

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Co-Operative Education

Grade Level: 12

Date of Board Approval: July 2018

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Planned Instruction

Title of Planned Instruction: Co-Operative Education

Subject Area: Business

Grade: 12

Course Description:

The Co-Operative Education program is designed to combine classroom instruction with on-the-job training in a career area of the student's choice. Students will obtain skills in an occupational area that is not taught in the high school and will prepare students for new and futuristic careers. This program integrates classroom studies in employability skills and consumer skills with planned, supervised, and practical work experience. Students will develop personal initiative, learn to work with others, and recognize the importance of appropriate attitude and behavior for the occupation. Maintaining employment and excellent class attendance are essential to successful completion of the course requirements. Acceptance in the program requires the recommendation of the student's guidance counselor, administrator, and an interview with the cooperative education/diversified occupations coordinator. Also grades, attendance, and discipline will be considered for acceptance into the program. Students will have a dual enrollment opportunity to receive college credits upon successful completion of the course. Students can receive Career Safe OSHA and Soft Skills certifications.

Time/Credit for the Course: Full Year

Curriculum Writing Committee:

Maura Angle

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Curriculum Map

1. Marking Period One -Overview with time range in days: 45 days

Orientation of program.

Workplace duties.

Safety certification.

Soft skills and certification.

Career development and planning.

Employment acquisition.

Workplace duties.

Marking Period One -Goals:

Understanding of:

- Identify program policies and procedures.
- List program objectives.
- Complete forms for program.
- Complete duties assigned in the workplace by supervisor.
- Identify and apply soft skills – certification program
- Complete on-line safety program – Career Safe.
- Construct a profile of personal interests, aptitudes, abilities and values.
- Complete job search.
- Post-secondary preparation.
- Complete career comparison.
- Prepare a resume.
- Prepare a letter of application.
- Complete job applications.
- Complete pre-employment tests.
- Demonstrate job interview techniques.
- Demonstrate interview/application follow-up activities.
- Complete jobs in the workplace.

2. Marking Period Two -Overview with time range in days: 45 days.

Human relations.

Health and safety.

Employee retention.

Workplace duties.

Marking Period Two -Goals:

Understanding of:

- Analyze human relations in terms of employer, employee and co-worker responsibilities.
- Identify leadership styles.
- Identify ways to resolve conflicts.
- Distinguish between positive/negative criticisms.

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- Describe workplace ethics.
- Identify proper customer service techniques.
- Identify and apply problem-solving techniques.
- Describe the need for safety practice and procedures.
- Identify ways to achieve personal safety practices.
- Identify general occupational safety practices.
- Describe the role of government agencies in providing for a safe workplace.
- Demonstrate the positive attributes of a good listener.
- Evaluate job changes and promotions.
- Diagram the organizational structure of a company.
- Interpret a performance evaluation.
- Identify sources of employee information regarding company policies and procedures.
- Summarize proper procedures for job termination.
- Complete jobs in the workplace.

3. Marking Period Three -Overview with time range in days: 45 days

Communication development.

Legal awareness.

Citizenship.

Professional Organizations.

Consumer skills.

Workplace duties.

Marking Period Three -Goals

Understanding of:

- Describe skills needed to communicate in the workplace.
- Demonstrate communication using technology.
- Describe how labor regulations affect employment certificates, where a student can work, affect the time a student can work and affect wages management relations.
- List the benefits provided by social security, workman's compensation and unemployment compensation.
- Describe the purpose of equal opportunity employment.
- Identify major laws that regulate management relations.
- Identify citizenship and community service opportunities in the workplace.
- Identify professional organizations.
- List types of leadership styles.
- List personal financial goals.
- Identify banking options.
- Identify ways to maintain good credit.
- Identify consumer protection policies.
- Prepare a budget.
- Describe the types and functions of taxes.
- Prepare tax forms of payroll deductions.
- Describe the various fringe benefits.

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- Identify and evaluate consumer insurance.
- Complete jobs in the workplace.

4. Marking Period Four –Overview with time range in days: 45 days

Economics.

Future Planning.

Technical Related Instruction and On-Site Job Training.

Workplace duties.

Marking Period Four -Goals:

Understanding of:

- Describe types of business organizations.
- Describe the opportunities of entrepreneurship.
- List short and long term career goals.
- Impact of technology on future careers.
- Discuss career changes.
- Identify different types of professional development.
- List words specific to career area.
- List and define the occupational requirements to maintain employment at your job.
- Describe and evaluate the policies and procedures used by our cooperating employer.
- Identify and apply study skills for post-secondary training.
- Identify and apply ways to be a successful student for post-secondary training.
- Complete jobs in the workplace.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learnings.

Assessments:

Diagnostic: Discussion of student's prior knowledge.
Oral responses during classroom discussion.

Formative: Observation, peer assessment, self-assessment.
Participation in classroom discussion.
Successful completion of Modules.
Successful completion of Career Safe On-Line Safety Program.
Successful completion of Soft Skills Program.

Summative: Employer evaluations.
On-site evaluations.
Weekly activity grade.

Extensions: More responsibility from employer in the workplace.

Correctives: More extensive direct instruction of reading, writing, discussion and problem-solving.

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Materials and Resources:

Diversified Occupations/Cooperative Education Student Application Packet.

Employer Evaluation Form.

Diversified Occupations/ Cooperative Education Instructor On-site Evaluation Form.

Time Sheets.

Diversified Occupations Activity Packets, Temple University.

Teacher created activities.

Workplace Internet Sites.

PA Dept. of Labor website.

OSHA website.

Employment videos.

Guest speakers.

Career Safe On-Line Safety Modules.

Soft Skills Modules.

Career software.

Career inventory.

Dual enrollment resources.

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Course Name: Cooperative Education

Unit Name: ORIENTATION

Unit Number: 100

Dates: June 2018

Unit Description/Objectives:

Students will identify program requirements, complete necessary program entry forms and understand responsibilities as an employee.

Employer will complete necessary forms for student to enter into employment.

Students will complete safety certification program.

Students will complete soft skills certification program.

Tasks:

101 - Identify program policies and procedures

102 - List program objectives

103 - Complete forms

104 - Safety certification program

105 - Soft Skills certification program

Standards / Assessment Anchors

Focus Standard/Anchor #1

- LITERACY

Supporting Standards/Anchors

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing,

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rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Focus Standard/Anchor #2

- MATH

Supporting Standards/Anchors

CC.2.4.HS.B.7 Apply the rules of probability to compute probabilities of compound events in a uniform probability model.

CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.

Connecting Standard/Anchor

- CEW/BUSINESS

Supporting Standards/Anchors

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.2.11.A Apply effective speaking and listening skills used in a job interview.

13.2.11.B Apply research skills in searching for a job: Career Links, Internet (i.e. O-NET), Networking, Newspapers, Professional associations and resource books (that is Occupational Outlook Handbook, PA Career Guide).

13.2.11.C Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction, postsecondary education/training applications, request for letter of recommendation, and resume.

15.2.12.G Analyze and complete an application (e.g., job, scholarship, financial aid, postsecondary) in a focused and effective manner.

15.2.12.H Demonstrate appropriate behavior for an interview.

15.9.12.A Analyze and summarize professional designations, careers, and organizations within the field of marketing, including the educational and certification requirements for each.

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Instructional Activities:

101 - Identify program policies and procedures

Explain the advantages of and adjustments to a cooperative education program. List rules and grading of program. Discuss any changes a student may have to make being enrolled in the program. Review and demonstrate required forms to be completed for entry into the program: Training agreement, training plan, certificates, job record sheet, working papers. Students will be evaluated by employer once a month and by cooperative education instructor by an on-site visit during the students working hours a minimum of once a month. Complete Module 1A.

102 - List program objectives

List program objectives. Review program guidelines, objectives and scope of cooperative education course. List program advantages/responsibilities to student, employer, school, parent/guardian. Explain grading policies and weekly paperwork required of students: paystubs, work schedule and weekly log. Complete Module 1B.

103 - Complete forms

A. Students will complete necessary forms to enter into program: training agreement, training plan, working papers (if needed), application form, student survey, driver permission form, student/parent permission form, emergency/medical information form, student information sheet, acceptance/permission form and confidentiality statement. All paperwork must be completed and evaluated before student can begin work.

B. Students will complete weekly time sheets, update training plans and bring in pay stubs.

C. Employer forms to be completed before students begins work: workman's compensation, proof of insurance, company evaluation form, training station requirement form, work experience form, signed training agreement and training plan - in conjunction with student, parent, administrator and diversified occupations/cooperative education instructor.

104 - Complete safety program

Students will complete Career Safe OSHA program modules and complete test for certification.

105 - Soft Skills program

Students will complete soft skills program and complete test for certification.

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in safe and work like manner
- Know, understand and follow the established safety rules at all times

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Assessment:

- On-site visitations (once a month minimum)
- Employer Evaluation (once a month).
- End of module questions
- Class Participation
- Self Peer Evaluation
- Skill Performance
- Teacher Observation of Student
- Written Composition of Any Form
- Review of forms
- Time sheets/Paystubs (weekly)
- Employer input
- Diversified Occupations modules
- Student activity/pay log
- Career Safe modules/test
- Soft skills modules/test

Resources/Equipment:

- Computer
- Internet
- Printer
- Individual Project
- Group projects
- Writing activities
- Check lists
- Weekly logs
- Portfolio
- Research
- Guest speakers
- Employment videos
- Employment websites
- Diversified Occupations Co-Op Activity Packets
- Career Safe safety program
- Soft Skills program

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Unit Name: CAREER DEVELOPMENT AND PLANNING

Unit Number: 200

Dates: June 2018

Unit Description/Objectives:

Students will identify career choices based on interest survey. Students will research and compare careers.

Students will research post-secondary institutions and create a comparison for their career choice.

Students will investigate CTSO organizations.

Tasks:

201 - Construct a profile of personal interests, aptitudes, abilities, and values.

202 – Compare careers in relation to job tasks, work environment, availability and educational requirements.

203 - Research Post-Secondary Opportunities.

204 – Complete a post-secondary admission application.

205 – Complete a tour of a post-secondary institution.

206- Investigate the opportunities and benefits available Career & Technical Student Organizations (CTSO).

- A. Determine benefits of CTSO. Module 1C
- B. List CTSO in school and research opportunities and requirements and how to become a member. Module 1C
- C. Link the CTSO with the appropriate career and technical program. Module 1C

Standards / Assessment Anchors

Focus Standard/Anchor #1

- LITERACY

Supporting Standards/Anchors

CC.3.5.11-12.C Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

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CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.5.6-8.C Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Focus Standard/Anchor #2

- MATH

Supporting Standards/Anchors

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.

CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.

CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.

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Connecting Standard/Anchor

- CEW/BUSINESS

Supporting Standards/Anchors

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.2.11.B Apply research skills in searching for a job: Career Links, Internet (i.e. O-NET), Networking, Newspapers, Professional associations and resource books (that is Occupational Outlook Handbook, PA Career Guide).

15.2.12.A Analyze personal characteristics, talents, skills, abilities and career assessment results as related to career pathways, clusters, or occupations.

15.2.12.E Compare and contrast career interests with post-secondary opportunities.

15.2.12.J Analyze career goals based on, but not limited to, interest, lifestyle, skills, and values in order to transition from high school.

15.4.12.A Apply the creative and productive use of emerging technologies for educational and personal success.

Instructional Activities:

- Complete on-line interest survey.
- Review results of survey and view two career results from career cluster.
- List education and skills needed, salary and job outlook for each career.
- Find two post-secondary schools that have career choices and complete a comparison based on cost of tuition, location, program, extra-curricular activities.
- Find scholarships you can apply for both college programs/career choices.
- Research and discuss CTSO programs in DVHS and nationally.
- Review the layout of the school's campus and hours that offices are open.
- Review post-secondary school websites.
- Review post-secondary financial aid.

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- Complete a post-secondary tour

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in safe and work like manner
- Know, understand and follow the established safety rules at all times
- Use manufacturer direction when using equipment

Assessment:

- Class participation
- Teacher observation
- Interest survey printout
- Career research
- College research
- Scholarship research

Resources/Equipment:

- Computer
- Internet
- Printer
- Individual Projects
- Guest speaker
- Career programs
- Postsecondary school websites
- CTSO websites
- Diversified Occupations Co-Op Activity Packets

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Unit Name: EMPLOYMENT ACQUISITIONS

Unit Number: 300

Dates: June 2018

Unit Description/Objectives:

Students will prepare employment documents, participate in mock job interview and prepare for a pre-employment test.

Students will identify how to dress for an interview.

