

High School Course Description: **Exploratory Work Experience**

Course Title: Exploratory Work Experience

Curricular Area: Career Technical Education

Course Number: 9400

Length: Semester

Grade Level: 10-12

Prerequisites: Min. 14 Years of Age

Meets a UC a-g Requirement: No

Meets NCAA Requirement: No

Meets High School Graduation Requirement for:

Elective- 5 units per semester (10 Maximum)

Students may earn less than 5 units each semester based on hours of work. (15 hours = 1 unit)

Course Description

Exploratory Work Experience Education is an elective course which combines non-paid-job observation and sampling with related classroom instruction in employability skills. Students will participate in ~~75~~ **60** hours of non-paid ~~job~~ **work related** experiences during the semester, and attend class session once a week at school. Students will develop positive work habits and attitude, self-confidence, job skills, and a personal portfolio which can be used to locate, secure, and retain employment in the community. Students will ascertain their interest and suitability for the occupation they are exploring.

Students must have ~~teacher-approved, legal worksite~~ **approval of all work related experiences** while enrolled in this elective- Course grade and credit is earned by completion of the course requirements which include attending class, keeping monthly time reports, completing class assignments, submitting required forms, and completing ~~80~~ **60** hours of non-paid work **related experiences**.

Alignment

This course is aligned to the current California and federal requirements for work experience education and monitoring.

Instructional Materials

High School Course Description: **Exploratory Work Experience**

Required Textbook(s) NONE

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Grades will be determined by:

<u>Activities</u>	<u>Percentage</u>
Employee Evaluation Work Related Activities	30%
Class Assignments.....	30%
Class participation.....	30%
Portfolio.....	10%
Total:	100%

Identified Desired Knowledge and Skills:

CAWEE WORK EXPERIENCE FRAMEWORK AND CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS

Goal 1: EMPLOYMENT CYCLE

Students will demonstrate job seeking skills, skills for keeping and advancing on a job, and demonstrate skills for making a positive impression when leaving a job.

Goal 2: ECONOMIC AWARENESS

Students will understand wage systems, payroll deductions, taxation, benefits, basic business operations and personal money management.

Goal 2: CAREER DEVELOPMENT

Students will demonstrate an awareness of career opportunities and will utilize the career decision making process to identify career choices and develop a plan for achieving career goals.

Determining Acceptable Evidence:

Grading will be based on the following criteria:

- Students must remain enrolled and attend class regularly during the semester, (a minimum of 60% of the classes from date of enrollment is required to earn a grade and a minimum of 4 class meetings).
- Students must immediately report any unsatisfactory conditions, changes, or illnesses pertaining to outside work related experiences to the Work Experience teacher and/or employer.
- Students must cooperate with the employer and Work Experience teacher at all times.
- Students must maintain satisfactory grades in all schoolwork (“Other Important Information”).
- Students must have a Student Data Sheet on file.
- Students must have a Training Agreement on file.

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Credit will be determined by:

- The maximum number of credits that can be earned is 5 credits per semester, and
- Students must participate in a minimum of 12 hours of work related experiences per credit, and
- Students must turn in time sheets on a regular basis.
- The Work Experience teacher will work with the school records technician to issue grades and credits in a timely manner.

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Other Important Information

High School Course Description: **Exploratory Work Experience**

- ~~• In the best interest of the student exploring different types of employment, the student should not spend more than 20 hours at a particular job participating in non paid job observation and sampling. The student should attempt to observe four different types of jobs in a particular career cluster per semester.~~
- The definition of “school in session” is any week in which a student must attend school one day.
- Students enrolled in Exploratory Work Experience Education must maintain satisfactory grades in all schoolwork. If a student receives a failing mark, they will be placed on probation. The student will have the next grading period to improve any failing marks.
 - If the student receives a failing mark while on probation the student may be dropped from Exploratory Work Experience Education
 - If the WEE Coordinator/permit issuer determines there is a probability that the pupil will no longer be enrolled as a full-time pupil without being provided the opportunity to be employed, the WEE Coordinator can create a special contract with the student/parent/employer which could include enrollment mandatory tutoring, reduced work hours or actions necessary to maintain school enrollment and complete successfully all classes.
 - This policy does not apply to summer school Exploratory Work Experience Education and for a grading period in which a transfer student is enrolled in Work Experience Education (a transfer student is a student from a different district). A continuing student with multiple failing grades will not be allowed to enroll in Exploratory Work Experience Education.
- Summer school Exploratory Work Experience Education will be similar to the regular school year Exploratory Work Experience Education class ~~with the exception of only one employer visit/evaluation.~~

NOTE: Exploratory WEE students may not do productive work during the time spent at ~~the an~~ exploratory site. Students must not replace or displace paid employees. (Federal “Fair Labor Standards Act” regulations.)

