

# Washington Township Public Schools

## COURSE OF STUDY – CURRICULUM GUIDE

**Course:** Cooperative Work Experience (Co-op) #631

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**Description:** The cooperative work experience program combines work-readiness preparation, related classroom instruction, and worksite training to prepare individuals for the job market and to explore high-wage, high-skill, and high-demand careers. This course examines career clusters and pathways related to business management and administration, and marketing sales and service. The curriculum includes competency-based applied learning that enhances academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual.

This structure learning experience is a 15 credit course that offers 12<sup>th</sup> grade students hands-on training in the real world of work. Eligible Seniors attend high school classes for part of the day and then are granted release time so they can go to work. A minimum of 540 hours at a paid, supervised, on-the-job work station is required. The related class work further develops and improves work and life skills, including career research, application process, communication/interview skills, independent living and social skills, financial literacy, and career related technology skills.

*Pre-requisite: No more than 12 days unexcused absence from school during previous school year; adherence to the Student Code of Conduct; student is responsible for maintain employment throughout the course and providing his/her transportation.*

**Jack McGee:** *Acting Assistant Superintendent for Curriculum & Instruction*  
**Gretchen Gerber:** *Director of Elementary Education*  
**Jack McGee:** *Director of Secondary Education*

**Written:** August, 2014  
**Revised:** \_\_\_\_\_  
**BOE Approval:** AUGUST, 2014

# DEMONSTRABLE PROFICIENCIES

**COURSE TITLE:** Cooperative Work Experience (Co-op)

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## **I. CLASSWORK REQUIREMENTS**

Students will be held responsible for completing work in both the classroom and work experience to pass for each marking period. Failing to maintain employment will result in a maximum grade of 69 for the marking period regardless of the class work grade average.

Students are expected to:

- A. abide by the 'Code of Ethics' established for this class
- B. meet the 540 hour work requirement and keep track of hours on a weekly basis
- C. receive a satisfactory or above evaluation from their worksite supervisor
- D. bring text, pens, and notebooks to class each day
- E. maintain a portfolio of assigned work.
- F. make up missing assignments in a timely fashion

## **II. ATTITUDE & BEHAVIOR**

All students will respect one another as individuals. Regard for each other's opinions and ideas will be demonstrated. Students are expected to actively participate in groups as well as individual projects and activities. In class, student will be attentive and follow teacher's directions and adhere to the Code of Conduct. On the job, rules and instructions of the supervisor will be followed.

## **III. COURSE OBJECTIVES/OVERVIEW**

A. COURSE CONTENT

Students will be provided with a set of planned educational experiences designed to enable them to improve and acquire the attitudes, skills, and knowledge needed to be successful in the world of work. Readiness for work will be emphasized by integrating academic with career education.

D.

E.  
B. SKILLS

- F. 1. Note taking
- G. 2. Work independently and in a group
- H. 3. Compose and express ideas in both written and oral form
- I. 4. Keep work in an organize manner
- I. 5. Employability and soft skills

J.  
C. APPRECIATION OF CONCEPTS

- K. Students will learn employability skills while working part-time at a training station. General work habits and attitudes will be developed rather than specific occupational skills. In the class, a variety of learning activities will
- L. be incorporated to teach the nine functions of marketing and how they apply to the real world of work. Work-
- M. based learning will expose students to real deadlines, customer feedback, and problem solving with limited
- N. resources

IV. ATTENDANCE

Attendance: Refer to Board of Education Policy. Students absent from school may not be eligible to receive credit hours for work on the same day.

V. GRADING PROCEDURES

A. Class grade will consist of a combination of the following areas:

On-the-job training, completion, verification, and recording of hours worked, work log, quizzes, tests, projects, class participation, class work, and projects.

**Semester 1 Grade (S1) is calculated:**

(50% of Y1)

MP1=20%, MP2= 20%,

Mid-term”(X1) exam= 10%

**Semester 2 Grade (S2) is calculated:**

50% of Y1)

MP3= 20%, MP4= 20%

Final (X2) exam = 10%

**Final Grade (Y1) is calculated:**

$$S1 + S2 = Y1$$

# MAJOR UNITS OF STUDY

**Course Title:** Cooperative Work Experience (Co-op)

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- I. Employee Orientation/Work Preparation**
- II. Career Decision Making and the Job Hunt**
- III. Safety Skills**
- IV. The World of Work**
- V. Skills for Success**
- VI. Managing Your Money**
- VII. Living on Your Own**

# UNIT OVERVIEW

**Course Title:** Cooperative Work Experience (Co-op)

**Unit #:** UNIT 1 OVERVIEW

**Unit Title:** Employee Orientation/Work Preparation

## Unit Description and Objectives:

Students will become familiar with the various forms and documentation required for Cooperative Work Experience. The *Code of Ethics* governing them for this class will be examined and discussed in detail. It will be read, understood, and agreed upon by the students and their parents. All other documentation will be explained, signed by required parties, and returned to class. The required start-up, weekly, and quarterly paperwork will be distributed and explained. The students will develop an understanding of federal and state laws including the Fair Labor Standards Act and Child Labor Laws. The student will understand their role as a cooperative education student within the confines of the school's policies and the need to balance work and school.

## Essential Questions and Enduring Understandings:

| <b>Essential Questions:</b>  | <b><u>Enduring Understandings/Generalizations</u></b><br><b>Students will understand that:</b> | <b>Guiding Questions</b>  |
|--|--|---|
| 1. What does "being responsible for my own learning" mean?                               | 1. I am are responsible for my own learning.   | 1.1 Why is documentation important in class and on the job?   |
| 2. How can cooperative education help me to prepare for college and/or a career pathway? | 2. Co-operative work experience is a stepping stone to one's future work experiences.          | 2.1 How can co-op assist me in reaching future career goals?<br>2.2What can I do during my co-op work experience to prepare for work? |

# CURRICULUM UNIT PLAN

**Course Title/Grade:** Cooperative Work Experience  
**Unit Number/Title:** Unit 1/Employee Orientation/Work Preparation  
**Conceptual Lens:** \_\_\_\_\_  
**Appropriate Time Allocation (# of Days):** 2.5 weeks

| Primary Core Content Standards referenced With Cumulative Progress Indicators |  |  |  |
|---|--|--|--|
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|   |  |  |  |
|   |  |  |  |

| Topics/Concepts<br>(Incl. time / # days per topic)  | Critical Content<br>(Students Will Know:)   | Skill Objectives<br>(Students Will Be Able To:)  | Instructional/Learning Activities<br>& Interdisciplinary Connections  | Instructional Resources   | Technology & 21 <sup>st</sup> C Skills<br>Integration (Specify)   | NJCCCS w/<br>CPI Reference   | Evaluation/ Assessment:   |
|---|---|--|---|---|---|--|---|
| <p><b>What is a Co-op program?</b><br/>Terminology<br/>Benefits</p> <p><b>Documentation and Rules</b><br/>Working Papers<br/>Training Agreement<br/>Student Agreement<br/>Code of Ethics</p> <p><b>Federal and State Laws</b><br/>Fair Labor Standards Act<br/>Child Labor</p> <p><b>Co-op Employment</b><br/>Acceptable work sites<br/>Employment deadline</p> | <ul style="list-style-type: none"> <li>responsibilities on the job and in the classroom</li> <li>how to complete required co-op forms</li> <li>Child Labor Laws</li> <li>Prohibited Occupations for Co-op students</li> <li>Allowable hours of work</li> <li>Coordination of school and work hours</li> <li>Required work hours for course credit and how to use Excel to track hours</li> <li>Evaluation method for job performance</li> <li>Job performance requirements and consequences for poor performance</li> </ul> | <ul style="list-style-type: none"> <li>Identify responsibilities in the classroom and on the job.</li> <li>Identify terms used for co-op class</li> <li>Complete the required co-op forms</li> <li>Identify child labor laws that are applicable to them</li> <li>List and describe prohibited occupations and identify those at their work station</li> <li>Track hours, cumulative hours, net and gross pay using Excel spreadsheet</li> <li>Explain the coordination of school hours and work during altered bell schedules</li> <li>Perform a self-evaluation of their work skills/ethics</li> <li>Explain the consequences of poor work performance</li> <li>Identify the steps to changing jobs</li> </ul> | <ul style="list-style-type: none"> <li>❖ Introduction of students, their jobs and responsibilities</li> <li>❖ Discussion of responsibilities of student, co-op coordinator and employer</li> <li>❖ PowerPoint Presentation introducing paperwork and forms</li> <li>❖ Distribution and explanation of forms with special attention given to the <i>Code of Ethics</i></li> <li>❖ Students create a classroom folder for documentation and paperwork</li> <li>❖ Completion of forms by students and attainment of parent signatures where applicable</li> <li>❖ Discussion of sign out procedures and consequences of misuse of sign out privileges</li> <li>❖ Complete a “schedule organization chart” to assist in meeting requirements of student/worker schedule</li> <li>❖ Visit website <a href="http://www.state.nj.us/labor/lse/lchild.html">http://www.state.nj.us/labor/lse/lchild.html</a> and complete worksheet</li> <li>❖ Visit website</li> </ul> | <ul style="list-style-type: none"> <li>Teacher prepared forms</li> <li>Computer Station</li> <li>Microsoft Office Suite</li> <li>Projector</li> <li><a href="http://www.cengage.com/school/working">www.cengage.com/school/working</a></li> <li><a href="http://www.gale.cengage.com/careertransitions">www.gale.cengage.com/careertransitions</a></li> </ul> | <p>8.1.12.A.2<br/>9.1.12.A.1<br/>9.1.12.F.2,5<br/>9.4.12.N.1<br/>9.4.12.N.8-9,12-15,20-21<br/>9.4.12.N.62,64.65</p> | <p>CCSS:<br/>Gr.11-12,<br/>RST 1<br/>CCSS:<br/>Gr.11-12,<br/>RST 4<br/>CCSS:<br/>Gr.11-12,<br/>RST 10<br/>6.3.12.D.1</p> | <p style="text-align: center;"><b>Formative Assessments:</b><br/>(Specify evaluation methods and criteria with frequency. <i>Include Benchmark Assessments</i>)</p> <p style="text-align: center;"><b>Summative Assessment(s)</b></p> |