Tasks:

301 - Prepare a resume

302 - Prepare a letter of application

303 - Complete employment applications

304 - Demonstrate job interview techniques

305 - Demonstrate interview/application follow-up activities

306 - Create a job portfolio

307 - Evaluate how to look good on the jobs

308 - Identify state and private employment agencies

309 - Prepare for pre-employment tests

Standards / Assessment Anchors

Focus Standard/Anchor #1

- LITERACY

Supporting Standards/Anchors

CC.3.5.11-12.C Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving

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conflicting information when possible.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.5.6-8.C Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Focus Standard/Anchor #2

- MATH

Supporting Standards/Anchors

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.

CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.

CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.

Connecting Standard/Anchor

- CEW/BUSINESS

Supporting Standards/Anchors

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.A Relate careers to individual interests, abilities, and aptitudes.

13.1.11.F Analyze the relationship between career choices and career preparation

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opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.2.11.A Apply effective speaking and listening skills used in a job interview.

13.2.11.B Apply research skills in searching for a job: Career Links, Internet (i.e. O-NET), Networking, Newspapers, Professional associations and resource books (that is Occupational Outlook Handbook, PA Career Guide).

13.2.11.C Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction, postsecondary education/training applications, request for letter of recommendation, and resume.

15.2.12.A Analyze personal characteristics, talents, skills, abilities and career assessment results as related to career pathways, clusters, or occupations.

15.2.12.E Compare and contrast career interests with post-secondary opportunities.

15.2.12.H Demonstrate appropriate behavior for an interview.

15.2.12.J Analyze career goals based on, but not limited to, interest, lifestyle, skills, and values in order to transition from high school.

15.4.12.A Apply the creative and productive use of emerging technologies for educational and personal success.

Instructional Activities:

- Illustrate how to create a resume, cover letter, follow-up letter, application -

watch video and give handout of sample letters.- Module 3A, 3B, 3C

- Have students go to career website to find job from survey results and apply for job.

Compose personal resume, cover letter and application.

- Review interviewing skills - procedures and questions for employee and employer - watch video.- Module 3D

- Discuss proper dress for interview – video- Module 3F

- Have outside person conduct a mock interview with students applying for job they selected

- Have students compose a follow-up letter after the mock interview

- Research local state and private employment agencies to see job availability. – Module

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- Complete sample pre-employment tests from the following website:

http://www.psychometricinstitute.com.au/pre_employment_testing_practice.html -

Module 3H

- Discuss purpose of and create a job portfolio.- Module 3E

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in safe and work like manner
- Know, understand and follow the established safety rules at all times
- Use manufacturer direction when using equipment

Assessment:

- Teacher observation
- Class participation
- Printouts of job application, cover letter, resume, follow-up letter
- Mock interview
- Diversified Occupations Modules

Resources/Equipment:

- Computer
- Job websites: Snag a Job.com, Monster.com, local newspaper websites
- Internet
- Printer
- Individual Projects
- Guest speaker
- Videos
- Diversified Occupations Co-Op Activity Packets

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Unit Name: HUMAN RELATIONS

Unit Number: 400

Dates: June 2018

Unit Description/Objectives:

Students will identify employment responsibilities pertaining to employer, employee and co-workers. Students will discuss and apply methods of handling workplace conflict, criticism, customer service and ethics in the workplace.

Tasks:

- 401 - Analyze human relations in terms of employer responsibilities
- 402 - Analyze human relations in terms of employee responsibilities
- 403 - Analyze human relations in terms of co-worker responsibilities
- 404 - Identify methods to resolve conflicts
- 405 - Distinguish between positive/negative criticism
- 406 - Compare advantages/disadvantages of unions and other employee organizations
- 407 - Describe work ethic
- 408 - Describe the importance of customer service
- 409 - Describe racial, ethnic, and sex equality in the workplace
- 410 - Develop problem-solving skills in the workplace
- 411 - Identify teams in relation to the workplace.

Standards / Assessment Anchors

Focus Standard/Anchor #1

- LITERACY

Supporting Standards/Anchors

CC.3.5.11-12.C Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

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CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

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CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.5.6-8.C Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Focus Standard/Anchor #2

- MATH

Supporting Standards/Anchors

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.

CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.

CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.

Connecting Standard/Anchor

- CEW/BUSINESS

Supporting Standards/Anchors

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act,

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Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing.

13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

15.2.12.L Analyze how personal qualities and behavior apply in the workplace.

15.2.12.P Evaluate conflicts within the workplace and demonstrate procedures to acquire a positive resolution.

15.3.12.J Apply strategies to overcome barriers to active listening.

15.3.12.L Evaluate characteristics of positive role models and their contribution to the development of a professional image.

15.3.12.O Identify the diverse communication skills necessary within an organization (e.g., customer relations, sales, management).

15.3.12.X Identify the diversity within a work group and the strategies for effective communication.

Instructional Activities:

Discuss the following topics and relate them individually to student's workplace. Students will complete the corresponding Diversified Occupation Modules and turn them in for a grade:

- Describe employer, employee, and co-worker responsibilities. Module 4A
- Demonstrate positive working relationships. Module 4B
- Discuss different ways to handle and resolve conflicts. Module 4C
- Discuss differences of positive and negative feedback; define and give examples of constructive criticism. Module 4D
- Compare the advantages and disadvantages of unions and other employee organizations. Module 4E
- Describe work ethics. Watch video and Module 4F
- Describe the importance of customer service. Module 4G

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- Identify strategies to use with a difficult customer. Module 4H
- Describe racial, ethnic, and sex equity concerns. Module 4I
- Developing problem-solving skills in the workplace. Module 4J
- Identify teams in relation to the workplace. Module 4K

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in safe and work like manner.
- Know, understand and follow the established safety rules at all times.
- Use manufacturer direction when using equipment.

Assessment:

- Teacher observation.
- Class participation.
- Completion of Diversified Occupations Modules and activities

Resources/Equipment:

- Computer
- Diversified Occupation Modules
- Internet
- Printer
- Individual Projects
- Guest speaker
- Videos
- Diversified Occupations Co-Op Activity Packets

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Unit Name: HEALTH AND SAFETY

Unit Number: 500

Dates: June 2018

Unit Description/Objectives:

Students will identify and practice safe methods in the workplace.

