

Business/Marketing/CAD/Engineering/Child Care/Accounting/Programming

Cooperative Work Study Program

August 2008

Course Number: 681.02

Business Technology Teacher: Janet Hayzler

Supervisor Business Technology: Mark Wallace

Principal: Gregory Youngman

Director of Curriculum and Instruction: Jan Phillips-Mezier

Superintendent: Dr. John Hannum

Name of Course: Business/Marketing/CAD/Engineering/Child Care Cooperative Work Study

Level of Course: Modified

Prerequisites: 10 Credits in Business or Computer Technology or successful completion of Retail Marketing, completed or concurrently enrolled in Sports Marketing or Advanced Marketing (grade of C or better), or completion of AP Computer Science, CAD 3, Arch 3 or Child Care

Grade levels offered to: Seniors only

Course number: 681.02

Number of credits: 15

Revised date and Teacher's name: Mrs. Janet Hayzler, March 2008

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affection or sexual orientation, gender, religion, disability or socioeconomic status.

Purpose:

The Cooperative Work Study Program is designed to provide senior students with a smooth transition from School-To-Work. It provides the senior student with the opportunity to relate their business/marketing skills in the world of work. Through a cooperative arrangement between the school and community employers, students spend a part of the day in school and a part in an office or related commercial/retail establishment. Students will gain career awareness, develop general work habits and positive attitudes in order to obtain the know-how they need to make their way in the world upon graduation. The students will receive paid on-the-job training along with in-school instruction specifically related to the world of work, their individual training site and general life skills. Fifteen credits are earned upon successful completion of the course.

General Objectives:

1. Describe and define the main elements of the Work Study Program and their responsibilities in the program.
2. Understand, describe and complete program forms related to state and school rules and regulations.
3. Utilize Excel spreadsheet program to accurately record hours and wages for the year.
4. Learn the importance of academic and occupational skills to achievement in the World of Work.
5. Secure employment and demonstrate skills required for successful performance at the related training site.
6. Adhere to all school and employer attendance policies
7. Identify the laws that affect the workplace.
8. Display the ability to communicate effectively with others and perform job tasks accurately and efficiently.

9. Demonstrate an understanding of employers expectations regarding work habits and attitudes.
10. Demonstrate an understanding of employees expectations at the job with regard to worker's rights and protections.
11. Demonstrate effective human relations skills in dealing with fellow classmates, employers and co-workers.
12. Learn to use time efficiently and accurately.
13. Demonstrate responsible work ethics.
14. Apply principles of good grooming and business etiquette by displaying a professional image
15. Demonstrate safe working practices and procedures to all training situations.
16. Explain how common injuries can be prevented.
17. Develop and evaluate an injury prevention program.
18. Evaluate job progress and modifications in performance that may be needed.
19. Handle incoming and outgoing telephone calls professionally.
20. Set career goals and be aware of the steps needed for self direction toward those goals.
21. Identify careers of interest and the related education or training necessary to obtain the skills needed for that occupation.
22. Discuss rules and laws designed to promote safety and health, and their rationale.
23. Demonstrate consumer and other financial skills.
24. Describe different types of credit, advantages and disadvantages of using credit, and how to compare credit costs.
25. Develop skills as related to the Job Hunting and Interview process--job application, cover letters, resumes and interview.
26. Demonstrate an understanding of the banking systems--opening a checking/savings account, making and recording deposits/withdrawals and checkbook reconciliation.
27. Compare common saving methods.
28. Explain characteristics of different retirement plans.
29. Demonstrate the effects of automated/computerized banking technologies.

30. Demonstrate an understanding of the tax system and taxation--complete the appropriate federal and state income tax forms.
31. Identify steps in planning a budget, and strategies utilized to stay within the budget.
32. Prepare and present a job manual related to your training site.
32. Make the transition from school to the "World of Work" with direction and guidance.

Method of Instruction:

The class will be taught in a business-like environment. The students will be responsible for all areas that will be discussed. The class will include some lectures, note taking, group discussions, simulations, job-sharing reviews, computer data entry of weekly hours and earnings, work-related simulations, computer research on related topics, instructional videos, participation in role play situations that are related to the world of work, related workbook and photocopied materials, and guest speakers will be utilized related to the topics being discussed.

Discussions will be related to the specific training sites that the students will be on. As situations and/or problems arise, we will work with them individually, as well as in small or full groups. The students will rate themselves on the job and compare their ratings with their supervisors.