| Topics/Concepts<br>(Incl. time / # days per topic) | Critical Content<br>(Students Will Know:) | Skill Objectives<br>(Students Will Be Able To:) | Instructional/Learning Activities<br>& Interdisciplinary Connections   | Instructional Resources | Technology & 21 <sup>st</sup> C Skills<br>Integration (Specify) | NJCCCS w/<br>CPI Reference | Evaluation/ Assessment: |
|--|---|---|--|-------------------------|---|----------------------------|-------------------------|
|  |   |   | <p><a href="http://www.dol.gov/esa/regs/compliance">http://www.dol.gov/esa/regs/compliance</a> and research laws regarding minimum wage and exceptions</p> <ul style="list-style-type: none"> <li>❖ Visit website <a href="http://www.dol.gov/esa/minwage/america.htm">http://www.dol.gov/esa/minwage/america.htm</a> and record NJ minimum wage and two states with lower and higher wages</li> <li>❖ Discussion regarding why there are child labor laws and the history of child labor</li> <li>❖ View pictures from website <a href="http://www.historyplace.com/unitedstates/childlabor/index.html">http://www.historyplace.com/unitedstates/childlabor/index.html</a></li> <li>❖ Review of wage and hour log and practice of cumulative hours/pay using Excel</li> <li>❖ For each chapter in the unit, students read, discuss and answer questions regarding the highlighted career featured in High Growth Occupations for the 21st Century</li> <li>❖ Paired activity: students write 2 minute speech introducing themselves to supervisors and co-workers. Practice on partner</li> </ul> |                         |   |                            |                         |



# Unit Modifications for Special Population Students:

| Struggling Learners   | Gifted and Talented Students<br>(Challenge Activities)   | English Language Learners   | Special Education Students   |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Assist students in getting organized.</li> <li>• Give short directions.</li> <li>• Use drill exercises.</li> <li>• Give prompt cues during student performance.</li> <li>• Let students with poor writing skills use a computer.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Give prompt feedback.</li> <li>• Use continuous assessment to mark students' daily progress.</li> <li>• Prepare materials at varying levels of ability.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide ample opportunities for creative behavior.</li> <li>• Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>• Show appreciation for creative efforts</li> <li>• Respect unusual questions, ideas, and solutions.</li> <li>• Encourage students to test their ideas.</li> <li>• Provide opportunities and give credit for self-initiated learning.</li> <li>• Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>• Allow time for reflection.</li> <li>• Resist immediate and constant evaluation.</li> <li>• Avoid comparisons to other students.</li> </ul> | <ul style="list-style-type: none"> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</li> </ul> | <ul style="list-style-type: none"> <li>• Use concrete examples to introduce concepts.</li> <li>• Make learning activities consistent.</li> <li>• Use repetition and drills spread over time.</li> <li>• Provide work folders for daily assignments.</li> <li>• Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Encourage students to function independently.</li> <li>• Give students extra time to both ask and answer questions while giving hints to answers.</li> <li>• Give simple directions and read them over with students.</li> <li>• Shorten the number of items on exercises, tests, and quizzes.</li> </ul> |

# UNIT OVERVIEW

**Course Title:** Cooperative Work Experience

**Unit #:** UNIT 2 OVERVIEW

**Unit Title:** Career Decision Making and the Job Hunt

## Unit Description and Objectives:

In this unit, students will review how to find a job for their next job search. This will include finding and applying for a job, understanding various types of job applications, taking pre-employment tests, contacting employers, writing a resume and interviewing skills. Students will learn how to prepare for, participate in and follow-up on a job interview. Students will begin to define a career focus and relate this to career and technical pathways. Mediums for finding employment will be explored as will research career outlooks. Students will refine and describe their personal career choices based on current employment and labor statistics and 21<sup>st</sup> Century Careers in a global economy.

## Essential Questions and Enduring Understandings:

| Essential Questions:   | Enduring Understandings/Generalizations<br>Students will understand that:  | Guiding Questions   |
|--|--|---|
| 1. Why do people work?   | 1. work provides personal satisfaction<br>2. one's values can be challenged in the workplace   | 1.1 What gives me personal satisfaction?<br>1.2 What factors should I consider when choosing a career?<br>1.3 What do I value most?<br>Etc.     |
| 2. How do my personal interests and abilities influence future career choices? | 2. assessment of personal skills, abilities, and aptitudes and personal strengths and weaknesses are an important part of career exploration | 2.1 What are my interests?<br>2.2 What are my strengths and weaknesses?<br>2.3 How do the choices I make impact the quality of my life?<br>Etc. |
| 3. How do I demonstrate that I am the best person for the job?                 |  |   |

# CURRICULUM UNIT PLAN

**Course Title/Grade:** Cooperative Work Experience  
**Unit Number/Title:** Unit 2/Career Decision Making and the Job Hunt  
**Conceptual Lens:** \_\_\_\_\_  
**Appropriate Time Allocation (# of Days):** 4.5 weeks

| <u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u> |  |  |  |
|--|--|--|--|
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| <u>Topics/Concepts</u><br>(Incl. time / # days per topic)  | <u>Critical Content</u><br>(Students Will Know:)   | <u>Skill Objectives</u><br>(Students Will Be Able To:)  | <u>Instructional/Learning Activities</u><br>& <u>Interdisciplinary Connections</u>  | <u>Instructional Resources</u>  | <u>Technology &amp; 21<sup>st</sup> C Skills</u><br><u>Integration (Specify)</u>  | <u>NJCCCS w/</u><br><u>CPI Reference</u>   | <u>Evaluation/ Assessment:</u>   |
|--|--|---|---|---|---|--|--|
| Career Decision Making<br><br>Learn about Work<br><br>Job Search Skills<br><br>21st Century Life and Careers in a Global Economy<br><br>High Growth Occupations for the 21st Century<br><br>College & Career Readiness<br><br>(Chapters 1-5) | <ul style="list-style-type: none"> <li>• Why people work</li> <li>• How to obtain self-information</li> <li>• Understand career clusters</li> <li>• Investigate occupations</li> <li>• The decision making process</li> <li>• Job search preparation</li> <li>• Types of job application</li> <li>• Components of a resume</li> <li>• Interviewing preparation</li> <li>• Interviewing skills</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss why people work</li> <li>• Distinguish among the terms work, occupation, job, and career</li> <li>• Discuss how self-information can help you make more satisfying occupation decisions</li> <li>• Describe the three types of self-information and how they are measured</li> <li>• Explain how occupations and industries are grouped</li> <li>• Describe trends in the growth in goods/services industries</li> <li>• Describe employment trends</li> <li>• Use the Occupational Outlook Handbook</li> <li>• Use O*Net to supplement information</li> <li>• Explain career clusters</li> <li>• List other sources of career information</li> <li>• List and summarize the steps of the decision-making process</li> <li>• Apply the decision-making process to</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be introduced to concepts and terms in each chapter of this unit through PowerPoint, teacher lecture, and/or outlining text. Notes will be kept in student folders.</li> <li>• Class discussion regarding reasons people work and how their lives have changed as a result of getting a job</li> <li>• Complete an interest inventory (available website from IMC resources)</li> <li>• Complete an aptitude test (available website from IMC resources)</li> <li>• Using results from invent</li> <li>• Pair and Share: Students provide examples of work tasks for which they derive positive feelings and a sense of accomplishment</li> <li>• Identify a ‘Career Cluster’ that meets your test results and complete worksheet “Exploring a Career Cluster”</li> <li>• Role-play three tips for communicating with others</li> <li>• Examine examples of</li> </ul> | <b>Teacher prepared material</b><br><b>Computer Station</b><br><b>Microsoft Office</b><br><b>Occupational Outlook Handbook</b><br><b>Text: Chapters 1-4</b><br><b>Smart Phone Applications</b><br><b>Social Media: Linked In</b><br><b>Guest speaker: Human Resources</b><br><b>Naviance</b><br><b>Educational Videos</b><br><b>Career Cluster Search</b><br><a href="http://www.cengage.com/school/working">www.cengage.com/school/working</a><br><a href="http://www.gale.cengage.com/careertransitions">www.gale.cengage.com/careertransitions</a> | 8.1.12.A.4<br>8.2.12.B.3<br>8.1.12.D.1<br>9.2.12.A1-3<br>9.3.12.C.2,4,6-8,10,14,19<br>9.4.12.N.8-9,12-15,20-21<br>9.4.12.N.1<br>9.4.12.N.668-69,73<br>N.(1).15<br>N.(2).11<br>N.(4)17-18<br>N(5).13<br>N(6).3 | CCSS:<br>Gr.11-12,<br>RST 1<br>CCSS:<br>Gr.11-12,<br>RST 3<br>CCSS:<br>Gr.11-12,<br>RST 4<br>CCSS:<br>Gr.11-12,<br>RST 8<br>CCSS:<br>Gr.11-12,<br>RST 10<br>CCSS:<br>Gr.11-12,<br>WHST 1.a,<br>1.c<br>CCSS:<br>Gr.11-12,<br>RST 8<br>CCSS:<br>Gr.11-12,<br>WHST 10 | <p style="text-align: center;"><b><u>Formative Assessments:</u></b><br/> <b>(Specify evaluation methods and criteria with frequency. Include Benchmark Assessments)</b></p> <p style="text-align: center;"><b><u>Summative Assessment(s)</u></b></p> |