Tasks:

501 - Describe the need for safety practice and procedures

502 - Identify ways to achieve personal safety practices

503 - Identify general occupational safety practices

504 - Describe the role of government agencies in providing for a safe workplace

505 – Complete Career Safe on-line modules

Standards / Assessment Anchors

Focus Standard/Anchor #1

- LITERACY

Supporting Standards/Anchors

CC.3.5.11-12.C Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.5.6-8.C Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks

Focus Standard/Anchor #2

- MATH

Supporting Standards/Anchors

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.

CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.

CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.

Connecting Standard/Anchor

- CEW/BUSINESS

Supporting Standards/Anchors

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

15.2.12.I Compare and contrast employment laws Including, but not limited to, American with Disabilities Act (ADA), Child Labor Laws, Civil Rights Act of 1964, Consolidated Omnibus Reconciliation Act (COBRA), and Family Medical Leave Act (FMLA).

15.2.12.L Analyze how personal qualities and behavior apply in the workplace.

15.5.12.F Research the opportunities for local entrepreneurship in the global economy and discuss the impact of government regulations.

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Instructional Activities:

- Employers will fill out safety form prior to students beginning work
- Students will complete Career Safe on-line safety modules
- Discuss the following topics and relate them individually to student's workplace. Students will complete the corresponding Diversified Occupation Modules and turn them in for a grade:
 - Describe general occupational safety practices and procedures. Module 5A
 - Managing risk in the workplace. Module 5B
 - Describe the role of government agencies in providing for a safe workplace. Module 5C
 - Describe the effect drug and alcohol abuse has on a job. Module 5D
 - Describe diversity and/or harassment. Module 5E
 - Analyze and discuss OSHA Teen Website – www.osha.gov

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in safe and work like manner
- Know, understand and follow the established safety rules at all times
- Use manufacturer direction when using equipment

Assessment:

- Teacher observation
- Class participation
- Completion of Diversified Occupations Modules
- Completion of Career Safe on-line Modules

Resources/Equipment:

- Computer
- www.osha.gov website
- <http://www.dli.state.pa.us> - PA Dept. of Labor and Industry website
- Internet
- Printer
- Individual Projects
- Guest speaker
- Videos
- www.careersafeonline.com
- Diversified Occupations Co-Op Activity Packets

DELAWARE VALLEY SCHOOL DISTRICT

Unit Name: EMPLOYMENT RETENTION

Unit Number: 600

Dates: June 2018

Unit Description/Objectives:

Students will identify the qualities of a responsible employee and the importance of a job evaluation and its effects on the job. Students will apply rules of a company manual and the organization structure.

Tasks:

601 – Describe characteristics of a responsible employee

602 - Evaluate job changes and promotions

603 - Diagram the organizational structure of a company

604 - Interpret a performance evaluation

605 - Identify sources of employee information regarding company policies and procedures

606 - Identify proper procedures for job termination

Standards / Assessment Anchors

Focus Standard/Anchor #1

- LITERACY

Supporting Standards/Anchors

CC.3.5.11-12.C Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.5.6-8.C Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks

Focus Standard/Anchor #2

- MATH

Supporting Standards/Anchors

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.

CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.

CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.

Connecting Standard/Anchor

- CEW/BUSINESS

Supporting Standards/Anchors

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

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13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing.

15.8.12.E Evaluate how businesses are organized to achieve desired goals.

15.8.12.I Analyze and select appropriate managerial communication skills based upon context.

Instructional Activities:

Discuss the following topics and relate them individually to student's workplace. Students will complete the corresponding Diversified Occupation Modules and turn them in for a grade:

- Practice good listening skills and following directions when completing jobs. Use feedback from employers - no Module.
- List characteristics of a responsibility employee – Module 6A
- List ways you can get along with your supervisor, co-workers and customers. –Module 6A
- Diagram the organizational chart for your place of business.-Module 6C
- Determine the importance of organization in business. Module 6C
- Understand purpose of performance evaluation. Module 6D
- Understand performance evaluation guides. Module 6D
- Complete a self-evaluation sheet. Module 6D
- Demonstrate understanding of performance evaluation process by completing short answer segment Module 6D.
- Organize employee information in a useful format. Module 6E
- Define company policy regarding employee activity on the job. Module 6E
- Discuss and show examples of company policy manual. Module 6E
- Describe the five financial obligations you might have that will require a regular paycheck. - Module 6E
- Explain the correct amount of time notice that should be given when leaving a job. Module 6F
- Explain four reasons for giving notice when leaving a job. Module 6F
- Discuss reasons for job termination and who compose a job resignation letter. Module 6F

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- Identify attitudes about changing jobs due to career choice.-Module 12E
- Identify changes could be made in the workplace due to promotion. – Module 12E
- Discuss opportunities for change while participating in a brainstorming session with a team. Module 12E

Safety:

- Students will:
- Be respectful to all students
- Handle material and equipment in safe and work like manner
- Know, understand and follow the established safety rules at all times
- Use manufacturer direction when using equipment

Assessment:

- Teacher observation
- Class participation
- Completion of Diversified Occupations Modules and activities

Resources/Equipment:

- Computer
- Diversified Occupations Co-Op Activity Packets
- Internet
- Printer
- Individual Projects
- Guest speaker
- Videos

DELAWARE VALLEY SCHOOL DISTRICT

Unit Name: COMMUNICATION DEVELOPMENT

Unit Number: 700

Dates: June 2018

Unit Description/Objectives:

Students will identify and apply communication skills on the job.

Tasks:

701 – Define the elements of communicating with co-workers, emphasizing appropriate group behavior on the job

702 – Describe the basic skills on the job

703 – Demonstrate effective telephone skills

704 – Demonstrate basic uses of computer technology

Standards / Assessment Anchors

Focus Standard/Anchor #1

- LITERACY

Supporting Standards/Anchors

CC.3.5.11-12.C Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new

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arguments or information.

CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.5.6-8.C Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks

Focus Standard/Anchor #2

- MATH

Supporting Standards/Anchors

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.

CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.

CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.

Connecting Standard/Anchor

- CEW/BUSINESS

Supporting Standards/Anchors

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

15.2.12.I Compare and contrast employment laws Including, but not limited to, American with Disabilities Act (ADA), Child Labor Laws, Civil Rights Act of 1964, Consolidated Omnibus Reconciliation Act (COBRA), and Family Medical Leave Act (FMLA).

15.1.12.M Analyze and calculate gross pay and net pay, including regular and overtime wages, commission, and piece rate.