The teacher/coordinator will observe the student on the job, discuss their progress and evaluation with the supervisor, and assist in the training whenever needed. Both the employer and teacher will work with the student to improve any performance areas identified as being deficient.

Standards Targeted Throughout this Curriculum:

HighPoint Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomical status.

New Jersey Core Content Standards

1. Select appropriate electronic media for research and evaluate the quality of the information received (3.1 H 1)
2. Develop materials for a portfolio that reflect a specific career choice. (3.1.H.2)
3. Produce written and oral work that demonstrates synthesis of multiple informational and technical sources. (3.1.H.7)
4. Review and edit work for spelling, usage, clarity, and fluency. (3.2 A.4)
5. Use the computer and word-processing software to compose, revise, edit, and publish a piece. (3.2 A.5)

6. Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation). (3.2 B. 10)
7. Use Standard English conventions in all writings (sentence structure, grammar and usage, punctuation, capitalization, and spelling). (3.2 C.1)
8. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work. (3.2 C. 7)
9. Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking (3.3 D 3)
10. Use a rubric to self-assess and improve oral presentations. (3.3 D 6)
11. Recognize that mathematics is used in a variety of contexts outside of mathematics. (4.5 C 3)
12. Apply mathematics in practical situations and in other disciplines (4.5 C 4)
13. Use technology to gather, analyze, and communicate mathematical information. (4.5 F 1)
14. Use computer spreadsheets, software, and graphing utilities to organize and display quantitative information (4.5 F 2)

Technological Literacy Standards

1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print. (8.1 A 1)
2. Create documents including a resume and a business letter using professional format. (8.1 A 2)
3. Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results. (8.1 A 3)

Career and Technical Education

1. All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace. (9.1)
2. Re-evaluate personal interests, abilities, and skills through various measures including self assessments. (9.1.A.1)
3. Evaluate academic and career skills needed in various career clusters. (9.1.A.2)
4. Analyze factors that can impact an individual's career. (9.1.A.3)
5. Review and update their career plan and include the plan in a portfolio. (9.1.A.4)
6. Research current advances in technology that apply to a selected occupational career cluster. (9.1.A.5)
7. Assess personal qualities that are needed to obtain and retain a job related to career clusters. (9.1.B.1)
8. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings. (9.1.B.2)
9. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings. (9.1.B.3)
10. Evaluate the following academic and career skills as they relate to home, school, community, and employment:
 - Communication
 - Punctuality
 - Time management
 - Organization
 - Decision making

- Goal setting
- Resources allocation
- Fair and equitable competition
- Safety
- Employment application skills
- Teamwork (9.1.B.4)

11. Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills. (9.1.B.5)

All students electing further study in career and technical education will also:

12. Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills. (9.1.C.1)
13. Participate in simulated industry assessments, when and where appropriate. (9.1.C.2)
14. Prepare industry-specific technical reports/projects that incorporate graphic aids, when and where appropriate. (9.1.C.3)
15. Demonstrate occupational health and safety skills related to industry-specific activities. (9.1.C.4)

Consumer, Family, and Life Skills

1. All students will demonstrate Consumer, Family and Life Skills in order to be functional members of society. (9.2 A. 1)
2. Describe and apply constructive responses to criticism. (9.2 A. 2)
3. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings. (9.2.A. 3)
4. Model interpersonal and effective conflict resolution skills. (9.2.C.1)
5. Communicate effectively in a variety of settings with a diverse group of people. (9.2 C. 2)
6. Analyze how character influences work performance.(9.2.D.1)
7. Identify and research privileges and duties of citizens in a democratic society. (9.2.D.2)
8. Discuss consequences and sanctions when on-the-job rules and laws are not followed. (9.2.D.3)
9. Apply a professional code of ethics to a workplace problem or issue. (9.2.D.5)
10. Analyze factors that influence gross and net income. (9.2.E.1)
11. Design, implement, and critique a personal financial plan. (9.2.E.2)
12. Discuss how to obtain and maintain credit. (9.2.E.3)
13. Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis. (9.2.E.4).
14. Engage in an informed discussion about rules and laws designed to promote safety and health. (9.2 F 1)
15. Practice the safe use of tools and equipment. (9.2 F 4)
16. Implement safety procedures in the classroom and workplace, where appropriate. (9.2 F 5)

NATIONAL BUSINESS EDUCATION STANDARDS:

I. Self-Awareness

Achievement Standard: Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.