Support for English Language Learners:

SDAIE Strategies
Modified assignments
Additional time/ extended deadlines
Language assistant
Pair-share
Peer assistant

Support for Special Education Students: In accordance with student IEP modifications:

Modified assignments
Additional time/ extended deadlines
Instructional assistant support
Learning center support
Pair-share
Peer assistant

High School Course Description: **Exploratory Work Experience**

Stretching the Lesson for GATE Students:

The nature of this course lends itself to students of higher ability levels being able to structure their observation time and exploratory experiences to meet their individual learning needs. Advanced level projects may be assigned or assignments modified to increase rigor and depth of experience for gifted students.

High School Pacing Guide: **Exploratory Work Experience**

SEMESTER One

UNIT ONE: Orientation

Week 1-2

Instructional Materials

Syllabus

Employee Evaluation Sheet

Individual Training Plan

Student Data Sheet

You and the Law Pamphlet (English and Spanish)

Labor Laws Pertaining to Minors Pamphlet

Work Experience Education Program and Curriculum Standards

Standard 4: Personal Skills—Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self-confidence, honesty, perseverance, self-discipline, and personal hygiene. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.

Standard 5: Interpersonal Skills—Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

Desired Knowledge and Objectives

Students will understand course requirements.

Students will understand how they will earn a grade in Work Experience Education.

Students will know when and where the class will meet on a weekly basis.

Students will be introduced to the labor laws. Given working condition scenarios, students will identify which discrimination and/or labor law is being broken.

Suggested Assessments

Students fill out the Work Experience Education Student Data Sheet properly.

Students fill out the training agreement properly.

Students fill out the employee evaluation form properly.

Students identify any unsafe working conditions at their job location (if any).

Students identify any discrimination at their job location (if any).

High School Pacing Guide: **Exploratory Work Experience**

UNIT TWO: Getting a Job

Weeks 3-11

Instructional Materials

You and the Law pamphlet (English and Spanish)
Sexual Harassment brochure from the Department of Fair Employment
District school policy on sexual harassment “Notice to Students”
Job Search
Job Hunting Tips
Labor Laws Pertaining to Minors pamphlet
Title Page sample and worksheet
Resume General Information Instruction
Resume Instructions
Resume Sample
Resume Worksheets (data collection/organizer)
Preparing an Effective Scannable Resume from Arizona State Service Jobs
References
References Worksheet
Labor Laws test and answer key
Job Application Letter Information
Sample Job Application
Sample Follow-up Job Application Letters
Blank Letter forms
Employment Application Forms Instructions
Employment Application Vocabulary
Application for Employment Samples
Employment Interview Pre-test/Post-test with teacher answer key
First Impressions
The 20 Most Asked Questions in the Interview
Important Questions You Should Ask When Interviewed
Legal and Illegal Questions in an Interview or Application test with teacher answer key
Pre-Employment Inquiry Guidelines brochure (State of California, Department of Fair Employment and Housing)
Discrimination is Against the Law brochure (State of California, Department of Fair Employment and Housing)
Unit 1 Test on “How to Get a Job” and answer key

Work Experience Education Program and Curriculum Standards

Standard 2: Career Development—Students will understand the career development process. Students will demonstrate an awareness of career opportunities to utilize the career decision-making process to identify career choices and develop a plan for achieving career goals.

Standard 4: Personal Skills—Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self-confidence, honesty, perseverance, self-discipline, and personal hygiene. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.

High School Pacing Guide: Exploratory Work Experience

UNIT TWO: Getting a Job (continued)**Weeks 3-11**

Standard 5: Interpersonal Skills—Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

Standard 6: Thinking and Problem Solving Skills—Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate, and select from alternative solutions.