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Instructional Activities:

Discuss the following topics and relate them individually to student's workplace. Students will complete the corresponding Diversified Occupation Modules and turn them in for a grade:

- Define the word communication – Module 7A
- Provide examples of communication on the job – Module 7A
- List basic workplace skills that apply to all jobs – Module 7B
- Identify and describe foundation skills and how workplaces are using them– Module 7B
- Identify and apply forms of non-verbal skills –Module 7C
- Identify rules of telephone etiquette – Module 7D
- List elements that should be contained in a phone message – Module 7D
- Describe procedure for making a business call – Module 7D
- Discuss ways computer technology is used on the job – Module 7E

Safety

Students will:

- Be respectful to all students
- Handle material and equipment in safe and work like manner
- Know, understand and follow the established safety rules at all times
- Use manufacturer direction when using equipment

Assessment

- Teacher observation
- Class participation
- Completion of Diversified Occupations Modules and activities

Resources/Equipment:

- Computer
- Diversified Occupations Co-Op Activity Packets
- Internet
- Printer
- Individual Projects
- Guest speaker
- Videos

DELAWARE VALLEY SCHOOL DISTRICT

Unit Name: LEGAL AWARENESS

Unit Number: 800

Dates: June 2018

Unit Description/Objectives:

Students will identify PA and National child labor laws.
Students will research and explain the importance labor regulations have on wages, unemployment compensation, workman's compensation and management relations.

Tasks:

801 - Describe how labor regulations (Federal and State) affect employment certificates

802 - Describe how labor regulations affect where a student can work

803 - Describe how labor regulation affect the time a student can work

804 - Describe how labor regulations affect wages
management relations

805 - Describe the benefits provided by social security

806 - List the benefits provided by workman's compensation

807 - List the benefits provided by unemployment compensation

808 - Describe the purpose of equal opportunity employment (EOE)

809 - Identify major laws that regulate management relations

Standards / Assessment Anchors

Focus Standard/Anchor #1

- LITERACY

Supporting Standards/Anchors

CC.3.5.11-12.C Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

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CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments,

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simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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CC.3.5.6-8.C Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks

Focus Standard/Anchor #2

- MATH

Supporting Standards/Anchors

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.

CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.

CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.

Connecting Standard/Anchor

- CEW/BUSINESS

Supporting Standards/Anchors

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

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15.2.12.I Compare and contrast employment laws Including, but not limited to, American with Disabilities Act (ADA), Child Labor Laws, Civil Rights Act of 1964, Consolidated Omnibus Reconciliation Act (COBRA), and Family Medical Leave Act (FMLA).

15.1.12.M Analyze and calculate gross pay and net pay, including regular and overtime wages, commission, and piece rate.

Instructional Activities:

Discuss the following topics and relate them individually to student's workplace. Students will complete the corresponding Diversified Occupation Modules and turn them in for a grade:

- Discuss hours a student can work do to age. – OSHA teen website
- Discuss work permit - who needs one and where to get one.
- Evaluate regulations concerning employment certificates.
- Identify hazardous occupations. – OSHA teen website – Module 8A
- Describe labor regulations that affect wages, hours, and conditions of employment. Complete Module 8A.
- Describe the benefits of Social Security how it benefits adults. – Module 8B
- Describe how Unemployment Compensation assists the unemployed - explain how and where to file for it. – Module 8B
- Explain how Workers' Compensation protects people. - Make students aware of procedures to file for compensation and explain the insurance their employer must have. – Module 8B
- Explain the purpose of an employer being an equal opportunity employer - Complete Module 8B.

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in safe and work like manner
- Know, understand and follow the established safety rules at all times
- Use manufacturer direction when using equipment

Assessment:

- Teacher observation
- Class participation
- Completion of Diversified Occupations Modules and activities

Resources/Equipment:

- Computer
- Diversified Occupations Co-Op Activity Packets
- Workman's Compensation website
- Labor Laws websites
- PA and National Child Labor Law websites
- OSHA website
- Internet
- Printer
- Individual Projects
- Guest speaker
- Videos

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Unit Name: PROFESSIONAL ORGANIZATIONS

Unit Number: 900

Dates: June 2018

Unit Description/Objectives:

Students will identify community service and citizenship activities.
Students will identify and investigate public relations as a career choice.
Students will identify qualities and styles of leaders.

Tasks:

901 – Describe good citizenship activities

902 – Define and discuss community service

903 – List and explain the styles of leadership used by effective leaders

904 – Define and describe public relations as a career

Standards / Assessment Anchors

Focus Standard/Anchor #1

- LITERACY

Supporting Standards/Anchors

CC.3.5.11-12.C Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

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arguments or information.

CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.5.6-8.C Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Focus Standard/Anchor #2

- MATH

Supporting Standards/Anchors

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.

Connecting Standard/Anchor

- CEW/BUSINESS

Supporting Standards/Anchors

13.3.11E Demonstrate in the career acquisition process, the application of essential workplace skills and knowledge.

13.3.11B Evaluate team member roles to describe and illustrate active listening techniques:

Instructional Activities:

Discuss the following topics and relate them individually to student's workplace. Students will complete the corresponding Diversified Occupation Modules and turn them in for a grade:

- Describe how good citizenship affects you at your job. Module 9A
- Describe how good citizenship affects the company you work for. Module 9A
- Discuss the types of community service available in your community and workplace.

Module 9B

- Define leadership styles and relate them to your workplace. Module 9C
- Explain the advantages and disadvantages of leadership styles – Module 9C
- Complete leadership survey – Module 9C

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- Describe the type of work done by a Public Relations Director – Module 10D

Safety:

Students will:

- Be respectful to all students.
- Handle material and equipment in safe and work like manner.
- Know, understand and follow the established safety rules at all times.
- Use manufacturer direction when using equipment.

Assessment:

- Teacher observation.
- Class participation.
- Completion of Diversified Occupations Modules

Resources/Equipment:

- Computer
- Diversified Occupations Co-Op Activity Packets
- Internet
- Printer
- Individual Projects
- Guest speaker
- Videos

DELAWARE VALLEY SCHOOL DISTRICT

Unit Name: CONSUMER SKILLS

Unit Number: 1000

Dates: June 2018

Unit Description/Objectives:

Students will understand their paycheck, taxes and prepare tax forms.
Students will identify types and purposes of insurance.
Students will set procedures to become financially stable.