| <u>Topics/Concepts</u><br>(Incl. time / # days per topic) | <u>Critical Content</u><br>(Students Will Know:) | <u>Skill Objectives</u><br>(Students Will Be Able To:)   | <u>Instructional/Learning Activities</u><br>& <u>Interdisciplinary Connections</u>   | <u>Instructional Resources</u> | <u>Technology &amp; 21<sup>st</sup> C Skills</u><br><u>Integration (Specify)</u> | <u>NJCCCS w/</u><br><u>CPI Reference</u> | <u>Evaluation/ Assessment:</u> |
|---|--|--|--|--------------------------------|--|--|--------------------------------|
|   |  | <p>making an occupational choice</p> <ul style="list-style-type: none"> <li>• Identify methods for contacting potential employers</li> <li>• Review and take pre-employment tests</li> <li>• Write a resume</li> <li>• Prepare for interview by answering anticipated questions and researching company</li> <li>• Prepare resume worksheet</li> <li>• Using a word template create a personal resume</li> </ul> | <p>aptitude tests given by real employers</p> <ul style="list-style-type: none"> <li>• Visit US DOL website (<a href="http://www.bls.gov/emp/">www.bls.gov/emp/</a> to explore current employment trends</li> <li>• Using figures 1-8 and 1-9, pg 20 in text, students will develop a new figure illustrating two different occupations</li> <li>• Partner Activity: share new figure from above exercise and draw conclusions with regard to partner's information</li> <li>• Using a occupational description from the OOH, students will highlight the eight parts of the description</li> <li>• Using the Occupational Search Form(textbook online resource) students research and complete form for two occupations</li> <li>• Compare and evaluate the information in above activity by completing Checklist for Evaluating Occupational Alternatives (textbook online resource)</li> <li>• Students take notes using teacher prepared PowerPoint on Career Decision Making</li> <li>• Students choose one of the decision making styles and write a humorous story, poem or cartoon</li> <li>• Brainstorm examples of transferrable skills and identify those that they believe they possess</li> </ul> |                                |  |  |                                |

| <u>Topics/Concepts</u><br>(Incl. time / # days per topic) | <u>Critical Content</u><br>(Students Will Know:) | <u>Skill Objectives</u><br>(Students Will Be Able To:) | <u>Instructional/Learning Activities &amp; Interdisciplinary Connections</u>  | <u>Instructional Resources</u> | <u>Technology &amp; 21<sup>st</sup> C Skills Integration (Specify)</u> | <u>NJCCCS w/ CPI Reference</u> | <u>Evaluation/ Assessment:</u> |
|---|--|--|---|--------------------------------|--|--------------------------------|--------------------------------|
|   |  |  | <ul style="list-style-type: none"> <li>• Clarify personal job goals for cooperative work experience class</li> <li>• Identify sources of job openings and different kinds of ads; using a source identify three jobs that student is interested in and believes is qualified.</li> <li>• Students complete sample job application;</li> <li>• Complete a resume worksheet</li> <li>• Using worksheet, create resume</li> <li>• Students identify the pros and cons of different methods for contacting potential employers</li> <li>• Create a 60 second elevator pitch and practice on a partner</li> <li>• Prepare for interviews by answering common questions</li> <li>• Partner Activity: Role play an interview using responses from prepared interview worksheet</li> <li>• For each chapter in the unit, students read, discuss and answer questions regarding the highlighted career featured in High Growth Occupations for the 21st Century</li> <li>• For each chapter, class discussion about the unit opener that addresses Career Clusters with a profile of someone who participated in a co-op program,</li> </ul> |                                |  |                                |                                |

| <u>Topics/Concepts</u><br>(Incl. time / # days per topic) | <u>Critical Content</u><br>(Students Will Know:) | <u>Skill Objectives</u><br>(Students Will Be Able To:) | <u>Instructional/Learning Activities</u><br>& <u>Interdisciplinary Connections</u>   | <u>Instructional Resources</u> | <u>Technology &amp; 21<sup>st</sup> C Skills</u><br><u>Integration (Specify)</u> | <u>NJCCCS w/</u><br><u>CPI Reference</u> | <u>Evaluation/ Assessment:</u> |
|---|--|--|--|--------------------------------|--|--|--------------------------------|
|   |  |  | <p>graduated, and is now employed full time</p> <ul style="list-style-type: none"> <li>• For each chapter, paired activity using Focus on the Workplace. Students read and answer questions about real-life workplace topics related to the unit</li> <li>• Career Connection: students take an interest survey Which careers are recommended. Do they appeal to the student? Which Career Cluster are they in? What other jobs of interest are in the same cluster?</li> <li>• Career Connection: students match experience to new careers to demonstrate transferable skills. Identify the typical activities of the new career and skills already possessed that would be used in the job</li> <li>• Career Connection: students search for a job, internship, apprenticeship. After completing a questionnaire, students will select jobs of interest and prepare for class discussion regarding the best way to obtain these jobs,</li> </ul> |                                |  |  |                                |

# Unit Modifications for Special Population Students:

| <b>Struggling Learners</b>  | <b>Gifted and Talented Students<br/>(Challenge Activities)</b>   | <b>English Language Learners</b>  | <b>Special Education Students</b>  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Assist students in getting organized.</li> <li>• Give short directions.</li> <li>• Use drill exercises.</li> <li>• Give prompt cues during student performance.</li> <li>• Let students with poor writing skills use a computer.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Give prompt feedback.</li> <li>• Use continuous assessment to mark students' daily progress.</li> <li>• Prepare materials at varying levels of ability.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide ample opportunities for creative behavior.</li> <li>• Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>• Show appreciation for creative efforts</li> <li>• Respect unusual questions, ideas, and solutions.</li> <li>• Encourage students to test their ideas.</li> <li>• Provide opportunities and give credit for self-initiated learning.</li> <li>• Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>• Allow time for reflection.</li> <li>• Resist immediate and constant evaluation.</li> <li>• Avoid comparisons to other students.</li> </ul> | <ul style="list-style-type: none"> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</li> </ul> | <ul style="list-style-type: none"> <li>• Use concrete examples to introduce concepts.</li> <li>• Make learning activities consistent.</li> <li>• Use repetition and drills spread over time.</li> <li>• Provide work folders for daily assignments.</li> <li>• Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Encourage students to function independently.</li> <li>• Give students extra time to both ask and answer questions while giving hints to answers.</li> <li>• Give simple directions and read them over with students.</li> <li>• Shorten the number of items on exercises, tests, and quizzes.</li> </ul> |

# UNIT OVERVIEW

**Course Title:** Cooperative Work Experience

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**Unit #:** UNIT 3 OVERVIEW

**Unit Title:** Safety Skills

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## **Unit Description and Objectives:**

Students will become aware of the nature of accidents and learn safety rules in the home, at school, on the job, in recreation, and on the road. Even though students may have limited experience and receive a minimum wage, they still have certain rights and protections. Some duties of employers, such as orientation to the workplace, are simply good business practices. Others such as health and safety are guaranteed by law. It is important for students to understand both types of rights and protections. Understanding employer's responsibilities to their employees and the rights and protections employees have as workers help individuals become better workers and citizens. In addition, employees bear some of the burden of responsibility for a safe work environment.

## **Essential Questions and Enduring Understandings:**

| <b>Essential Questions:</b>                                    | <b><u>Enduring Understandings/Generalizations</u></b><br><b>Students will understand that:</b> | <b>Guiding Questions</b>   |
|--|--|--|
| 1. Who is responsible for making my workplace free of hazards? | 1. Employers are responsible for a safe workplace  | 1.1 What are the safety hazards at my worksite?<br>1.2 What can I do to be safe at work?<br>1.3 What should my employer do to make sure my worksite is safe? |
| 2. What can I do if my worksite is unsafe?                     | 2. The rights of workers to have a safe workplace  | 2.1 Are there laws to ensure a safe worksite?  |



# CURRICULUM UNIT PLAN

**Course Title/Grade:** Cooperative Work Experience/12  
**Unit Number/Title:** Unit 3 Safety Skills  
**Conceptual Lens:** \_\_\_\_\_  
**Appropriate Time Allocation (# of Days):** 3 weeks

| <b>Primary Core Content Standards referenced With Cumulative Progress Indicators</b> |  |  |  |
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|  |  |  |  |

| <b>Topics/Concepts</b><br><small>(Incl. time / # days per topic)</small>  | <b>Critical Content</b><br><small>(Students Will Know:)</small>  | <b>Skill Objectives</b><br><small>(Students Will Be Able To:)</small>   | <b>Instructional/Learning Activities &amp; Interdisciplinary Connections</b>   | <b>Instructional Resources</b>   | <b>Technology &amp; 21<sup>st</sup> C Skills Integration (Specify)</b>                                | <b>NJCCCS w/ CPI Reference</b>  | <b>Evaluation/ Assessment:</b>   |
|---|--|---|--|--|---|---|--|
| Safety Skills<br>Accidents and Personal Safety<br><br>Public Safety<br><br>Worker Rights and Protections<br><br>Duties of Employers<br><br>(Chapters 8-2) | <ul style="list-style-type: none"> <li>Types of Accidents</li> <li>Rules for Personal Safety</li> <li>Potential natural Disasters</li> <li>Organizations that Promote Safety</li> <li>The three E's of Safety</li> <li>What Employers Owe Workers</li> <li>Fair Employment Practices</li> <li>Prohibited jobs for co-op students and workers under 18 years of age</li> <li>Safe Working Conditions</li> <li>Agencies Providing Employee Services</li> <li>Employee responsibilities for a safe work environment</li> <li>The role of employers for safety in the workplace</li> <li>ergonomics</li> </ul> | <ul style="list-style-type: none"> <li>list the most prevalent causes of injury and death on the job</li> <li>list types of accidents</li> <li>describe rules for personal safety</li> <li>identify potential natural disasters and protective measures</li> <li>identify the organizations that promote employee safety</li> <li>describe the services of the organizations</li> <li>explain the role of employers with regard to their responsibility to employee safety</li> <li>list the prohibited jobs for co-op students and workers under 18 years</li> <li>describe safe working conditions</li> <li>list the government agencies that provide employee services</li> <li>describe the role of employees as it relates to workplace safety</li> <li>list ways to stay safe on the job</li> <li>list employee rights regarding workplace</li> </ul> | <ul style="list-style-type: none"> <li>Students will be introduced to concepts and terms in each chapter of this unit through PowerPoint, teacher lecture, and/or outlining text. Notes will be kept in student folders.</li> <li>Create a list of potential hazards you identified at your work site</li> <li>Look around the classroom and identify evidence of safety information or safety devices</li> <li>Show students several examples of warning labels and have them identify features of these warnings</li> <li>Students identify types of activities that distract people when driving</li> <li>Students explain a safety procedure to a new employee who does not understand English very well</li> <li>Students layout their work site and identify potential areas of hazard</li> <li>Discuss 'Thoughts on Work' quote</li> <li>Group Activity: report on N.J. state laws on assigned</li> </ul> | <b>Teacher prepared material</b><br><b>Computer Station</b><br><b>Microsoft Office</b><br><b>Occupational Outlook Handbook</b><br><b>Text: Chapters 8</b><br><b>DOL</b><br><b>OSHA</b><br><b>DOL on Social Media (Facebook, Tweeter, YouTube)</b><br><b>Educational Videos</b> | 8.2Gr.12.A1<br>9.1.12.A.1<br>9.4.12.N.1, 8-9,12-15,20-21<br>9.4.12.N46-52<br>9.4.12.N.8-9,12-15,20-21 | CCSS:<br>Gr.11-12,<br>RST 1<br>CCSS:<br>Gr.11-12,<br>RST 3<br>CCSS:<br>Gr.11-12,<br>RST 4<br>CCSS:<br>Gr.11-12,<br>RST 10 | <p style="text-align: center;"><b><u>Formative Assessments:</u></b><br/> <b>(Specify evaluation methods and criteria with frequency. Include Benchmark Assessments)</b></p> <p style="text-align: center;"><b><u>Summative Assessment(s)</u></b></p> |