Standard 7: Communication Skills—Students will understand principles of effective communication. They will communicate both orally and in writing. They will listen attentively and follow instructions, requesting clarification or additional information as needed.

Standard 9: Employment Literacy Skills—Students will understand career paths and strategies for obtaining employment within their chose fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purpose of professional organizations.

Desired Knowledge and Objectives

The student will identify employee rights and laws pertaining to wages, hours, and working conditions.

The student will demonstrate an understanding of sexual harassment and what steps to take should it occur.

The student will demonstrate job search strategies to locate employment.

The student will understand the value and purpose in developing a portfolio, including preparation of three initial components of use in future employment interviews.

The student will prepare a resume suitable for a specific job or career pathway.

The student will prepare a cover letter to accompany a resume.

The student will write an appropriate job interview follow-up letter.

The student will complete job application forms neatly and accurately.

The student will demonstrate job interview preparation techniques and appropriate grooming for a job interview.

The student will demonstrate effective job interview techniques and will practice answering commonly asked questions.

The student will identify legal and illegal pre-employment questioning from employers.

High School Pacing Guide: **Exploratory Work Experience**

UNIT TWO: Getting a Job (continued)

Weeks 3-11

Suggested Assessments

Consider role-playing sexual harassment situation. Check student for understanding.
Have students interpret job advertisements from newspapers.
Administer the test on labor laws and sexual harassment.
Observe student completion of resume draft/outline.
Observe and check each student's sample resume cover letter and interview follow-up letter to their employer.
Observe and check student completion of a sample job application for understanding and accuracy.
Observe students through role-playing.
Shake hands with all students entering and leaving class to work on this skill.
Administer the "Employment Information" pre-test; discuss test answers.
Observe students practice interviews.
Collect and review written responses to 20 common interview questions to determine if this lesson needs additional emphasis.
Discussion on "Legal and Illegal Questions in an Interview or Application."
Test on Unit One.

UNIT THREE: Keeping a Job

Weeks 12-16

Instructional Materials

Portfolio Quarterly Assignment Schedule with due dates
Personal Identification and Employment Eligibility Documents Instructions
Government Approved Documents Verifying Employment Eligibility
Samples of two portfolio assignments due this quarter: Personal Data Sheet/Photocopy proof of identity and right to work
Attitudinal Inventory-55 questions and answer sheet
Understanding Management-Employer/Employee Case Studies
13 Ways not to be fired
Employer-Employee Relationships
The Truth about Youth Employment/Why They Lose Their Jobs
Sizzler Employee Performance Review Form (Sizzler Corporation)
Survival Spanish in the Workplace handout
Privacy in the Workplace
Newspaper articles about "Employers under fire for reading computer messages" and "Privacy a growing issue for employees"
Safety on the Job quiz
Safety in Employment law handout
Cal OSHA "Safety and Health Protection on the Job" poster
Contracts of Employment
Unit Test "Keeping a Job" and teacher answer key
Optional video: "The Work Place" demonstrates employee expectations
Optional video: "Downtown Deli" or any other video depicting employment relationships

High School Pacing Guide: Exploratory Work Experience

UNIT THREE: Keeping a Job (Continued)**Weeks 12-16****Work Experience Education Program and Curriculum Standards**

Standard 1: Employment Cycle—Students will understand the employment cycle. Students will demonstrate job-seeking skills, skills for keeping and advancing on the job, and demonstrate skills for making a positive impression when leaving a job.

Standard 2: Career Development—Students will understand the career development process. Students will demonstrate an awareness of career opportunities to utilize the career decision-making process to identify career choices and develop a plan for achieving career goals.

Standard 4: Personal Skills—Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self-confidence, honesty, perseverance, self-discipline, and personal hygiene. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.

Standard 5: Interpersonal Skills—Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

Standard 6: Thinking and Problem Solving Skills—Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate, and select from alternative solutions.

Standard 7: Communication Skills—Students will understand principles of effective communication. They will communicate both orally and in writing. They will listen attentively and follow instructions, requesting clarification or additional information as needed.

Standard 8: Occupational Skills—Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. They will operate equipment and materials safely so as not to endanger themselves or others.

Standard 9: Employment Literacy Skills—Students will understand career paths and strategies for obtaining employment within their chosen fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purpose of professional organizations.