Tasks:

1001 – Describe how to use banking services

1002 – Describe how to use credit wisely

1003 – Identify personal financial goals and prepare a budget

1004 – Demonstrate ability to file tax forms

1005 – Describe types and purposes of insurance

1006 - Identify actions that can be taken for consumer protection

1007 – Identify types of earnings

1008 – Describe forms of payroll deductions

1009 - Describe the various fringe benefits

Standards / Assessment Anchors

Focus Standard/Anchor #1

- LITERACY

Supporting Standards/Anchors

CC.3.5.11-12.C Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse

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formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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CC.3.5.6-8.C Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Focus Standard/Anchor #2

- MATH

Supporting Standards/Anchors

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.

CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.

CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.

Connecting Standard/Anchor

- CEW/BUSINESS

Supporting Standards/Anchors

13.3.11.D Develop a personal budget based on career choice, such as, but not limited to: charitable contributions, fixed/variable expenses, gross pay, net pay, other income, savings

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and taxes.

15.1.12.M Analyze and calculate gross pay and net pay, including regular and overtime wages, commission, and piece rate.

15.1.12.Y Determine and calculate taxable income and tax liability for both personal and business taxes.

15.6.12.E Assess the purpose, source, and impact of various taxes.

15.6.12.G Identify strategies for personal financial management.

15.6.12.K Analyze the impact of a positive or negative credit history.

Instructional Activities:

Discuss the following topics and relate them individually to student's workplace. Students will complete the corresponding Diversified Occupation Modules and turn them in for a grade:

- Describe how to open a checking account. Module 10A
- Demonstrate how to write out a check. Module 10A
- Demonstrate how to endorse checks. Module 10A
- Demonstrate how to balance a checkbook. Module 10A
- Compare check register vs. bank statement. Module 10A
- Prepare bank reconciliation. Module 10A
- Practice filling out an application to apply for a loan. Module 10A
- Explain how businesses make money through credit. Module 10B
- Describe the laws that protect credit consumers. Module 10B
- Describe how rates and fees can impact your credit account. Module 10B
- Explain the dangers of using credit carelessly. Module 10B
- Define a budget or spending plan. Module 10C
- Develop goals and estimate cash available. Module 10C
- Maintain a daily record of cash and prepare a budget. Module 10C.
- Explain the difference between gross and net pay. Module 10C
- List the deductions taken from an employee's paycheck. Module 10C
- Explain how to file a Federal Income Tax return. Module 10D.

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- Describe the factors involved in purchasing auto, life and medical insurance. Module 10E
- Explain the importance of consumer savvy – Module 10F
- Describe common consumer scams – Module 10F
- List steps to solve a consumer problem – Module 10F
- Compose a complaint letter - video
- Describe the different forms of earned income an employee can receive for doing a job.
Module 10G
- Understand the various forms of raises employees receive. Module 10G.
- Describe income tax withholding. Module 10H
- Identify the factors that determine the amounts of taxes withheld from earnings. Module 10H
- Identify other common payroll deductions. Module 10H
- Describe fringe benefits available from some employers. Module 10I
- Determine the fringe benefits most important to you. Module 10I
- Complete cost of living activity

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in safe and work like manner
- Know, understand and follow the established safety rules at all times
- Use manufacturer direction when using equipment

Assessment:

- Teacher observation.
- Class participation.
- Completion of Diversified Occupations Modules
- Cost of living activity

Resources/Equipment:

- Computer
- Diversified Occupations Co-Op Activity Packets
- Internet
- Printer
- Individual Projects
- Guest speaker from financial institution

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Unit Name: ECONOMICS

Unit Number: 1100

Dates: June 2018

Unit Description/Objectives:

Students will identify and analyze types of businesses organizations.
Students will list qualities needed to become a successful entrepreneur.

Tasks:

1101 - Describe types of business organizations

1102 - Describe the opportunities of entrepreneurship

Standards / Assessment Anchors

Focus Standard/Anchor #1

- LITERACY

Supporting Standards/Anchors

CC.3.5.11-12.C Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the

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inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.5.6-8.C Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Focus Standard/Anchor #2

- MATH

Supporting Standards/Anchors

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.

CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.

CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.

Connecting Standard/Anchor

- CEW/BUSINESS

Supporting Standards/Anchors

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

13.3.11.D Develop a personal budget based on career choice, such as, but not limited to: charitable contributions, fixed/variable expenses, gross pay, net pay, other income, savings and taxes.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

13.4.11.A Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.

13.4.11.B Analyze entrepreneurship as it relates to personal character traits.

15.2.12.Q Evaluate the impact of change, work/life balance, and lifelong learning on one's life.

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15.5.12.A Analyze personal choices in preparation for entrepreneurship.

15.5.12.B Evaluate personal management and organizational abilities to succeed in entrepreneurship.

15.5.12.C Analyze the impact of entrepreneurship in the domestic economy.

15.5.12.D Create a business plan using appropriate data to support the business concept.

15.5.12.E Evaluate legal forms of business entities when considering entrepreneurship (e.g., existing business, franchise, new business, corporation, LLC, partnership, sole proprietorship).

15.5.12.F Research the opportunities for local entrepreneurship in the global economy and discuss the impact of government regulations.

15.5.12.I Evaluate the functions of operations management as influenced by the business parameters.

15.5.12.K Analyze issues and cases associated with government regulation.

15.5.12.L Analyze an innovation/ business concept and develop a comprehensive business plan.

15.5.12.M Analyze funding sources for an entrepreneurship including, IPO, venture capital, loans, and owner capital.

Instructional Activities:

Discuss the following topics and relate them individually to student's workplace. Students will complete the corresponding Diversified Occupation Modules and turn them in for a grade:

- Describe five most common business formats: Sole Proprietorship, Partnership, Corporation, Limited Liability Company, and Franchise. Module 11A
- List and describe five types of business taxes. Module 11A
- Compare and contrast the advantages and disadvantages of various business formats. Module 11A.
- Explain the importance of small businesses to the economy. Module 11B
- List and describe two ways jobs are created. Module 11B
- List advantages and disadvantages of owning your own business. Module 11B
- Describe three ways to start a business. Module 11B
- Identify the four basic types of businesses. Module 11B

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- Describe the characteristics of and list examples of service businesses. Module 11B
- Explain resources provided by the Small Business Administration. Module 11B

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in safe and work like manner
- Know, understand and follow the established safety rules at all times
- Use manufacturer direction when using equipment

Assessment:

- Teacher observation
- Class participation
- Completion of Diversified Occupations Modules

Resources/Equipment:

- Computer
- Diversified Occupations Co-Op Activity Packets
- Internet
- Printer
- Individual Projects
- Guest speaker from business owner

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Unit Name: FUTURE PLANNING

Unit Number: 1200

Dates: June 2018

Unit Description/Objectives:

Students will distinguish between and set short and long term goals for their future careers.
Students will discuss the impact of technology on careers.
Students will determine the benefits of professional development.
Students will discuss changes in job/career.