II. Career Research

Achievement Standard: Utilize career resources to develop a career information database that includes international career opportunities.

III. Workplace Expectations

Achievement Standard: Relate the importance of workplace expectations to career development.

IV. Career Strategy

Achievement Standard: Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.

V. School-to-Career Transition

Achievement Standard: Develop strategies to make an effective transition from school to career.

VI. Lifelong Learning

Achievement Standard: Relate the importance of lifelong learning to career success.

Pre-Cooperative Work Study Acceptance

Time: 30 minutes

Goals: Interview prospective students before the end of the junior year, or over the summer. Explain the rules and regulations of the program and assess their qualifications and career goals.

Objectives:

1. To interview prospective work study students to ascertain their qualifications and career goals.

2. To explain to students the rules and regulations of the program.

Assignments:

- Complete applications
- Set up interview with coordinator
- Present application to guidance to process necessary materials—transcript, etc.

Materials: Forms located with coordinators
Application
Rules and Regulations Guideline

Assessment: Number of related classes taken
Recommendation of Guidance Counselor, Marketing/Business Teachers
Career Goals

Standards Targeted:

- CCCS-- 8.1.A.2,9.1.C.1
- NBE--Standards I & V

Job Placement

Time: 10 days throughout the summer

Goals: Employers are contacted for job opportunities and acceptable work stations. Students are notified of job openings and interviews are set up. All students should be set up in an acceptable job site by September 15. Students remain in close contact with coordinator throughout the summer, as to their job status.

Objectives:

1. To contact possible work stations for the work study students.
2. To notify students of job openings and have them set up interviews.
3. To continue to assist in the job searches for the students so that all students are in an acceptable work station by September 15.
4. Students are to remain in contact with the coordinator throughout the summer to up-date job searching process.
5. To familiarize parents/students with the program, send home a welcome letter explaining the program along with the rules and regulations of the program to be signed by them before the first day of school.

Assessment: Students placed in acceptable work site approved by both employer and work coordinator. Signed rules and regulations.

Standards Targeted:

- New Jersey Core Content Standards—3.1.H.2, 3.2.A.4,3.2.A.5, 3.3.D.3,8.1.A.2, 9.1, 9.1.A.2 9.1.B.1, 9.1.C.1
- National Business Education Standards--I, IV and V

Unit 1--Preparing For Work

Time: 3 weeks

Goals: Discuss the responsibilities and expectations of the program to the student and the employer. Rules and Regulations are discussed in detail.

Working Papers are obtained (if not already done so over the summer). Training Agreements are written, evaluated, and signed by the employers, parents, coordinator, and student. Weekly work hour forms are established and completed. Unemployment and Disability Forms are distributed to students to give to employers so the deduction is not made in their paychecks. Weekly job schedules are filed with coordinator so he/she knows when the student is working and available for observation.

Objectives:

1. Students will be aware of their responsibilities to the coordinator and supervisor on the jobs.
2. Students will obtain working papers if needed (under 18 years of age.)
3. Training agreements will be written, evaluated and signed by employers, parents, coordinator, and student.
4. Students will write a journal entry on the previous day's work experience and hours each day as they enter the class.
5. Weekly work hours and schedules will be completed each Monday.
6. Disability and Unemployment forms will be distributed to employers so that work study students do not have this deduction taken from their paychecks.
7. Understanding deductions from paycheck.

Materials: All above mentioned forms are available with the coordinator.

Text: Working Learning a Living--Chapters 1-3
Workbook to coordinate with chapter
Supplemental handouts from coordinator
New Jersey Cooperative Education Model
Your Attitude Counts
Survival Skills In The World Of Work
Videos--Top 9 1/2 Tips to Understanding Your Paycheck
I Dropped Out But I Didn't Think It Would Be Like This
Getting Along On The Job
What Your Employer Expects

Assessment: Successful completion and return of forms.
Completion of Journal Entries and Weekly Wage/Hour Reports
General understanding and discussion of videos with quiz.

NJCCS targeted:
9.1, 9.2

Unit 2--Evaluation And Job Review **Time** = Weekly and End of Each Marking Period
Totaling approximately 4 Weeks

Goals: To conduct job reviews for students to have the opportunity to share with each other any new experiences, problems, etc. Evaluation forms are distributed to the employer at the end of each marking period for their submission to determine strengths and areas for improvement. The students evaluate themselves using the same form. During a conference with the coordinator, they compare their evaluation of themselves with the supervisors, and suggestions are made. End of each marking period is expected to show improvement.