High School Pacing Guide: **Exploratory Work Experience**

UNIT THREE: Keeping a Job (Continued)

Weeks 12-16

Desired Knowledge and Objectives

- The student will identify and practice desirable work attitudes and habits at the workplace.
- The student will complete two components of a personal portfolio.
- The student will understand how to work effectively with a supervisor.
- The student will demonstrate cooperative work habits.
- The student will know the job, company and industry expectations at the workplace.
- The student will identify phrases, which will help them communicate with Spanish-speaking customers and co-workers.
- The student will identify employee rights and laws pertaining to the right to privacy.
- The student will analyze job safety issues and potential liability of employer.
- The student will identify the criteria necessary for a legal employment contract.
- The student will compare and contrast individual and collective employment contracts.
- The student will identify the characteristics common to status as an independent contractor.

Suggested Assessments

- Observe student participation and response to personal attitude inventory.
- Observe student working cooperatively in responding to situational case studies.
- Compare student-generated list at start of class showing their employer expectations with a revised list at the conclusion of class. (Are the students more aware than before?)
- Review the initial list of employer methods used to observe and monitor employee behavior created at the start of the class by students, asking them to determine which methods are within the law.
- Test of class session using case studies, "Safety on the Job."
- Students could list hazards noted at their work site and discuss remedies and liability.
- Ask students to compare their current employment status to the criteria for an independent contractor. (Any close matches? Do they recognize the differences?)

UNIT FOUR: Leaving a Job and Income Tax

Weeks 17-19

Instructional Materials

- Letters of Resignation-legal rights when leaving a job handout
- Re-Employment Privileges-California Labor Code
- Sample Letter of Resignation
- Blank letter form
- Federal Tax Forms (All forms and materials from the IRS must be updated in January of each year)
- W-2 Wage and Tax Statement
- W-4 Form
- 1040 EZ Federal Income Tax Form
- Current tax tables
- State Tax Forms (All form and materials from the State Franchise Board must be updated in January of each year)
- 540 2EZ California Resident Income Tax Return 2000 Form
- Current tax table
- Unit test "Leaving a Job & Income Tax" with teacher answer key

High School Pacing Guide: Exploratory Work Experience

UNIT FOUR: Leaving a Job and Income Tax (Continued)**Weeks 17-19****Work Experience Education Program and Curriculum Standards**

Standard 1: Employment Cycle—Students will understand the employment cycle. Students will demonstrate job-seeking skills, skills for keeping and advancing on the job, and demonstrate skills for making a positive impression when leaving a job.

Standard 3: Economic Awareness—Students will have an awareness of basic economic principles. Students will apply financial management techniques, utilize the consumer decision-making process to use credit and make consumer purchases, and demonstrate an awareness of the employee's role in the economic system.

Standard 6: Thinking and Problem Solving Skills—Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate, and select from alternative solutions.

Standard 7: Communication Skills—Students will understand principles of effective communication. They will communicate both orally and in writing. They will listen attentively and follow instructions, requesting clarification or additional information as needed.

Standard 9: Employment Literacy Skills—Students will understand career paths and strategies for obtaining employment within their chose fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purpose of professional organizations.

Desired Knowledge and Objectives

The student will demonstrate an understanding of their legal rights regarding job separation and re-employment.

The student will identify and implement procedures for making a positive impression when leaving a job, including the writing of a letter of resignation.

The student will demonstrate an ability to read and interpret a W-2 Form, W-4 Form, and a 1040 EZ Income Tax Form.

Suggested Assessments

Check each student's letter of resignation to see if it leaves a positive impression and gives proper notice to the employer.

Check that students can read the W-2 Form and transfer the correct information to the 1040 EZ income tax form through observation or class question and answer time.