| <u>Topics/Concepts</u><br>(Incl. time / # days per topic) | <u>Critical Content</u><br>(Students Will Know:) | <u>Skill Objectives</u><br>(Students Will Be Able To:)                                     | <u>Instructional/Learning Activities</u><br>& <u>Interdisciplinary Connections</u>  | <u>Instructional Resources</u> | <u>Technology &amp; 21<sup>st</sup> C Skills</u><br><u>Integration (Specify)</u> | <u>NJCCCS w/</u><br><u>CPI Reference</u> | <u>Evaluation/ Assessment:</u> |
|---|--|--|---|--------------------------------|--|--|--------------------------------|
|   |  | <p>safety</p> <ul style="list-style-type: none"> <li>define MSDs and ergonomics</li> </ul> | <p>topic: child labor, minimum wage, wages/hours and equal pay)</p> <ul style="list-style-type: none"> <li>Partner: Enrichment Activity p. 269</li> <li>Project: Create a PowerPoint safety training program for new employees from perspective of student's worksite</li> <li>Discuss prohibited duties of cooperative education students</li> <li>Visit <a href="http://www.youthrules.dol">www.youthrules.dol</a></li> <li>Group activity: Groups students by career cluster according to their job. Using <a href="http://www.youthrules.gov">www.youthrules.gov</a> and OSHA websites, students will identify potential hazards and real stories in their career cluster</li> <li>Read and discuss the OSHA letter to beverage distribution companies regarding MSD's.</li> <li>Use videos of major insurance companies to view safe driving for teens</li> <li>For each chapter in the unit, students read, discuss and answer questions regarding the highlighted career featured in High Growth Occupations for the 21st Century</li> </ul> |                                |  |  |                                |

# Unit Modifications for Special Population Students:

| Struggling Learners   | Gifted and Talented Students<br>(Challenge Activities)   | English Language Learners   | Special Education Students   |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Assist students in getting organized.</li> <li>• Give short directions.</li> <li>• Use drill exercises.</li> <li>• Give prompt cues during student performance.</li> <li>• Let students with poor writing skills use a computer.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Give prompt feedback.</li> <li>• Use continuous assessment to mark students' daily progress.</li> <li>• Prepare materials at varying levels of ability.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide ample opportunities for creative behavior.</li> <li>• Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>• Show appreciation for creative efforts</li> <li>• Respect unusual questions, ideas, and solutions.</li> <li>• Encourage students to test their ideas.</li> <li>• Provide opportunities and give credit for self-initiated learning.</li> <li>• Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>• Allow time for reflection.</li> <li>• Resist immediate and constant evaluation.</li> <li>• Avoid comparisons to other students.</li> </ul> | <ul style="list-style-type: none"> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</li> </ul> | <ul style="list-style-type: none"> <li>• Use concrete examples to introduce concepts.</li> <li>• Make learning activities consistent.</li> <li>• Use repetition and drills spread over time.</li> <li>• Provide work folders for daily assignments.</li> <li>• Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Encourage students to function independently.</li> <li>• Give students extra time to both ask and answer questions while giving hints to answers.</li> <li>• Give simple directions and read them over with students.</li> <li>• Shorten the number of items on exercises, tests, and quizzes.</li> </ul> |

# UNIT OVERVIEW

**Course Title:** Cooperative Work Experience

**Unit #:** UNIT 4 OVERVIEW

**Unit Title:** The World of Work

**Unit Description and Objectives:**

This unit examines the role of work in people’s lives and the various routes to a permanent and stable job. Students will learn what to expect as they begin a new job. Required forms will be examined and completed. Employer expectations regarding job performance and evaluation, work habits and attitudes will be examined. As workers, students have rights and protections regarding wages, hours, equal pay, freedom from discrimination, and a safe work environment. Students will learn about different forms of compensation and to understand their paycheck. Challenges at work such as diversity, harassment and workplace violence will be examined and strategies to handle these challenges will be studied.

**Essential Questions and Enduring Understandings:**

| <b>Essential Questions:</b>                          | <b><u>Enduring Understandings/Generalizations</u></b><br>Students will understand that:    | <b>Guiding Questions</b>   |
|--|--|--|
| 1. What does my employer expect of me?               | 1. The importance of workplace expectations to career development.                         | 1.1 What is it about the people already here that make them successful? –<br>1.2 What are some challenges I see in my job?   |
| 2. How do I value diversity in class and on the job? | 2. Diversity in class and on the job provides different perspective and fosters innovation | 2.1 What are some ways in which the students and fellow employees are alike? Different?<br>2.2 What special characteristics, values, and traditions do I have?<br>2.3 List three good things that come from working with someone who is different from me? |

# CURRICULUM UNIT PLAN

**Course Title/Grade:** Cooperative Work Experience  
**Unit Number/Title:** 4/The World of Work  
**Conceptual Lens:** \_\_\_\_\_  
**Appropriate Time Allocation (# of Days):** 6 weeks

| Primary Core Content Standards referenced With Cumulative Progress Indicators |  |  |  |
|---|--|--|--|
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|   |  |  |  |
|   |  |  |  |

| Topics/Concepts<br>(Incl. time / # days per topic)   | Critical Content<br>(Students Will Know:)  | Skill Objectives<br>(Students Will Be Able To:)  | Instructional/Learning Activities<br>& Interdisciplinary Connections  | Instructional Resources   | Technology & 21 <sup>st</sup> C Skills<br>Integration (Specify)   | NJCCCS w/<br>CPI Reference  | Evaluation/ Assessment:   |
|--|--|--|---|---|---|---|---|
| First Day of Work<br><br>Workplace Management<br><br>Organizational Structure<br><br>Policies and Rules<br><br>Supervisors and Form W-4<br><br>Job Performance and Attitudes<br><br>Employer Expectations<br><br>Sexual Harassment in the Workplace<br><br>Violence in the Workplace | <ul style="list-style-type: none"> <li>• What to expect in beginning a new job</li> <li>• Learn facts and information that will help them get off to a good start</li> <li>• The purpose and importance of organization chart</li> <li>• Why policies and rules are necessary at work</li> <li>• List common policies for most workplaces</li> <li>• How policies and rules effect morale</li> <li>• Forms needed to begin a new job</li> <li>• What employers expect regarding job performance,</li> <li>• How to dress appropriately for work</li> <li>• How job performance is evaluated</li> </ul> | <ul style="list-style-type: none"> <li>• Recognize that anxiety about beginning a new job is normal</li> <li>• List ways to cope with anxiety</li> <li>• Describe what to expect from an employer during the first days</li> <li>• Describe the purpose of an organization chart</li> <li>• Create an organization chart for student worksite</li> <li>• List areas for which employers have policies and rules</li> <li>• List rules for student’s worksite</li> <li>• Define key terms for workplace management</li> <li>• Identify ways to work effectively with a supervisor</li> <li>• Understand how to fill out a Form W-4</li> <li>• Understand and complete employer forms—sign-in and sign-out sheets, work schedules, etc.</li> <li>• Name and summarize the five things that employers expect</li> </ul> | <p><b>(Must Include &amp; Specify Interdisciplinary Connections in Italics)</b></p> <ul style="list-style-type: none"> <li>• Students will be introduced to concepts and terms in each chapter of this unit through PowerPoint, teacher lecture, and/or outlining text. Notes will be kept in student folders.</li> <li>• For each chapter in the unit, students read, discuss and answer questions regarding the highlighted career featured in High Growth Occupations for the 21st Century</li> <li>• For each chapter in this unit, students will read and debate “What would you do? regarding personal, work and ethical decisions featured in the chapter.</li> <li>• Students recall transition from middle school to high school Concerns? How long to adjust?</li> <li>• Class discussion connection between authority and responsibility</li> <li>• Students attempt to create organizational chart for WTPS and compare to</li> </ul> | <p><b>Teacher prepared material</b></p> <p><b>Computer Station</b></p> <p><b>Microsoft Office</b></p> <p><b>Occupational Outlook Handbook Text (Chapters 6-8)</b></p> <p><b>Text Workbook</b></p> <p><b>Naviance</b></p> <p><b>Educational Videos</b></p> <p><b>Career Cluster Search</b></p> <p><a href="http://www.cengage.com/school/working">www.cengage.com/school/working</a></p> <p><a href="http://www.gale.cengage.com/careertransitions">www.gale.cengage.com/careertransitions</a></p> | 9.1.12.A.1<br>9.1.12.C.4,5<br>9.4.12.N.1,2,8-9,12-15,20-21<br>9.4.12.N.53-58,59,61,75,79<br>N.(1).2<br>N.(4).1-7<br>N.(4).12,16 | CCSS: Gr.11-12, RST 1<br>CCSS: Gr.11-12, RST 3<br>CCSS: Gr.11-12, RST 4<br>CCSS: Gr.11-12, RST 10<br>CCSS: Gr.11-12, WHST 1.a<br>6.3.12.A.2<br>6.3.12.D.1<br>6.2.12.C.5.B<br>6.2.12.C.5.D<br>6.2.12.A.6.A<br>6.3.12.C.1<br>CCSS N-Q 1,2,3 | <p><b><u>Formative Assessments:</u></b><br/>                     (Specify evaluation methods and criteria with frequency. Include Benchmark Assessments)</p> <p><b><u>Summative Assessment(s)</u></b></p> |