Objectives:

1. To conduct periodic job reviews for students to share their job experiences, problems, etc.
2. To have employers evaluate the students each marking period, their strengths and weaknesses. This grade is one-half of their marking period grade.
3. To have students do a self-evaluation and compare their evaluation with their employer's and ascertain areas that they will try to improve in.
4. Accept and act favorably on construction criticism.

Materials: Evaluation Form and Job Share Review

Assessment: One-half of their marking period grade is on-the-job evaluation from their supervisor and one-half is related class grade. Improvement and growth demonstrated throughout the year.

Standards Targeted:
9.2. A. 2, 9.2.C.1

Unit 3--Safety

Time: 2-3 weeks

Goals: Safety on the job is discussed in detail. The Occupational Safety and Health Act is introduced and discussed. The Right To Know Act is discussed. Students are made aware of their rights and responsibilities with regard to safety at their place of employment.

Objectives:

1. Students will be aware of their safety rights on the job.
2. Students will be aware of the Right to Know Act which deals with handling of dangerous substances on the job.
3. Students will know their responsibilities with regard to safety at their places of employment.
4. Students will demonstrate their understanding of safety on the jobs.
5. Students will sign a written statement that they will continue to be aware of safety on the job and abide by all established rules and regulations.
6. Students will learn the importance of becoming a Healthy Worker
7. Students will learn the laws of the workplace

Materials: Right To Know Pamphlet
Occupational Safety and Health Act
Text: Succeeding in the World of Work--Chapters 11& 12
Workbook--Coordinating Chapters
Safety and Law Test
Other Related Supplemental Materials
Top 9 1/2 Safety Habits Video

Assessment: Final Written Test on Safety including a signed statement that safety has been discussed in class and that they will be aware of safety at all times on their jobs.

Standards Targeted: NJCCS--9.1.C.4

Unit 4--Telephone/Communication Skills

Time: 3 Weeks

Goals: Proper telephone techniques for answering, handling and placing calls is discussed in detail. Role playing is utilized to demonstrate the difference between voice to voice communication and face to face communication, as well as the different ways to handle calls. The parts of the telephone directory are covered in detail.

Objectives:

1. Students will demonstrate the proper telephone techniques for answering, handling and placing calls.
2. Students, through role playing, will demonstrate their understanding of the difference between face-to-face and voice-to-voice communications.
3. Students will demonstrate the many uses of the telephone directory and how to use it effectively and efficiently.

Materials: Developing a "Telephone Personality" handout
Telephone Use Activity Packet by Herman Mintz
Telephone directory
Text and Workbook: Succeeding in the World of Work--Chapter 15
Supplemental Telephone Materials
All above materials are located with coordinator

Assessment: Work sheets from packet
Test on Telephone Directory Usage
Final Test on the Telephone

Standards Targeted: NJCCS--3.3.D.3, 9.1.B.2, 9.1.B.4

Unit 5--Career Planning Weeks

Time: 4

Goals: To encourage students to think seriously about work and the important part it will play in their lives. To have students take a closer look at their goals, values, interests, aptitudes, and personality so they will be better able to make a wise career decision. To research several careers and evaluate the growth and salary potentials.

Objectives:

1. Follow an effective strategy for choosing a career.
2. Name ways in which the work a person does will have an impact on his or her lifestyle.
3. Identify the steps in the decision-making process.
4. Identify values and interests and describe how they effect their career choices.
5. Describe how interests, aptitudes and work values are necessary in choosing a career.
6. Explain how interests, aptitudes and work values may be similar or different.
7. Identify and match your personal and learning style aptitudes and abilities to a career choice.
8. To visit our Vocational Guidance Center and do internet searches to enable students to research a career of their choosing.
9. To prepare a report on a chosen career—as to future growth of career—earning potential, skills necessary.