High School Pacing Guide: **Exploratory Work Experience**

SEMESTER Two

UNIT FIVE: Economic Awareness

Weeks 20-26

Instructional Material

Payroll Deduction and Income Tax Withholding Information
Sample Paycheck Stub Worksheet
W-4 blank form
Sample W-2 form
Federal Weekly Payroll Period – Single Persons Withholding
Federal Biweekly Payroll Period – Single Persons Withholding
State Withhold Allowance
Combined Income Tax, Employee Social Security Tax, and Employee Medicare Tax Withholding Tables
Portfolio Quarterly Assignment Schedule with due dates
Letters of Recommendation
High School Transcripts and Sample Copy of High School Transcript Request Form
Work Samples
Miscellaneous Portfolio Documents
Test: “Labor Laws & Payroll Deductions” and teacher answer key
Legislated Benefits
Worker’s Compensation Poster from the workplace
What You Should Know about Worker’s Compensation (Brochure from EDD)
Fringe Benefits from Employment
Charts: Benefits Checklist, percentage of Firms Offering Health by Firm Size
Insurance Benefits
AAA Auto Insurance Rate Quotation Form
Chart: “Motor Vehicle Safety”
Retirement Benefits, Social Security, and other plans
Budgets, Banking, Credit
Monthly personal budget planning form
Comparing Credit Unions and Banks
Bank of America Unsecured Personal Loan Application
Bankamericard Student Application
VISA/MasterCard Bank of America Application
Check writing activity worksheet
Unit Test: Economic Awareness and teacher answer key
Optional Video: “Choice, Chance, Control”

Work Experience Education Program and Curriculum Standards

Standard 1: Employment Cycle—Students will understand the employment cycle. Students will demonstrate job-seeking skills, skills for keeping and advancing on the job, and demonstrate skills for making a positive impression when leaving a job.

Standard 2: Career Development—Students will understand the career development process. Students will demonstrate an awareness of career opportunities to utilize the career decision-making process to identify career choices and develop a plan for achieving career goals.

High School Pacing Guide: Exploratory Work Experience

UNIT FIVE: Economic Awareness (continued)**Weeks 20-26**

Standard 3: Economic Awareness—Students will have an awareness of basic economic principles. Students will apply financial management techniques, utilize the consumer decision-making process to use credit and make consumer purchases, and demonstrate an awareness of the employee's role in the economic system.

Standard 4: Personal Skills—Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self-confidence, honesty, perseverance, self-discipline, and personal hygiene. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.

Standard 5: Interpersonal Skills—Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

Standard 6: Thinking and Problem Solving Skills—Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate, and select from alternative solutions.

Standard 7: Communication Skills—Students will understand principles of effective communication. They will communicate both orally and in writing. They will listen attentively and follow instructions, requesting clarification or additional information as needed.

Standard 9: Employment Literacy Skills—Students will understand career paths and strategies for obtaining employment within their chose fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purpose of professional organizations.

Standard 10: Technology Literacy Skills—Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. They will effectively employ technologies relevant to their fields.

High School Pacing Guide: **Exploratory Work Experience**

UNIT FIVE: Economic Awareness (continued)

Weeks 20-26

Desired Knowledge and Objectives

The student will interpret a paycheck stub.

The student will complete a W-4 Income Tax Withholding Tax Form.

The student will understand the value and purpose in developing a portfolio, including preparation of two components plus work samples or other miscellaneous documents.

The student will explain the purpose and identify the conditions for eligibility of State Disability, Worker's Compensation, Unemployment, and Social Security Insurance.

The student will identify fringe benefits their current job provides and optional benefits they hope to have in the future.

The student will compare and contrast various types of insurance benefits offered by employers.

The student will describe the Social Security system, eligibility requirements for benefits, and how benefits are determined.

The student will evaluate retirement options.

The student will explain how to apply for credit and establish a credit rating.

The student will compare various banking and credit sources.

The student will be able to write checks appropriately while balancing an account.

The student will identify a format for maintaining a personal budget.

Suggested Assessments

Observe completion of individual W-4 Forms.

Administer the test on payroll and taxes, plus labor laws.

Using sample paycheck stub or their own, ask students to identify deductions for required benefits.

Ask students how they know an employer is paying for certain required benefits.

Give oral test checking for understanding of required benefits.

Observe student discussion of optional fringe benefits, when and why received.

Check for understanding by having students give responses aloud to the questions on the video note taking sheet if the video "Choice, Chance, Control" is used.

If students have their own paycheck stubs, have them identify the different deductions.

Observe students highlighting and/or completing a credit application.

Administer the unit test on Economic Awareness.