| <u>Topics/Concepts</u><br>(Incl. time / # days per topic) | <u>Critical Content</u><br>(Students Will Know:) | <u>Skill Objectives</u><br>(Students Will Be Able To:)  | <u>Instructional/Learning Activities</u><br>& <u>Interdisciplinary Connections</u>  | <u>Instructional Resources</u> | <u>Technology &amp; 21<sup>st</sup> C Skills</u><br><u>Integration (Specify)</u> | <u>NJCCCS w/</u><br><u>CPI Reference</u> | <u>Evaluation/ Assessment:</u> |
|---|--|---|---|--------------------------------|--|--|--------------------------------|
|   |  | regarding job performance <ul style="list-style-type: none"> <li>• Name and summarize nine things that employers expect regarding work habits and attitudes</li> <li>• Explain why good hygiene and grooming are important on the job</li> <li>• Understand the importance of dressing appropriately at work</li> <li>• Describe the purpose of performance evaluation</li> <li>• Explain two –step evaluation process</li> <li>• Apply evaluation measurements to student job performance</li> <li>• Describe the duties of employers</li> <li>• List three fair employment practices</li> <li>• Explain workers’ rights regarding protection against discrimination</li> <li>• Identify and describe different forms of compensation</li> <li>• Describe paycheck calculations</li> <li>• Calculate anticipated deductions for student paychecks</li> <li>• Discuss the purpose of raises and how to ask for one</li> <li>• Distinguish between net and gross pay</li> <li>• Define and summarize the STAR method of</li> </ul> | actual one <ul style="list-style-type: none"> <li>• Using text website, students will view organizational chart for NYC and compare and contrast to a business organizational chart</li> <li>• Students will complete an organizational chart for their worksite</li> <li>• Discussion about invisible lines of authority-“who is really the boss at worksite?”</li> <li>• Students share their experience of first days on the job and type of training they were provided</li> <li>• Review common items for which there are policies and compare this list to worksite rules. Add any not on original list</li> <li>• Students provide examples of types of communication that are transmitted through supervisors. Why is this important?</li> <li>• Pair and Share: list expectations of employers regarding job performance, work habits and attitudes</li> <li>• Group Activity: create a bulletin board that explains how employees can meet or improve job performance</li> <li>• Self-assessment: students rate themselves based on employer expectation list developed by class</li> <li>• Students research and report to the class the issues of time theft or inappropriate use of the</li> </ul> |                                |  |  |                                |

| <u>Topics/Concepts</u><br>(Incl. time / # days per topic) | <u>Critical Content</u><br>(Students Will Know:) | <u>Skill Objectives</u><br>(Students Will Be Able To:)   | <u>Instructional/Learning Activities</u><br>& <u>Interdisciplinary Connections</u>  | <u>Instructional Resources</u> | <u>Technology &amp; 21<sup>st</sup> C Skills</u><br><u>Integration (Specify)</u> | <u>NJCCCS w/</u><br><u>CPI Reference</u> | <u>Evaluation/ Assessment:</u> |
|---|--|--|---|--------------------------------|--|--|--------------------------------|
|   |  | answering interview questions <ul style="list-style-type: none"> <li>• Identify common reasons for changing jobs</li> <li>• Explain what to do when leaving a job</li> <li>• Explain co-op rules and procedures for leaving a job</li> </ul> | Internet during work. <ul style="list-style-type: none"> <li>• Students review different performance evaluation tools and methods</li> <li>• Using co-op evaluation, students assess their performance thus far on the job</li> <li>• Role play a job evaluation</li> <li>• Career Connection: review the STAR method of answering interview questions. Class goes through simulation and votes on correct answer</li> <li>• Pair and Share: What employers owe workers?</li> <li>• Students take notes from teacher prepared PP on Fair Employment Practices</li> <li>• Review info from Women's Bureau of the DOL, students find data comparing types of occupation and pay of men and woman and presenting the data in a table</li> <li>• Independent Practice Project: Student write a report for their worksite outlining the information in this unit</li> <li>• Review a Form W-4 Students read instructions and complete the form</li> <li>• Brainstorm forms of payment for work</li> <li>• Review a paycheck and the types of deductions</li> <li>• Independent Practice: students calculate earnings and deductions</li> </ul> |                                |  |  |                                |

| <u>Topics/Concepts</u><br>(Incl. time / # days per topic) | <u>Critical Content</u><br>(Students Will Know:) | <u>Skill Objectives</u><br>(Students Will Be Able To:) | <u>Instructional/Learning Activities</u><br>& <u>Interdisciplinary Connections</u>   | <u>Instructional Resources</u> | <u>Technology &amp; 21<sup>st</sup> C Skills</u><br><u>Integration (Specify)</u> | <u>NJCCCS w/</u><br><u>CPI Reference</u> | <u>Evaluation/ Assessment:</u> |
|---|--|--|--|--------------------------------|--|--|--------------------------------|
|   |  |  | <ul style="list-style-type: none"> <li>• Pair and Share: students create a “Promotion Checklist” of specific things that worker can do to advance in a job</li> <li>• Research workplace trends of wage and salary workers compared to self-employed</li> <li>• Students draft a sample letter of resignation including all of required points</li> <li>• Career Connection: Click on Tips and Advice; Negotiating- After reading the article, students practice asking for more money while remaining in a favorable position to accept the job.</li> <li>• For each chapter, class discussion about the unit opener that addresses Career Clusters with a profile of someone who participated in a co-op program, graduated, and is now employed full time</li> <li>• For each chapter, paired activity using Focus on the Workplace. Students read and answer questions about real-life workplace topics related to the unit</li> </ul> |                                |  |  |                                |



# Unit Modifications for Special Population Students:

| Struggling Learners   | Gifted and Talented Students<br>(Challenge Activities)   | English Language Learners   | Special Education Students   |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Assist students in getting organized.</li> <li>• Give short directions.</li> <li>• Use drill exercises.</li> <li>• Give prompt cues during student performance.</li> <li>• Let students with poor writing skills use a computer.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Give prompt feedback.</li> <li>• Use continuous assessment to mark students' daily progress.</li> <li>• Prepare materials at varying levels of ability.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide ample opportunities for creative behavior.</li> <li>• Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>• Show appreciation for creative efforts</li> <li>• Respect unusual questions, ideas, and solutions.</li> <li>• Encourage students to test their ideas.</li> <li>• Provide opportunities and give credit for self-initiated learning.</li> <li>• Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>• Allow time for reflection.</li> <li>• Resist immediate and constant evaluation.</li> <li>• Avoid comparisons to other students.</li> </ul> | <ul style="list-style-type: none"> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</li> </ul> | <ul style="list-style-type: none"> <li>• Use concrete examples to introduce concepts.</li> <li>• Make learning activities consistent.</li> <li>• Use repetition and drills spread over time.</li> <li>• Provide work folders for daily assignments.</li> <li>• Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Encourage students to function independently.</li> <li>• Give students extra time to both ask and answer questions while giving hints to answers.</li> <li>• Give simple directions and read them over with students.</li> <li>• Shorten the number of items on exercises, tests, and quizzes.</li> </ul> |

# UNIT OVERVIEW

**Course Title:** Cooperative Work Experience

**Unit #:** UNIT 5 OVERVIEW

**Unit Title:** Skills for Success

## **Unit Description and Objectives:**

Job success is dependent on how well the worker gets along with supervisors, coworkers and customers. Guidelines will be provided to help them be effective members of a work group. Diversity in the workplace and discrimination will be explored. Communication, math, and leadership skills need to be mastered to be successful in the world of business. Students will learn proper nutrition, physical fitness, and proactively managing stress are important to success on the job. They will also learn about accidents, personal safety, public safety, and natural disasters. Effective leadership skills and opportunities for self-employment will be explored. Finally, will apply technological skills used in our global economy, including Microsoft Office Suite.

## **Essential Questions and Enduring Understandings:**

| <b>Essential Questions:</b>  | <b><u>Enduring Understandings/Generalizations</u></b><br><b>Students will understand that:</b> | <b>Guiding Questions</b>  |
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| 1. How are skills related to success?  | 1. Success is dependent on personal, ethical and work habit skills                             | 1.1 What skills are needed for my job?<br>1.2 What are the characteristics of someone that I consider a great leader?<br>1.3 Identify two personal skills, two ethical skills, and two work habit skills needed for success in school and work.<br>Etc. |
| 2. What skills are necessary in all careers?                                       | 2. Soft skills can be transferred to all careers   | 2.1 What are soft skills?<br>2.2 How can I develop soft skills?   |
| 3. What skills, interest and abilities do I have and what careers relate to these? |  |   |