Materials: Text and Workbook—Succeeding In the World of Work—Chapters 2, 3, & 5
Interest Survey. Questionnaire from information found in VGC.
Occupational Outlook Handbook
Internet research of careers
Career.com program on internet

Assessment: Book test on Chapters 2, 3, & 5. Work sheets from workbook to correlate from text. Class participation. Discussion and Define vocabulary from Chapter summaries.
Career Essay and Complete Worksheet from VGC assignment and Internet Research

Standards Targeted:

New Jersey Cross Content—3.1.H.2, 3.2.C.1, 8.1.A.1, 9.1, 9.1.A.1, 9.1.A.2, 9.1.A.3, 9.1.A.4, 9.1.A.5 9.1.B.1 9.1.B.3, 9.1.B.5,
National Business Education Standards: I, II, III, IV, V

Unit 6--Working On The Job

Time: 5 Weeks

Goals: To make students aware of the attitudes and skills they need to be successful on the job. To make students aware of the things they must do to advance on the job and move closer to their ultimate career goal.

Objectives:

1. Anticipate and manage anxieties and challenges of a new job.
2. Students will be able to name the most important factor in job success.
3. Students will identify qualities an employer will expect of an employee regarding work habits and attitudes.
4. Students will identify qualities an employee can expect from an employer such as honesty and respect.
5. Students will understand why it is important to get along with co-workers, and how they can get along with them.
6. Students will understand the best course of action to take if one loses his/her job.

7. Identify ways to work effectively with a supervisor.
8. Students will understand the factors that determine whether or not an employee is given a pay raise.
9. Students will understand why appearance is considered when determining if an employee should be promoted.
10. Students will understand the qualities of an effective supervisor and be able to realize if they would want to be a supervisor.
11. Students will recognize considerations that should be made in deciding whether or not to change companies.
12. Students will realize courtesy should be observed when quitting a job.
13. Discuss how a positive attitude and high self-esteem lead to success on the job.
14. Students will understand and abide by all company policies.
15. Students will understand the significance of employee performance reviews.
16. Students will complete Improvement Packets as necessary

Materials: Text and Workbooks--Succeeding in the World of Work: Chapters 8,9, 10,13, 16 & 18
 Handling Conflict, Surviving on the Job, Employee Improvement Packets
 Videos--Tough Times--Making the Most of Your Job and Keys to Job
 Success, How to Get Along with Monsters, Mummies, Aliens from Outer
 Space and Your Boss, Top 9 1/2 Ways To Resolve Conflict, Your Boss and
 You, Ten Easy Ways to Lose Your Job, Getting Along On The Job, Would I
 Work With Me?

Assessment: Demonstration of understandings of chapter materials and discussion through chapter review questions and definitions, as well as, chapter test. Completeness and accuracy of workbook materials. Discussions and Quizzes based on videos. Improvement Packets completed throughout the course as needed.

Standards Targeted:
 New Jersey Core Content Standards—3.3.D.3, 8.1.A.2, 9.1.A.1, 9.1.B.4, 9.1.B.5, 9.1.C.1, 9.1.C.2, 9.1.C.4, 9.2.A.1, 9.2.A.2, 9.2.C.1
 National Business Education Standards: IV., V., VI

Unit 7--Taxes

Time: 2-3 Weeks

Goal: To make students aware of the various kinds of taxes and the reasons for paying them. To have students complete their own tax returns, both federal and state.

Objectives:

1. To have students understand why we need to pay taxes.
2. Explain the difference between graduated and flat tax.
3. To have students realize the benefits we receive from the tax dollars.
4. To have students understand the principles that make for a good tax system.
5. To have students understand how to file a Federal and State Income Tax Return and when.

Materials: Text and Workbook--Succeeding in the World of Work, Chapter 23.
Tax Returns from Post Office
Video from Taxation Office (IRS)
Understanding Tax Forms
Taxes Made Easy--Weston Walch

Assessment: Chapter test, workbook exercises, successful completion of Federal and State Tax Returns both personal and case studies

Standards Targeted: NJCCS: 3.1.H.1, 4.5.C.3, 4.5.C. 4, 4.5.F.1, 9.1

Unit 8--Spreadsheets--Excel

Time: 3 Weeks

Goal: To have students learn the EXCEL software program for spreadsheets. To have students keep their wages organized in the spreadsheet, including hourly wage, total number of hours per month, total gross pay per month. This information can then be calculated for each marking period and finally for the year.

Objectives:

1. Students will become familiar with the EXCEL spreadsheet program. Moving around the screen, entering data, making corrections, calculations, store and print.
2. Students will demonstrate their understanding of the program by completing sample spreadsheets with calculations included.
3. Students will set up a spreadsheet including their own hourly wages, hours per month, total hours and wages for month, marking period and year.