Tasks:

1201 – Describe the impact of technological change in the workplace

1202 – List occupational opportunities at your present skill level

1203 – List short and long- term goals

1204 – Identify different types of professional development

1205 – Discuss changes in your job/career

Standards / Assessment Anchors

Focus Standard/Anchor #1

- LITERACY

Supporting Standards/Anchors

CC.3.5.11-12.C Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.5.6-8.C Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Focus Standard/Anchor #2

- MATH

Supporting Standards/Anchors

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.

CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.

CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.

Connecting Standard/Anchor

- CEW/BUSINESS

Supporting Standards/Anchors

13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

13.1.11.C Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.1.11.G Assess the implements of the individualized career plan through the ongoing development of the career portfolio.

13.2.11.D Analyze, revise, and apply an individualized career portfolio to chosen career

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path.

15.2.12.K Apply networking skills as a resource for further career portfolio development and career opportunities.

15.2.12.Q Evaluate the impact of change, work/life balance, and lifelong learning on one's life.

Instructional Activities:

Discuss the following topics and relate them individually to students in the workplace.

Students will complete the corresponding Diversified Occupation Modules and turn them in for a grade:

- Explore and list short-term goals. Module 12C
- Explore values that will develop meaningful long-term goals. Module 12C
- Provide information that will help to set individual long-term goals. Module 12C
- Establish long-term goals and objectives for reaching these goals. Module 12C
- Describe advantages and disadvantages of technology. Module 12A
- Evaluate the relationship between lifelong learning and transferable skills. Module 12A
- Predict what the future job market will look like. Module 12A
- Research colleges on-line to see the programs, course of study, activities, resources and services that are offered. Module 12D
- Describe skills that get you promoted or hired from a job. Module 12C
- Rationalize how a job description can help you identify your skills. Module 12C
- Define professional development. Module 12D
- Describe different types of professional development. Module 12D
- Identify the benefits of professional development to an employer. Module 12D
- Identify attitudes about change situations and how to cope. Module 12E
- Identify changes that can be made in the workplace. Module 12E
- List future goals after cooperative education program and end of senior year complete year-end survey

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Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in safe and work like manner
- Know, understand and follow the established safety rules at all times
- Use manufacturer direction when using equipment

Assessment:

- Teacher observation
- Class participation.
- Completion of Diversified Occupations Modules
- End of year survey

Resources/Equipment:

- Computer
- Diversified Occupations Co-Op Activity Packets
- Internet
- Printer
- Individual Projects
- Internet
- Business owner speaker
- Printer
- Individual Projects
- End of year survey

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Unit Name: TECHNICAL RELATED INSTRUCTION and ON-SITE JOB TRAINING

Unit Number: 1300

Dates: June 2018

Unit Description/Objectives:

Students will list safety rules, policies, skills organizational structure of workplace they are employed.

Students will update training plan continuously.

Tasks:

1301 – Identify appropriate occupational safety practices and procedures

1302 – List and define specific vocabulary words that are specific to your job area or career

1303 – Identify and list your occupational skills

1304 - List the occupational requirements to maintain employment at your job

1305 – Describe and evaluate the policies and procedures used by your cooperating employer

Standards / Assessment Anchors

Focus Standard/Anchor #1

- LITERACY

Supporting Standards/Anchors

CC.3.5.11-12.C Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.I Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.3.6.11-12.F Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.3.5.6-8.C Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Focus Standard/Anchor #2

- MATH

Supporting Standards/Anchors

CC.2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

CC.2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

CC.2.2.HS.C.2 Graph and analyze functions and use their properties to make connections between the different representations.

CC.2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.

CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.

Connecting Standard/Anchor

- CEW/BUSINESS

Supporting Standards/Anchors

13.2.11.E Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal initiative, Self-Advocacy, scheduling/time management, team building, technical literacy and technology.

15.2.12.P Evaluate conflicts within the workplace and demonstrate procedures to acquire a positive resolution.

15.3.12.N Demonstrate appropriate work ethic in the workplace, community, and classroom.

15.7.12.K Analyze how economic and environmental factors may conflict; explain how responsible behavior can help sustain natural and human communities at local, regional,

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national, and global levels.

15.8.12.N Analyze existing federal, state and local legislation (such as harassment, employee rights, privacy, discrimination, substance abuse) as related to recruitment, selection, retention of employees within a business or organization.

Instructional Activities:

Students will review the following documents from their employers and summarize their findings - format in Microsoft Word:

- List 10 company rules
- List 5 safety regulations in your workplace
- Create policy handbook from management view for workplace

Students will complete the following activities:

- List safety hazards on your job and how you can avoid them – Module 13A
- List causes of job accidents on your job – Module 13A
- Identify and define workplace vocabulary terms specific to your job – Module 13B.
- List 10 skills needed for your job.
- Identify your occupational and transferrable skills for your job – Module 13C
- List how you can advance in your position.
- Describe how you are evaluated, by whom and how long does it take in your company to be eligible for a promotion.
- List occupational requirements necessary for your occupation. Module 13D
- Identify any weaknesses you need to overcome for your occupation. Module 13D
- Develop an employee responsibility checklist – Module 13D

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in safe and work like manner
- Know, understand and follow the established safety rules at all times
- Use manufacturer direction when using equipment

Assessment:

- Teacher observation
- Class participation
- Completion of Diversified Occupations Modules
- Policy handbook and activities

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Resources/Equipment:

- Computer
- Diversified Occupations Co-Op Activity Packets
- Internet
- Printer
- Individual Projects
- Guest speaker
- Internet
- Printer
- Individual Projects
- Guest speaker
- Employer handbook

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Unit Name: WORKPLACE DUTIES

Unit Number: 1400

Dates: June 2018

Unit Description/Objectives:

Students will complete job in assigned workplace.

Tasks:

1401 – Complete duties assigned by employer in workplace and complete weekly time logs and required paperwork.