# CURRICULUM UNIT PLAN

**Course Title/Grade:** Cooperative Work Experience  
**Unit Number/Title:** Unit 5/ Skills for Success  
**Conceptual Lens:** \_\_\_\_\_  
**Appropriate Time Allocation (# of Days):** 7 weeks

| <b>Primary Core Content Standards referenced With Cumulative Progress Indicators</b> |  |  |  |
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| <b>Topics/Concepts<br/>(Incl. time / # days per topic)</b>  | <b>Critical Content<br/>(Students Will Know:)</b>  | <b>Skill Objectives<br/>(Students Will Be Able To:)</b>   | <b>Instructional/Learning Activities<br/>&amp; Interdisciplinary Connections</b>  | <b>Instructional Resources</b>  | <b>Technology &amp; 21<sup>st</sup> C Skills<br/>Integration (Specify)</b>      | <b>NJCCCS w/<br/>CPI Reference</b>  | <b>Evaluation/ Assessment:</b>   |
|---|--|---|---|---|---|---|--|
| Workplace Communication<br><br>Math and Measurement Skills<br><br>Health and Safety<br><br>Leadership Skills and Styles<br><br>Business Ownership<br><br>Computer/Technology Skills | <ul style="list-style-type: none"> <li>• The importance of workplace communication for success on the job</li> <li>• How to use communication to help get along with bosses, coworkers and customers</li> <li>• How to participate in groups</li> <li>• Basic math skills</li> <li>• Basic measurement skills</li> <li>• How to take care of themselves with proper nutrition, physical fitness and proactive stress management</li> <li>• Causes and ways to avoid accidents</li> <li>• Rules for personal safety and public safety</li> <li>• Types of natural disasters and safeguards against these disasters</li> <li>• Effective organizational leadership</li> <li>• Parliamentary</li> </ul> | <ul style="list-style-type: none"> <li>• Identify three types of skills required to be successful on the job</li> <li>• State guidelines for effective listening</li> <li>• Discuss rules for effective speaking</li> <li>• Describe ways to improve reading skills</li> <li>• Identify different forms of written business communication</li> <li>• Explain newer communication technologies</li> <li>• Understand rules for effective workplace communication</li> <li>• Discuss how face-to-face communication can help avoid and solve workplace conflict</li> <li>• Explain the importance of human relations to success on the job</li> <li>• Understand how knowledge about different generations can improve the workplace</li> <li>• Identify three reasons why customers remain loyal to a business</li> <li>• Recognize occupations</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be introduced to concepts and terms in each chapter of this unit through PowerPoint, teacher lecture, and/or outlining text. Notes will be kept in student folders.</li> <li>• For each chapter in the unit, students read, discuss and answer questions regarding the highlighted career featured in High Growth Occupations for the 21st Century</li> <li>• For each chapter in this unit, students will read and debate “What would you do?” regarding personal, work and ethical decisions featured in the chapter.</li> <li>• Class discussion n about quotes regarding skills, ethics, philosophy from various will be presented</li> <li>• Group Activity: Communication Skills (Lego exercise, Word Association exercise)</li> <li>• Role Play: telephone skills, responding to customer objections</li> <li>• Write an email using guidelines for business</li> </ul> | <b>Teacher prepared material</b><br><b>Computer Station</b><br><b>Microsoft Office</b><br><b>Occupational Outlook Handbook</b><br><b>Text (Chapters 9-13)</b><br><b>Text Workbook</b><br><b>Naviance</b><br><b>Educational Videos</b><br><b>Career Cluster Search</b><br><a href="http://www.cengage.com/school/working">www.cengage.com/school/working</a><br><a href="http://www.gale.cengage.com/careertransitions">www.gale.cengage.com/careertransitions</a> | 9.1.12.A.1<br>9.4.12.N.1,2, 8-9,12-15,20-21<br>9.4.12.N.75,79<br>9.4.12.N.27-33 | CCSS:<br>Gr.11-12,<br>RST 1<br>CCSS:<br>Gr.11-12,<br>RST 3<br>CCSS:<br>Gr.11-12,<br>RST 4<br>CCSS:<br>Gr.11-12,<br>RST 8<br>CCSS:<br>Gr.11-12,<br>RST 10<br>CCSS:<br>Gr.11-12,<br>WHST 10 | <p><b><u>Formative Assessments:</u></b><br/>                     (Specify evaluation methods and criteria with frequency. <i>Include Benchmark Assessments</i>)</p> <p><b><u>Summative Assessment(s)</u></b></p> |

| Topics/Concepts<br>(Incl. time / # days per topic) | Critical Content<br>(Students Will Know:)  | Skill Objectives<br>(Students Will Be Able To:)   | Instructional/Learning Activities<br>& Interdisciplinary Connections  | Instructional Resources | Technology & 21 <sup>st</sup> C Skills<br>Integration (Specify) | NJCCCS w/<br>CPI Reference | Evaluation/ Assessment: |
|--|--|---|---|-------------------------|---|----------------------------|-------------------------|
|  | <p>procedure</p> <ul style="list-style-type: none"> <li>• How to identify self-employment opportunities</li> <li>• Steps to running a small business</li> <li>• Computer hardware,</li> <li>• Basics of Microsoft Office programs</li> </ul> | <p>require different levels of math skills and that all 16 career clusters include math skill requirements</p> <ul style="list-style-type: none"> <li>• Apply math skills to business transactions</li> <li>• Calculate surface and volume measurements</li> <li>• Convert measures on one unit to another</li> <li>• Describe the MyPlate food guidance system</li> <li>• Identify recommended weight and daily caloric intake</li> <li>• Name 3 major ways to reduce stress</li> <li>• Describe benefits of physical exercise</li> <li>• Define leadership</li> <li>• Compare and contrast leadership and how it differs from management</li> <li>• Describe the three most common leadership styles</li> <li>• List six traits of effective leaders</li> <li>• Explain the purposes of career and technical student organizations</li> <li>•</li> <li>•</li> </ul> | <p>writing</p> <ul style="list-style-type: none"> <li>• Review parts of a business letter and students</li> <li>• Brainstorm importance of proper use and pitfalls of social media as a member of the workforce</li> <li>• Pair and Share: advantages and disadvantages of a paperless office. Class discussion on examples of communication technologies</li> <li>• List different generations and students list characteristics of each. Apply these characteristics to ways in which they wish to be treated as customers</li> <li>• View all 16 career clusters and identify ways in which they require math skills</li> <li>• Practice business math problems by accessing <a href="http://www.cengage.com/school/working">www.cengage.com/school/working</a></li> <li>• Use Teach p. 240 of text to have students learn and practice math skills and measurements</li> <li>• View and videos on MyPlate website</li> <li>• Compare and contrast nutritional labels on various food packages</li> <li>• Brainstorm positive and negative effects of stress</li> <li>• Perform exercises used to reduce stress</li> <li>• Research government and private agencies that promote safety</li> </ul> |                         |   |                            |                         |

| <u>Topics/Concepts</u><br>(Incl. time / # days per topic) | <u>Critical Content</u><br>(Students Will Know:) | <u>Skill Objectives</u><br>(Students Will Be Able To:) | <u>Instructional/Learning Activities &amp; Interdisciplinary Connections</u>   | <u>Instructional Resources</u> | <u>Technology &amp; 21<sup>st</sup> C Skills Integration (Specify)</u> | <u>NJCCCS w/ CPI Reference</u> | <u>Evaluation/ Assessment:</u> |
|---|--|--|--|--------------------------------|--|--------------------------------|--------------------------------|
|   |  |  | <ul style="list-style-type: none"> <li>• Pair and Share: Compare and contrast leadership and management</li> <li>• Independent Practice: choose of company and identify and discuss the leadership style of top management</li> <li>• Complete survey to identify student's leadership style</li> <li>• Conduct a class meeting using parliamentary procedure</li> <li>• Create a table in Microsoft Word to list forms of organization structures and compare and contrast</li> <li>• Search the Web to find and report on successful teenage entrepreneurs</li> <li>• Project: take ownership of student's worksite and reorganize business, product width and depth, leadership, etc.</li> <li>• Using SBA website, students take online assessment to see if they have skills of an entrepreneur</li> <li>• View and discuss videos on Frontline, 'Rewiring Young Brains and Online, All the Time' regarding potential downsides of constant use of technology</li> <li>• Students will complete many of above assignments using various Microsoft Office programs including Word, Excel, Access, and Power Point</li> </ul> |                                |  |                                |                                |

| <u>Topics/Concepts</u><br>(Incl. time / # days per topic) | <u>Critical Content</u><br>(Students Will Know:) | <u>Skill Objectives</u><br>(Students Will Be Able To:) | <u>Instructional/Learning Activities</u><br>& <u>Interdisciplinary Connections</u>   | <u>Instructional Resources</u> | <u>Technology &amp; 21<sup>st</sup> C Skills</u><br><u>Integration (Specify)</u> | <u>NJCCCS w/</u><br><u>CPI Reference</u> | <u>Evaluation/ Assessment:</u> |
|---|--|--|--|--------------------------------|--|--|--------------------------------|
|   |  |  | <ul style="list-style-type: none"> <li>For each chapter, paired activity using Focus on the Workplace. Students read and answer questions about real-life workplace topics related to the unit.</li> </ul> |                                |  |  |                                |

# Unit Modifications for Special Population Students:

| Struggling Learners   | Gifted and Talented Students<br>(Challenge Activities)   | English Language Learners   | Special Education Students   |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Assist students in getting organized.</li> <li>• Give short directions.</li> <li>• Use drill exercises.</li> <li>• Give prompt cues during student performance.</li> <li>• Let students with poor writing skills use a computer.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Give prompt feedback.</li> <li>• Use continuous assessment to mark students' daily progress.</li> <li>• Prepare materials at varying levels of ability.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide ample opportunities for creative behavior.</li> <li>• Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>• Show appreciation for creative efforts</li> <li>• Respect unusual questions, ideas, and solutions.</li> <li>• Encourage students to test their ideas.</li> <li>• Provide opportunities and give credit for self-initiated learning.</li> <li>• Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>• Allow time for reflection.</li> <li>• Resist immediate and constant evaluation.</li> <li>• Avoid comparisons to other students.</li> </ul> | <ul style="list-style-type: none"> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</li> </ul> | <ul style="list-style-type: none"> <li>• Use concrete examples to introduce concepts.</li> <li>• Make learning activities consistent.</li> <li>• Use repetition and drills spread over time.</li> <li>• Provide work folders for daily assignments.</li> <li>• Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Encourage students to function independently.</li> <li>• Give students extra time to both ask and answer questions while giving hints to answers.</li> <li>• Give simple directions and read them over with students.</li> <li>• Shorten the number of items on exercises, tests, and quizzes.</li> </ul> |

# UNIT OVERVIEW

**Course Title:** Cooperative Work Experience

**Unit #:** UNIT 6 OVERVIEW

**Unit Title:** Managing Your Money

**Unit Description and Objectives:**

Students will review the basic principles of economics and the American free enterprise system. This unit will help them become informed and educated consumers, knowing their rights and responsibilities. They will explore different savings and investment vehicles and understand how to develop and use a budget, stressing the importance of saving. The perils and rewards of credit will be discussed. Various types of taxes and taxation will be discussed, culminating in the students' completion of a Form 1040EZ. This unit will begin to prepare students for independent life by exploring subjects such as consumerism, insurance for home, car, and health, money management, and retirement saving.