Materials: EXCEL spreadsheet supplemental materials
Sample problems (found in file cabinet)

Assessment: Successful completion of sample problems to be completed and calculated utilizing the spreadsheet program.
Successful completion of WAGE/HOUR Spreadsheet for their individual jobs—monthly and yearly to date.

Standards Targeted: 3.1.H.1, 4.5.C.3, 4.4.C.4, 4.5.F.1, 4.5.F.2

Unit 9--Banking

Time: 2-3 Weeks

Goal: To familiarize students with the use and handling of checking accounts. To familiarize students with opening a checking account, making deposits, writing checks, keeping a check register and proving a bank reconciliation.

Objectives:

1. Students will learn the advantages of having a checking account.
2. Students will understand the different types of checking accounts and learn to be "smart shoppers" for the service they desire.

3. Students will learn how to write a deposit slip correctly.
4. Students will learn how to write a check correctly, with proper endorsements.
5. Students will learn how to keep a proper check register.
6. Students will learn how to reconcile their checkbook each month.
7. Identify the effects of automated/computerized banking technology.
8. Describe different types of credit and the advantage/disadvantages.
9. Students will learn what APR, finance charges and fees for credit are and how they impact their credit and history.

Materials: Chapter 21-Text and Workbook--Succeeding in the World of Work
 Supplemental samples from various banks--deposits slips, checks, registers and checking reconciliations.
 Large charts and displays
 Credit Card applications and offers
 Teacher prepared quizzes and tests.
 Banking Simulation
 Your Checking Account—Weston Walch
 Internet—credit card research

Assessment: Successful completion of exercises on writing deposit slips, checks, check register, and bank reconciliation. Quizzes, tests, and workbook exercises. Simulation from Your Checking Account, credit research from internet and presentation.

Standards Targeted: NJCCS—3.1.H.1, 3.2.A.5, 4.5.C.3, 4.5.C.4, 4.5.F.1, 4.5.F.2, National Business Standards—V and VI

Unit 10--Job Hunting

Time: 5 Weeks

Goals: To create a resume that will sell! To have students learn the art of searching for a job--the art of interviewing and completing job applications. To have students acquire the skills necessary to "land the job they desire."

Objectives:

1. Prepare a resume including a comprehensive career objective.
2. To have students learn the various methods to utilize in order to search for a particular job--including Internet search.(Job Leads)
3. To have students learn how to prepare for an interview.
4. To have students learn to sell themselves at the interview--including presentation, opening and closing interview techniques, important questions to prepare for and to ask.
5. To have students complete thoroughly and accurately a job application.
6. To send a follow-up letter to thank the employer for the interview.
7. Recognize how to respond to a job offer--both acceptance and rejection.

Materials: Chapter 1, 6, 7, and 89--Text and Workbook--Succeeding in the World of Work, The Job Hunting Handbook, (latest edition)
Job Search Videos and Materials
Interview Techniques--Supplemental Materials
Posters on Interview and Job Search
Internet

Assessment: Complete and Comprehensive Resume
Interview Test
Completeness and Accuracy of Job Application

Standards Targeted:

NJCCS: 3.1.H.2, 3.2.A.4, 3.2.A.5, 3.2.C.1, 3.2.C.7, 3.3.D.3, 8.1.A.2, 9.1.B.4
9.2.A.2, 9.2.C.1

Unit 11--Budget
Weeks

Time: 2

Goals: To make students aware of the need to manage their money. How to successfully plan a budget and stay within it.

Objectives:

1. Identify steps in planning a budget.
2. Describe strategies for staying within your budget.
3. Importance of savings and different methods of saving.
4. Identify sources of help for financial problems.
5. Identify characteristics of different retirement savings plans.

Materials: Chapter 29--Text and Workbook--Succeeding in the World of Work
Guest Speaker
Video: Top 9 1/2 Tips of Budgeting
Surviving On The Job

Assessment: Creating a successful budget
Chapter test and workbook exercises
Budget Simulation

Standards Targeted:

New Jersey Core Content Standards—4.5.C.3, 4.5.C.4, 4.5.F.1, 4.5.F.2, 4.5.F.2,
8.1.A.3, 9.2.A.1

Unit 12--Independent Living

Time: 2 Week

Goals: To have students understand the factors/responsibilities considered in living on their own. Describe factors to consider in apartment renting or home buying. Establish good housekeeping habits. How to deal with a roommate.