Standards / Assessment Anchors

Focus Standard/Anchor #1

- LITERACY

Supporting Standards/Anchors

CC.3.5.11-12.E Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.3.5.11-12.G Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.3.5.11-12.H Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.3.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Focus Standard/Anchor #2

- MATH

Supporting Standards/Anchors

CC.2.4.HS.B.7 Apply the rules of probability to compute probabilities of compound events in a uniform probability model.

CC.2.4.HS.B.6 Use the concepts of independence and conditional probability to interpret data.

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Connecting Standard/Anchor

- CEW/BUSINESS

Supporting Standards/Anchors

13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep and Vocational Rehabilitation Centers.

13.2.11.D Analyze, revise, and apply an individualized career portfolio to chosen career path.

13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating and summarizing.

13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving.

13.3.11.E Evaluate time management strategies and their application to both personal and work situations.

15.2.12.J Analyze career goals based on, but not limited to, interest, lifestyle, skills, and values in order to transition from high school.

15.2.12.Q Evaluate the impact of change, work/life balance, and lifelong learning on one's life.

15.3.12.N Demonstrate appropriate work ethic in the workplace, community, and classroom.

15.3.12.X Identify the diversity within a work group and the strategies for effective communication.

15.8.12.G Analyze leadership skills necessary for leading at various management levels.

Instructional Activities:

- Student will report to workplace according to work schedule made by employer
- Students will complete activity/pay log of performed duties on a weekly basis
- Students will turn in work schedules and paystubs on a weekly basis
- Students will be evaluated by cooperative education teacher a minimum of once a month and be given an evaluation report after the visit

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- Students will be evaluated by the employer once a month and be given a copy of the report
- Students should come to the cooperative education instructor with any problems or questions in the workplace.
- Students will attend school-to-work class daily

Safety:

Students will:

- Be respectful to all students
- Handle material and equipment in safe and work like manner
- Know, understand and follow the established safety rules at all times

Assessment:

- On-site visitations (once a month minimum)
- Employer Evaluation (once a month)
- Self Peer Evaluation
- Skill Performance
- Teacher Observation of Student
- Written Composition of Any Form
- Review of forms
- Time sheets/Paystubs (weekly)
- Employer input
- Student activity/pay log (update weekly)

Resources/Equipment:

- Work site equipment - will vary with student job.

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Cooperative Education TASK LIST	
Task Number	Description
100	ORIENTATION
101	Identify program policies and procedures
102	List program objectives
103	Complete forms
104	Career Safe Safety program
105	Apply Soft Skills for certification
200	CAREER DEVELOPMENT AND PLANNING
201	Construct a profile of personal interests, aptitudes, abilities, and values
202	Compare careers in relation to job tasks, work environment, availability and educational requirements.
203	Research Post-Secondary Opportunities
204	Complete a post-secondary admission application
205	Complete a tour of a post-secondary institution.
206	Investigate the opportunities and benefits available through Career & Technical Student Organizations (CTSO.)
300	EMPLOYMENT ACQUISITIONS
301	Prepare a resume
302	Prepare a letter of application
303	Complete employment applications
304	Demonstrate job interview techniques
305	Demonstrate interview/applications follow-up activities
306	Create a job portfolio
307	Evaluate how to look good on the job
308	Identify state and private employment agencies
309	Prepare for pre-employment tests
400	HUMAN RELATIONS
401	Analyze human relations in terms of employer responsibilities
402	Analyze human relations in terms of employee responsibilities
403	Analyze human relations in terms of co-worker responsibilities
404	Identify methods to resolve conflicts
405	Distinguish between positive/negative criticism

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406	Compare advantages/disadvantages of unions and other employee organizations
407	Describe work ethic
408	Describe the importance of customer service
409	Describe racial, ethnic, and sex equality in the workplace
410	Develop problem-solving skills in the workplace
411	Identify teams in relation to the workplace.
500	HEALTH AND SAFETY
501	Describe the need for safety practice and procedures
502	Identify ways to achieve personal safety practices
503	Identify general occupational safety practices
504	Describe the role of government agencies in providing for a safe workplace
600	EMPLOYMENT RETENTION
601	Describe characteristics of a responsible employee.
602	Evaluate job changes and promotions
603	Diagram the organizational structure of a company
604	Interpret a performance evaluation
605	Identify sources of employee information regarding company policies and procedures
606	Summarize proper procedures for job termination
700	COMMUNICATION DEVELOPMENT
701	Define the elements of communicating with co-workers, emphasizing appropriate group behavior on the job.
702	Describe the basic skills on the job.
703	Demonstrate effective telephone skills.
704	Demonstrate basic uses of computer technology.
800	LEGAL AWARENESS
801	Describe how labor regulations (Federal and State) affect employment certificates
802	Describe how labor regulations affect where a student can work
803	Describe how labor regulation affect the time a student can work
804	Describe how labor regulations affect wages management relations
805	List the benefits provided by social security
806	List the benefits provided by workman's compensation
807	List the benefits provided by unemployment compensation
808	Describe the purpose of equal opportunity employment (EOE)

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809	Identify major laws that regulate management relations
900	PROFESSIONAL ORGANIZATIONS
901	Describe good citizenship activities
902	Define and discuss community service
903	List and explain the styles of leadership used by effective leaders
904	Define and describe public relations as a career
1000	CONSUMER SKILLS
1001	Describe how to use banking services
1002	Describe how to use credit wisely
1003	Identify personal financial goals and prepare a budget
1004	Demonstrate ability to file tax forms
1005	Describe types and purposes of insurance
1006	Identify actions that can be taken for consumer protection
1007	Identify types of earnings
1008	Describe forms of payroll deductions
1009	Describe the various fringe benefits
1100	ECONOMICS
1101	Describe types of business organizations
1102	Describe the opportunities of entrepreneurship
1200	FUTURE PLANNING
1201	Describe the impact of technological change in the workplace
1202	List occupational opportunities at your present skill level
1203	List short and long- term goals.
1204	Identify different types of professional development.
1205	Discuss changes in your job/career.
1300	TECHNICAL RELATED INSTRUCTION and ON-SITE JOB TRAINING
1301	Identify appropriate occupational safety practices and procedures
1302	List and define specific vocabulary words that are specific to your job area or career
1303	Identify and list your occupational skills
1304	List the occupational requirements to maintain employment at your job
1305	Describe the policies and procedures used by your cooperating employer
1400	WORKPLACE DUTIES
1401	Complete duties assigned by employer in workplace and complete weekly job sheets