**Essential Questions and Enduring Understandings:**

| <b>Essential Questions:</b>   | <b><u>Enduring Understandings/Generalizations</u></b><br><b>Students will understand that:</b> | <b>Guiding Questions</b>  |
|---|--|---|
| 1. Why is it important for me to understand finance and money management? | 1. Money management is essential to financial independence.                                    | 1.1 Why is it important to establish good credit early in life?<br>1.2 Where and how can people invest their money?<br>1.3 What are the advantages of being financially secure?<br>Etc. |
| 2. How do budgets aid in financial planning?                              | 2. Creating a budget is a first step to financial planning.                                    | 2.1 Who should create a budget and why?<br>2.2 What items are considered when creating a budget?<br>2.3 What does it mean to live within your means?                                    |



# CURRICULUM UNIT PLAN

**Course Title/Grade:** Cooperative Work Experience/12  
**Unit Number/Title:** Unit 6/Managing Your Money  
**Conceptual Lens:** \_\_\_\_\_  
**Appropriate Time Allocation (# of Days):** 8 weeks

| Primary Core Content Standards referenced With Cumulative Progress Indicators |  |  |  |
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|   |  |  |  |

| Topics/Concepts<br>(Incl. time / # days per topic)  | Critical Content<br>(Students Will Know:)  | Skill Objectives<br>(Students Will Be Able To:)   | Instructional/Learning Activities<br>& Interdisciplinary Connections  | Instructional Resources  | Technology & 21 <sup>st</sup> C Skills<br>Integration (Specify)  | NJCCCS w/<br>CPI Reference   | Evaluation/ Assessment:  |
|---|--|---|---|--|--|--|--|
| <b>The Economic World</b><br><br>Principles of Economics<br><br>Free Enterprise System<br><br>Global Economy<br><br>The Consumer in the Marketplace<br><br>You as a Consumer<br><br>Advertising and the Consumer<br><br>Consumer Rights and Responsibilities<br><br>Banking and Credit<br><br>Financial Institutions<br><br>Checking Accounts Credit and Its Use<br><br>Budgeting Money<br><br>Saving Money | <ul style="list-style-type: none"> <li>• Understand the basic principles of economics</li> <li>• Discuss the principles of the American free enterprise system</li> <li>• Define the characteristics of economic globalization</li> <li>• Know the rights and responsibilities as consumers</li> <li>• Explain how to open and manage a checking account</li> <li>• Discuss the use of credit</li> <li>• Identify factors leading to recent economic and baking crisis</li> <li>• How to get the greatest benefit from their money by developing and using a budget</li> <li>• Various types of savings institutions</li> <li>• Steps to investing money</li> <li>• The characteristics</li> </ul> | <ul style="list-style-type: none"> <li>• List the four factors of production</li> <li>• Explain the circular flow of economic activity</li> <li>• Illustrate how supply and demand influence market prices</li> <li>• Name two types of economic systems</li> <li>• Summarize characteristics of the American free enterprise system</li> <li>• Name three things required for economic growth</li> <li>• Discuss types of economic freedoms that you enjoy</li> <li>• Explain economic globalization</li> <li>• Identify the major influences on economic globalization</li> <li>• Describe the positive and negative results of economic globalizations</li> <li>• Distinguish between goods and services</li> <li>• Name and describe the three stages involved in consuming goods and services</li> </ul> | <ul style="list-style-type: none"> <li>• Students will be introduced to concepts and terms in each chapter of this unit through PowerPoint, teacher lecture, and/or outlining text. Notes will be kept in student folders.</li> <li>• For each chapter in the unit, students read, discuss and answer questions regarding the highlighted career featured in High Growth Occupations for the 21st Century</li> <li>• For each chapter in this unit, students will read and debate “What would you do? regarding personal, work and ethical decisions featured in the chapter.</li> <li>• For each chapter, paired activity using Focus on the Workplace. Students read and answer questions about real-life workplace topics related to the unit</li> <li>• Create a list of examples of each factor of production</li> <li>• Illustrate flow of economic activity using Activity 2 p.357</li> <li>• Apply laws of supply and demand through graph</li> </ul> | <b>Teacher prepared material</b><br><b>Computer Station</b><br><b>Microsoft Office</b><br><b>Occupational Outlook Handbook</b><br><b>Text (Chapters 14-19)</b><br><b>Text Workbook</b><br><b>Naviance</b><br><b>Educational Videos</b><br><b>Career Cluster Search</b><br><a href="http://www.cengage.com/school/working">www.cengage.com/school/working</a><br><a href="http://www.gale.cengage.com/careertransitions">www.gale.cengage.com/careertransitions</a> | 8.1.12.A.4<br>9.1.12.A.1<br>9.2.12.A.9,11-12<br>9.2.12.B.1-5,8,10<br>9.2.12.C.1-4<br>9.2.12.D.1,3,5,7,11-12<br>9.4.12.N.1, 8-9,12-15,20-21 | CCSS:<br>Gr.11-12,<br>RST 1<br>CCSS:<br>Gr.11-12,<br>RST 3<br>CCSS:<br>Gr.11-12,<br>RST 4<br>CCSS:<br>Gr.11-12,<br>RST 8<br>CCSS:<br>Gr.11-12,<br>RST 10<br>CCSS:<br>Gr.11-12,<br>WHST 10<br>CCSS N-Q<br>1,2,3 | <p style="text-align: center;"><b><u>Formative Assessments:</u></b><br/>                     (Specify evaluation methods and criteria with frequency. <i>Include Benchmark Assessments</i>)</p> <p style="text-align: center;"><b><u>Summative Assessment(s)</u></b></p> |

| <u>Topics/Concepts</u><br>(Incl. time / # days per topic)                             | <u>Critical Content</u><br>(Students Will Know:)  | <u>Skill Objectives</u><br>(Students Will Be Able To:)  | <u>Instructional/Learning Activities</u><br>& <u>Interdisciplinary Connections</u>  | <u>Instructional Resources</u> | <u>Technology &amp; 21<sup>st</sup> C Skills</u><br><u>Integration (Specify)</u> | <u>NJCCCS w/</u><br><u>CPI Reference</u> | <u>Evaluation/ Assessment:</u> |
|---|---|---|---|--------------------------------|--|--|--------------------------------|
| Investing Money<br>Health Insurance<br>Life and Home Insurance<br>Auto Insurance<br>. | of health, disability, life, and auto insurance<br>• The use of taxation<br>• How to complete a tax return<br>• Benefits of Social Security | • Explain what is meant by planned and perceived obsolescence<br>• Explain the advantages and disadvantages of advertising<br>• Apply different advertising techniques to worksite products<br>• Describe sales traps to avoid<br>• Discuss types of consumer rights<br>• Describe responsibilities of consumers<br>• Summarize steps in dealing with consumer problems<br>• Name and describe the four major types of financial institutions<br>• Discuss how electronic banking has changed money management<br>• Explain the recession, the housing market, and protections provided by the FDIC<br>• Describe types of checking accounts and how to open an account<br>• Illustrate how to write and endorse a check, maintain a check register, make a deposit, reconcile a bank statement<br>• Name and describe the two basic types of credit<br>• Discuss new credit legislation<br>• Calculate the cost of | • Research federal and state employment growth using DOL statistics<br>• Identify communication through charts and graphs and using the Internet give an example of one for an economic factor<br>• Apply pros and cons of globalization by completing closing activity on p. 355<br>• take literacy test, calculate CPI Inflation, explore globalization trends using <a href="http://www.cengage.com/school/working">www.cengage.com/school/working</a> to<br>• brainstorm things that the government can do to stimulate a slow economy<br>• Use consumer magazines to distinguish between brand, store and generic brands<br>• Apply formal decision making strategy to making a major purchase<br>• Find examples of advertising techniques and apply one technique to a good/service at student's worksite<br>• Debate ethical issues of some of the advertising techniques discussed<br>• Use all the points of a formal letter by writing a letter of consumer complaint<br>• Compare and contrast various financial institutions<br>• Using YouTube video, view instructions for checking accounts. Write a check, |                                |  |  |                                |

| <u>Topics/Concepts</u><br>(Incl. time / # days per topic) | <u>Critical Content</u><br>(Students Will Know:) | <u>Skill Objectives</u><br>(Students Will Be Able To:)   | <u>Instructional/Learning Activities</u><br>& <u>Interdisciplinary Connections</u>   | <u>Instructional Resources</u> | <u>Technology &amp; 21<sup>st</sup> C Skills</u><br><u>Integration (Specify)</u> | <u>NJCCCS w/</u><br><u>CPI Reference</u> | <u>Evaluation/ Assessment:</u> |
|---|--|--|--|--------------------------------|--|--|--------------------------------|
|   |  | credit <ul style="list-style-type: none"> <li>• Identify your own personal income and spending patterns</li> <li>• Name and describe the four steps involved in developing and using a budget</li> <li>• Distinguish between regular and variable expenditures</li> <li>• Discuss the importance of setting aside income for savings</li> <li>• Name and describe the two basic types of savings accounts</li> <li>• Compute interest rate returns</li> <li>• Discuss advantages and disadvantages of investing</li> <li>• Explain the following types of investments</li> <li>• Explain the basic idea of insurance</li> <li>• Discuss health insurance, disability insurance and COBRA</li> <li>• Explain the Affordable Care Act</li> <li>• Discuss characteristics of term life insurance</li> <li>• Outline different characteristics of homeowner's insurance</li> <li>• Name and describe six types of auto insurance coverage</li> <li>• Identify factors that influence the cost of auto insurance</li> </ul> | deposit slip, check register and balance a checkbook <ul style="list-style-type: none"> <li>• Make a list of 5 short and 5 long term financial goals, with time frame</li> <li>• View educational videos on the use of credit</li> <li>• Share experiences regarding use of credit</li> <li>• Identify cost of credit cards using samples of credit card statements</li> <li>• Independent Practice: track spending for a week. Using information establish a personal budget</li> <li>• Partner Activity: Create a PowerPoint for a dream vacation to identify cost, use the decision making process within a budget</li> <li>• Using an interest calculator on Internet, solve problems for simple, compound, and Rule of 72</li> <li>• Brainstorm different types of losses/risks people have and types of insurance to cover those risks</li> <li>• Class debate: Affordable Care Act</li> <li>• List pros and cons of types of life insurance and complete Activity 4, p. 453</li> <li>• Class creates a list of reasons why teens have high auto insurance premiums</li> <li>• Using Internet, research state's requirements for auto insurance</li> <li>• Identify which type of coverage is used in</li> </ul> |                                |  |  |                                |

