Payroll Deductions	3.2, 3.3	R 2.1, 2.3
5	Portfolio Assignments	1.1, 1.2, 1.3, 1.6	W 1.0, 1.1, 5.5, 2.6
6	Understanding the Internet	7.2, 7.3	R 2.3, 2.6; L&S 1.14
7	Resume - References - Personal Statement	1.1, 4.1, 7.4	W 2.5, 2.6; W&O 1.0
8	Employment Applications - Cover Letter	1.2, 1.3	W 2.5, 2.6; W&O 1.0
9	Employment Interview Skills	1.4, 4.4	R 2.0, L&S 1.6-1.9, 2.0, 2.1

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10	Interview Questions & Discrimination/Thank You	1.4, 1.5, 1.6, 2.1, 4.5	L&S 1.0,1.4,1.5,1.6, 1.8,1.14, 2.1, 2.2
11	You're Hired! Forms I-9 & W-4, health issues, background check	2.1, 3.2	R 2.1, 2.3
12	Fringe Benefits - Legislated	3.2, 3.3	R 2.1, 2.3, 2.6
13	Fringe Benefits - Optional	3.2, 3.3	R 2.1, 2.3
14	Insurance Benefits	3.2, 3.3	R 2.1, 2.3
15	Retirement Benefits/Social Security	3.2, 3.3	R 2.3, 2.6
16	Budgets/Credit/Banking	3.0, 7.3	R 2.1, 2.3, 2.6
17	Portfolio Assignments	7.2, 7.4	L&S 2.1, 2.2, 2.4
18	Final Exam & Course Evaluation	3.0, 4.0	W 1.3

EVALUATION (how the effectiveness of the course will be monitored and assessed):

Student achievement will be measured using multiple assessment tools, included but not limited to benchmark test results, final exams, end-of-unit tests, quizzes, homework, class-work, notebooks, portfolios, authentic performance assessments, and written assessments using the district's rubric. District-wide benchmark assessments will be assessed using the following chart:

Items used for grade assessment:

Portfolio	30%
Skills Demonstration	30%
Assignments	20%
Work Log	20%

Grade Scale:

100% - 90%	= A
89% - 80%	= B
79% - 70%	= C
69% - 60%	= D
59% and below	= F

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Unit 1	Length of Unit ... 2-3 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Labor Laws	Union Worker rights Harassment Minor	2.1, 3.1, 5.1, 5.2, 5.3, 5.4 2.2, 2.3, 3.1, 5.4, 5.5 R 2.1, 2.3, 2.6	Worksheets Quiz Reading Website research Test Videos	Powerpoint presentation Websites Youth At Work Department of Industrial Relations Department of Fair Employment and Housing Young Workers.Org Child Labor Coalition U.S. Dept. of Labor- OSHA Occupational Safety & Health Administration
Differentiation	Support -- for students who are struggling with the content	Content: Students may choose to listen to pod casts, read articles, or watch online videos Process: Students may work individually or in groups mixed with high achieving students Product: Use of scoring rubric to allow for different levels of mastery. Students may display mastery through a variety of mediums including tests, projects, essays and oral reports.		
	Extension – for high achieving students.	Content: Advanced students have access to in depth information regarding labor laws. They will be able to explore more details through exploration of the various websites Process: Students may work individually or in groups mixed with struggling students and other high achieving students		

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		Product: Use of scoring rubric to allow for different levels of mastery. Students may display mastery through a variety of mediums including tests, projects, essays and oral reports.
Evaluation	Formative Assessments (ongoing & mid-lesson): Work Log Quizzes (written and oral) Worksheets	
	Summative Assessments (unit final evaluation): Test Portfolio section completed	

Unit 2	Length of Unit 4-5 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Career Exploration	Interest based Skills based Values based Ethics	1.7, 1.9, 1.10, 6.3, 6.4.10, 6.6, 7.2 R 2.1, 2.3, 2.6; W1.3	Skills assessment Interest Assessment Worksheets Quiz Reading Website research Test Videos	
Differentiation	Support -- for students who are struggling with the content	Content: Students may choose to listen to pod casts, read articles, or watch online videos Process: Students may work individually or in groups mixed with high achieving students Product: Use of scoring rubric to allow for different levels of mastery. Students may display mastery through a variety of mediums including tests, projects, essays and oral reports.		

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	Extension – for high achieving students.	Content: Advanced students have access to in depth information regarding career exploration. They will be able to explore more details through exploration of the various websites Process: Students may work individually or in groups mixed with struggling students and other high achieving students Product: Use of scoring rubric to allow for different levels of mastery. Students may display mastery through a variety of mediums including tests, projects, essays and oral reports.
Evaluation	Formative Assessments (ongoing & mid-lesson): Work Log Quizzes (written and oral) Worksheets	
	Summative Assessments (unit final evaluation): Test Portfolio section completed	

Unit 3	Length of Unit 4-5 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Taxes	Income Tax FICA Federal taxes State taxes Local Taxes	3.2, 3.3, 3.4 R 2.1, 2.3, 2.6; W 1.7; W&O 1.0	Complete federal tax return 1040EZ Fill out W-4 form Reading Website research Test Videos	1040 EZ form W-2 W-4 Tax base booklet IRS.gov
Differentiation	Support -- for students who are struggling with the content	Content: Students may choose to listen to pod casts, read articles, or watch online videos Process: Students may work individually or in groups mixed with high achieving students Product: Use of scoring rubric to allow for different levels of mastery. Students may display mastery through a variety of mediums including tests, projects, essays and oral reports.		