Objectives:

1. To determine if renting or buying is best.
2. To summarize items included in an apartment lease.
3. Understand rights and responsibilities of an apartment tenant.
4. Understand responsibilities of living on your own.

Materials: Chapters 22, 24 & 25--Text and Workbook--Succeeding in the World of Work
Supplementary Materials
On Your Own—Practice Set

Assessment: Group discussions
Chapter test and workbook exercises
Practice Set

Standards Targeted:

NJCCS—3.3.D.3, 9.1.A.1, 9.1.B.4, 9.1.B.5, 9.2.B.1, 9.2.C.1

Unit 13—Job Manual/Portfolio

Time = 3 Weeks
(Throughout 2nd semester)

Goals: To have students present an overview of the training site to be used for any other students who will be entering the same position in the future. To be used as a job training manual.

Objectives:

1. Prepare a job manual—following given format—of their training site.
2. To have students present the job manual to the class as a final project.
3. Students will prepare a personal portfolio of their best works, resume, cover letter, employer evaluations and accomplishments to take with them for any future interviews

Materials: Job Manual Directions
Job Manual grading rubric
Portfolio information

Assessment: Job Manual and Personal Portfolio rubric and presentation

Standards Targeted:

New Jersey Core Content Standards—3.1.H.1, 3.1.H.2, 3.1.H.17, 3.2.A.4, 3.1.A.5, 3.2.B.10, 3.2.C.1, 3.2.C.7, 3.3.D.3, 3.3.D.6, 8.1.A.1, 9.1.B.2, 9.1.B.3, 9.1.B.4, 9.2.A.2

Review For Mid-Term and Final Exams

Time: 1 Week

A complete review of first and second semester work will be covered, including safety, success on the job, employer expectations, coop expectations/rules, bank reconciliation, income tax returns, interviews, budget, living on your own and job search.

Throughout The Course--students will complete evaluation forms, weekly wage/hour reports, forms dealing with Occupational Vocabulary, Percent Wage Increases, Discrimination Laws, and many current relevant articles will be discussed. Time is to be spent addressing any situations that may arise at the job site.

A COURSE REQUIREMENT IS TO ATTEND AN EMPLOYER APPRECIATION LUNCHEON TO BE HELD IN MAY TO THANK ALL PARTICIPATING EMPLOYERS.

Evaluation Tools:

Student Progress: The assessment of student progress in the objectives cited on the previous pages will be primarily by, but not limited to the following criteria:

Employer Evaluation	30%	Fourth Marking Period	
Journal Entries	10%	Employer Evaluation	30%
Wage/Hour Reports	10%	Journal Entries	10%
Classwork	35%	Wage/Reports	15%
Tests	15%	Classwork	20%
		Job Manual	25%

Mid Term and Final Exams Modified 2008

Observation:

Systematic, wherein the observer gathers data on one or more precisely defined behaviors;
Nonsystematic, in which the observer watches the child at school in the setting of concern and notes the behaviors, characteristics, and personal interactions that seem significant;

Authentic assessment Measures Progress in Applied Skills:

Authentic assessment rates students' performance on real world tasks. methods are ways of evaluating student abilities in a process-based classroom; these methods include: design portfolios and journals, student presentations/demonstrations, simulations, oral exams, teacher observations, student self-assessment. The primary purpose of assessment is to assist the students in the learning process. When identified, student's strengths are used to help guide them toward areas in which they will excel. The teacher selects the most appropriate assessment method(s) for each behavioral objective during learning activities.

Measures of effectiveness of course:

- Increased enrollment
- Increases in final exam grades
- Increase in final grades
- Student end of course evaluation.

Mid-term and Final Exams are reviewed and revised each year.

Mid-term revised January 2008 and Final Exam May 2008

Failure of the classroom work or failure to meet the employer's rating standards will be reason for failure for the marking period and possible loss of credits.

Periodic Evaluation of objectives and this curriculum guide:

With the selection of new materials, every five years, administration request.
Next evaluation date is July 2008.

Homework and Extra Credit Policy:

Minimal homework is assigned—students should always look for relevant workplace articles in the newspaper for extra credit. Students must provide pay stubs for each pay period.

Computer/Technology Needs:

Computer lab is utilized for their spreadsheet (Excel) assignment of hours/wages, research for career search, resumes, cover letters, credit, banking, taxes and for completion of job manual and personal portfolio.