

Name of Course: Business, Marketing, CAD, Engineering, Child Care, Programming, Accounting-Cooperative Work Study

Level of Course: Modified

Prerequisites: Combination of two Business, Computer or Finance courses, or two Marketing Studies courses (one being Retail Marketing), 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

Course Description:

The Cooperative Work Study Program is designed to provide senior students with a smooth transition from School-To-Work. It is a privilege to be in the program and an application and acceptance based on skills, attendance and behavior is mandatory. It provides the senior student with the opportunity to relate their business/marketing and other related 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.

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 socioeconomic 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 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:

Cooperative Work Study
Revised June 2008

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) Communicate effectively in a variety of settings with a diverse group of people. (9.2 C. 2)
5. Analyze how character influences work performance.(9.2.D.1)
6. Identify and research privileges and duties of citizens in a democratic society. (9.2.D.2)
7. Discuss consequences and sanctions when on-the-job rules and laws are not followed. (9.2.D.3)
8. Apply a professional code of ethics to a workplace problem or issue. (9.2.D.5)
9. Analyze factors that influence gross and net income. (9.2.E.1)
10. Design, implement, and critique a personal financial plan. (9.2.E.2)
11. Discuss how to obtain and maintain credit. (9.2.E.3)
12. 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).
13. Engage in an informed discussion about rules and laws designed to promote safety and health. (9.2 F 1)
14. Practice the safe use of tools and equipment. (9.2 F 4)
15. Implement safety procedures in the classroom and workplace, where appropriate. (9.2 F 5)
16. Communicate effectively in a variety of settings with a diverse group of people. (9.2 C. 2)
17. Analyze how character influences work performance.(9.2.D.1)
18. Identify and research privileges and duties of citizens in a democratic society. (9.2.D.2)
19. Discuss consequences and sanctions when on-the-job rules and laws are not followed. (9.2.D.3)
20. Apply a professional code of ethics to a workplace problem or issue. (9.2.D.5)
21. Analyze factors that influence gross and net income. (9.2.E.1)
22. Design, implement, and critique a personal financial plan. (9.2.E.2)
23. Discuss how to obtain and maintain credit. (9.2.E.3)
24. 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).
25. Engage in an informed discussion about rules and laws designed to promote safety and health. (9.2 F 1)
26. Practice the safe use of tools and equipment. (9.2 F 4)
27. 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

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.

Assessment:

Authentic assessment 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.

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	40%	Fourth Marking Period	
Journal Entries	10%	Employer Evaluation	40%
Wage/Hour Reports	20%	Journal Entries	10%
Classwork	20%	Wage/Reports	20%
Tests	10%	Job Manual	30%

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.

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 always bring in pay stubs each pay period.