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	Extension – for high achieving students.	Content: Advanced students have access to in depth information regarding tax laws. They will be able to explore more details through exploration of the various websites Process: Students may work individually or in groups mixed with struggling students and other high achieving students Product: Use of scoring rubric to allow for different levels of mastery. Students may display mastery through a variety of mediums including tests, projects, essays and oral reports.		
Evaluation	Formative Assessments (ongoing & mid-lesson): 1040 form completion W-4 form completion Quizzes Worksheets			
	Summative Assessments (unit final evaluation): Test Portfolio section completed			

Unit 4	Length of Unit 3-4 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Workplace Conflict	Prevention Harassment Conflict Resolution	2.5, 6.2 1.8, 2.4, 6.1 R 2.0, 2.6, 3.2; L&S 1.1, 1.14	Role play Videos Website research	Powerpoint presentation: What is harassment? Websites: Conflict Resolution Making Sense of Ethics Are You a Good Employee - online

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			quiz
Differentiation	Support -- for students who are struggling with the content	Content: Students may choose to listen to pod casts, read articles, or watch online videos Process: Students may work individually or in groups mixed with high achieving students Product: Use of scoring rubric to allow for different levels of mastery. Students may display mastery through a variety of mediums including tests, projects, essays and oral reports.	
	Extension – for high achieving students.	Content: Advanced students have access to in depth information regarding workplace conflict. They will be able to explore more details through exploration of the various websites Process: Students may work individually or in groups mixed with struggling students and other high achieving students Product: Use of scoring rubric to allow for different levels of mastery. Students may display mastery through a variety of mediums including tests, projects, essays and oral reports.	
Evaluation	Formative Assessments (ongoing & mid-lesson): Work Log Quizzes (written and oral) Worksheets		
	Summative Assessments (unit final evaluation): Test Portfolio section completed		

Unit 5	Length of Unit 4-5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Hiring Process	Resume Cover letter Application Interview References	1.1, 4.1, 7.4 1.2, 1.3 1.4, 1.5, 1.6, 2.1, 4.5 W 2.5, 2.6; W&O 1.0 L&S 1.0,1.4,1.5,1.6, 1.8,1.14, 2.1, 2.2	Create resume Create cover letter Complete application Mock interview	Kuder.com Videos Templates

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Differentiation	Support -- for students who are struggling with the content	Content: Students may choose to listen to pod casts, read articles, or watch online videos Process: Students may use templates for resume and cover letter to assist in structure and content. Product: Basic document requirements are clearly listed. Students are able to turn in multiple drafts to ensure a quality resume and cover letter.
	Extension – for high achieving students.	Content: Advanced students have access to advanced resume formats and techniques. They are able to workshop their cover letters with the instructor to ensure mastery and a high quality product. Process: Students may turn in multiple drafts Product: Use of scoring rubric to allow for different levels of mastery. Students may display mastery
Evaluation	Formative Assessments (ongoing & mid-lesson): Drafts of resume and cover letter Quizzes Practice interviews	
	Summative Assessments (unit final evaluation): Final resume Final cover letter Completed portfolio section	

Unit 6	Length of Unit ... 3-4 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Job Benefits	Fringe Benefits Insurance Benefits Retirement Benefits	3.2, 3.3 R 2.1, 2.3, 2.6	Quiz Reading Website research Test Videos	Human resource manuals California laws Videos Guest speaker

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Differentiation	Support -- for students who are struggling with the content	Content: Students may choose to listen to pod casts, read articles, or watch online videos Process: Students may work individually or in groups mixed with high achieving students Product: Use of scoring rubric to allow for different levels of mastery. Students may display mastery through a variety of mediums including tests, projects, essays and oral reports.
	Extension – for high achieving students.	Content: Advanced students have access to in depth information regarding Benefits. They will be able to explore more details through exploration of the various websites Process: Students may work individually or in groups mixed with struggling students and other high achieving students Product: Use of scoring rubric to allow for different levels of mastery. Students may display mastery through a variety of mediums including tests, projects, essays and oral reports.
Evaluation	Formative Assessments (ongoing & mid-lesson): Work Log Quizzes (written and oral) Worksheets	
	Summative Assessments (unit final evaluation): Test Portfolio section completed	

Unit 7	Length of Unit 4-5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Personal Finance	Budgeting Consumer credit Investing Checking account Saving account Mortgage	3.0, 7.3 R 2.1, 2.3, 2.6	Sample budget Calculate living costs Interest calculation Types of investments worksheet Risk vs. return worksheet	Excel template Bankrate.com Schools first credit union website

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	Extension – for high achieving students.	Content: Advanced students have access to in depth information regarding investing and budgeting. They will be able to explore more details through exploration of the various websites Process: Students may work individually or in groups mixed with struggling students and other high achieving students Product: Use of scoring rubric to allow for different levels of mastery. Students may display mastery through a variety of mediums including tests, projects, essays and oral reports.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Worksheets Quizzes			
	Summative Assessments (unit final evaluation): Test Portfolio section completed			