High School Pacing Guide: **Exploratory Work Experience**

UNIT SIX: Career Awareness

Weeks 27-35

Instructional Material

Values Equal = Job Satisfaction handout
 Values Appraisal Scale handout
 Student copy of Employers Evaluation
 Portfolio Quarterly Assignment Schedule with due date's handout
 Instructions and samples of portfolio assignments due this quarter
 Cover page from two possible sources for skills and aptitude testing
 Due to copyright these could not be reproduced. Find something that can be used from your counselor, career center or on the internet
 Career Assessment and Self Exploration Survey
 Chart of Occupations
 Chart: "50 Largest and 50 Fastest Growing Occupations in California"
 Industry Trends and Outlook
 Newspaper articles on Industry Trends
 Charts from the Bureau of Labor Statistics
 Copy of your school's Career Pathways, if available
 Training and Educational Options
 Chart of positions and wages of the company that students work for currently
 Career Outlook Chart
 Wage Data Statistical Chart
 Unit Test: Career Awareness and teacher answer key

Work Experience Education Program and Curriculum Standards

Standard 1: Employment Cycle—Students will understand the employment cycle. Students will demonstrate job-seeking skills, skills for keeping and advancing on the job, and demonstrate skills for making a positive impression when leaving a job.

Standard 2: Career Development—Students will understand the career development process. Students will demonstrate an awareness of career opportunities to utilize the career decision-making process to identify career choices and develop a plan for achieving career goals.

Standard 3: Economic Awareness—Students will have an awareness of basic economic principles. Students will apply financial management techniques, utilize the consumer decision-making process to use credit and make consumer purchases, and demonstrate an awareness of the employee's role in the economic system.

Standard 4: Personal Skills—Students will understand how personal skill development affects their employability. They will exhibit positive attitudes, self-confidence, honesty, perseverance, self-discipline, and personal hygiene. They will manage time and balance priorities as well as demonstrate a capacity for lifelong learning.

Standard 5: Interpersonal Skills—Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, accept supervision, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

High School Pacing Guide: **Exploratory Work Experience**

UNIT SIX: Career Awareness (continued)

Weeks 27-35

Standard 6: Thinking and Problem Solving Skills—Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate, and select from alternative solutions.

Standard 9: Employment Literacy Skills—Students will understand career paths and strategies for obtaining employment within their chose fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the purpose of professional organizations.

Desired Knowledge and Objectives

The student will assess their values to identify appropriate career options.

The student will complete their Work Experience Portfolio.

The student will assess their aptitudes and transferable job-specific skills toward identifying appropriate career options.

The student will assess their values, interest, aptitudes, abilities, and preferred work situations, to identify career options.

The student will examine job projections locally and statewide.

The student will identify technological and other future trends in the workplace.

The student will identify a career pathway.

The student will examine training through the workplace, college, special schools, and the military to reach career goals.

The student will fit training plans into current high school career pathway.

The student will research the wage levels and income opportunities of various careers.

Suggested Assessments

Students will self-interpret the results of their own values survey. The teacher can observe that all students complete the task and assist in interpretation.

Observe students writing rough drafts of introduction or updating resume.

Students' self-assessment of skills and aptitudes. Teacher observation and interpretation toward career choices.

Observe that each student completes a self-assessment relating to career choices.

Orally ask students to identify career pathway chosen. Ask them to assess the probability of employment locally or elsewhere, now and in a few years.

Students develop a charted plan for training to following a career pathway.

Administer the unit test on Career Awareness.

High School Pacing Guide: **Exploratory Work Experience**

UNIT SEVEN: Review Employability Skills /Student Survey

Week 36

Instructional Material

20 Most Asked Question in the Interview
Connor Formed Metal Product job application (or any job application)
Work Experience Education Student Questionnaire
Work Experience Class Survey

Work Experience Education Program and Curriculum Standards

Standard 6: Thinking and Problem Solving Skills—Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation as appropriate. They will recognize problem situations; identify, locate, and organize needed information or data; and propose, evaluate, and select from alternative solutions.

Standard 7: Communication Skills—Students will understand principles of effective communication. They will communicate both orally and in writing. They will listen attentively and follow instructions, requesting clarification or additional information as needed.

Desired Knowledge and Objectives

The student will identify the skills to get a job, including: job applications, resumes, and interviewing.

Suggested Assessments

Observe student completion of job application and handling of interview questions. Collect the student questionnaire and class survey.