| <u>Topics/Concepts</u><br>(Incl. time / # days per topic) | <u>Critical Content</u><br>(Students Will Know:) | <u>Skill Objectives</u><br>(Students Will Be Able To:)   | <u>Instructional/Learning Activities</u><br>& <u>Interdisciplinary Connections</u>  | <u>Instructional Resources</u> | <u>Technology &amp; 21<sup>st</sup> C Skills</u><br><u>Integration (Specify)</u> | <u>NJCCCS w/</u><br><u>CPI Reference</u> | <u>Evaluation/ Assessment:</u> |
|---|--|--|---|--------------------------------|--|--|--------------------------------|
|   |  | <ul style="list-style-type: none"> <li>• Explain no-fault insurance</li> <li>• Explain the purpose of taxes</li> <li>• Identify and explain the major types of taxes</li> <li>• Illustrate the difference between graduated and flat tax</li> <li>• Summarize the process of determining income tax</li> <li>• Complete a Form 1040EZ</li> <li>• Define social security</li> <li>• Describe six major federal and state social insurance programs</li> <li>• Explain who is eligible for social security</li> <li>• Demonstrate awareness of issues related to future funding of Social Security, Medicare and Medicaid</li> <li>• Explain the purpose of individual retirement accounts</li> <li>• Name and describe two types of IRAs</li> </ul> | <p>situations</p> <ul style="list-style-type: none"> <li>• Brainstorm list of services provided through taxation</li> <li>• Using IRS student site, students complete the Whys and How's of Taxation</li> <li>• Using tax table, students calculate state and federal income tax for different scenarios</li> <li>• Using sample Form W-2, students identify the various parts of the form</li> <li>• Teacher demo of Form 1040 EZ, students complete 1040 with a partner.</li> <li>• Using their own tax information (W2) students complete a federal and state 1040EZ</li> <li>• Pair and share: list ways to change/improve Social Security giving details on how to fund the program</li> <li>• Create a Venn diagram for Social Security and Individual Retirement Accounts</li> </ul> |                                |  |  |                                |

# Unit Modifications for Special Population Students:

| Struggling Learners   | Gifted and Talented Students<br>(Challenge Activities)   | English Language Learners   | Special Education Students   |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Assist students in getting organized.</li> <li>• Give short directions.</li> <li>• Use drill exercises.</li> <li>• Give prompt cues during student performance.</li> <li>• Let students with poor writing skills use a computer.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Give prompt feedback.</li> <li>• Use continuous assessment to mark students' daily progress.</li> <li>• Prepare materials at varying levels of ability.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide ample opportunities for creative behavior.</li> <li>• Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>• Show appreciation for creative efforts</li> <li>• Respect unusual questions, ideas, and solutions.</li> <li>• Encourage students to test their ideas.</li> <li>• Provide opportunities and give credit for self-initiated learning.</li> <li>• Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>• Allow time for reflection.</li> <li>• Resist immediate and constant evaluation.</li> <li>• Avoid comparisons to other students.</li> </ul> | <ul style="list-style-type: none"> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</li> </ul> | <ul style="list-style-type: none"> <li>• Use concrete examples to introduce concepts.</li> <li>• Make learning activities consistent.</li> <li>• Use repetition and drills spread over time.</li> <li>• Provide work folders for daily assignments.</li> <li>• Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Encourage students to function independently.</li> <li>• Give students extra time to both ask and answer questions while giving hints to answers.</li> <li>• Give simple directions and read them over with students.</li> <li>• Shorten the number of items on exercises, tests, and quizzes.</li> </ul> |

# UNIT OVERVIEW

**Course Title:** Cooperative Learning Experience

**Unit #:** UNIT 7 OVERVIEW

**Unit Title:** Living on Your Own

**Unit Description and Objectives:**

This unit continues to prepare students for independent living by exploring subjects such as our legal system, housing alternatives, healthful living, responsible citizenship, and lifelong learning. The general processes by which laws are enforced and how a court works are summarized. Different housing alternatives, each having pros and cons, will be examined. Nutrition, stress management, and physical fitness will be discussed. The unit will give emphasis to the responsibilities of citizenship, the importance of voting, and continued education.

**Essential Questions and Enduring Understandings:**

| <b>Essential Questions:</b>                                   | <b><u>Enduring Understandings/Generalizations</u></b><br>Students will understand that:             | <b>Guiding Questions</b>   |
|---|---|--|
| 1. How do I plan for the future?                              | 1. Goal setting is an important part of personal and career success.                                | 1.1 Where do I want to be in 5 years, 10 years?<br>1.2 What steps am I making to achieve the goals I have set?   |
| 2. How do I become an independent and self-sufficient person? | 2. Financial and career planning are necessary to become an independent and self-sufficient person. | 2.1 What expenses must I consider if I want to live on my own?<br>2.2 What personal resources are necessary to make a smooth transition from adolescence to adulthood? |

# CURRICULUM UNIT PLAN

**Course Title/Grade:** Cooperative Work Experience  
**Unit Number/Title:** Unit 7 / Living on Your Own  
**Conceptual Lens:** \_\_\_\_\_  
**Appropriate Time Allocation (# of Days):** 5 weeks

| Primary Core Content Standards referenced With Cumulative Progress Indicators |  |  |  |
|---|--|--|--|
|   |  |  |  |
|   |  |  |  |
|   |  |  |  |

| Topics/Concepts<br>(Incl. time / # days per topic)  | Critical Content<br>(Students Will Know:)   | Skill Objectives<br>(Students Will Be Able To:)  | Instructional/Learning Activities<br>& Interdisciplinary Connections   | Instructional Resources   | Technology & 21 <sup>st</sup> C Skills<br>Integration (Specify)                                | NJCCCS w/<br>CPI Reference  | Evaluation/ Assessment:  |
|---|---|--|--|---|--|---|--|
| The Legal System<br><br>The Nature of Law<br><br>The Court System<br><br>Legal Services<br><br>Housing Plans<br><br>Apartment Life<br><br>Be a Citizen<br><br>Education and Training Options<br><br>Funding and Financial Aid for Education | <ul style="list-style-type: none"> <li>The nature of law and two main types of law</li> <li>The general processes by which laws are enforced</li> <li>How a court works</li> <li>Guidelines for choosing a lawyer</li> <li>Different housing alternatives</li> <li>How to locate and evaluate an apartment</li> <li>The landlord-tenant relationships</li> <li>How to be a responsible citizen</li> <li>The need for an ongoing education</li> <li>How to access reliable continuing education information and financial aid</li> <li>The importance of establishing goals, from short term to life time.</li> <li>Link all aspect of personal finance to their life</li> <li>An important first</li> </ul> | <ul style="list-style-type: none"> <li>Explain the difference between civil and public law</li> <li>Describe the general process by which laws are enforced</li> <li>Identify situations that may require legal advice</li> <li>Explain how to choose a lawyer</li> <li>Name the three types of legal fees</li> <li>Explain the four responsibilities of citizenship</li> <li>Summarize the process of registering to vote</li> <li>Discuss the importance of voting</li> <li>List sources of facts on candidates and issues</li> <li>Discuss why education or training beyond high school may be needed</li> <li>Identify housing alternatives</li> <li>Discuss advantages and disadvantages of renting and buying</li> <li>Name and describe factors to consider when finding an apartment</li> <li>Summarize items</li> </ul> | <ul style="list-style-type: none"> <li>Students will be introduced to concepts and terms in each chapter of this unit through PowerPoint, teacher lecture, and/or outlining text. Notes will be kept in student folders.</li> <li>For each chapter in the unit, students read, discuss and answer questions regarding the highlighted career featured in High Growth Occupations for the 21st Century</li> <li>For each chapter in this unit, students will read and debate “What would you do?” regarding personal, work and ethical decisions featured in the chapter.</li> <li>For each chapter, paired activity using Focus on the Workplace. Students read and answer questions about real-life workplace topics related to the unit</li> <li>Watch a city council or state assembly meeting on cable. Students take notes about people’s rolls, the bill, procedures and outcome. Discuss and create a flowchart of the proceedings</li> </ul> | <b>Teacher prepared material</b><br><b>Computer Station</b><br><b>Microsoft Office</b><br><b>Occupational Outlook Handbook</b><br><b>Text (Chapters 20-22)</b><br><b>Text Workbook</b><br><b>Naviance</b><br><b>Educational Videos</b><br><b>Career Cluster Search</b><br><a href="http://www.cengage.com/school/working">www.cengage.com/school/working</a><br><a href="http://www.gale.cengage.com/careertransitions">www.gale.cengage.com/careertransitions</a><br><b>Guest speaker: mayor, councilman, etc.</b> | 9.1.12.A.1<br>9.2.12.C.1-4,7<br>9.2.12.E3,6-7<br>9.2.12.G.2,6-7<br>9.4.12.N.1, 8-9,12-15,20-21 | CCSS:<br>Gr.11-12,<br>RST 1<br>CCSS:<br>Gr.11-12,<br>RST 3<br>CCSS:<br>Gr.11-12,<br>RST 4<br>CCSS:<br>Gr.11-12,<br>RST 8<br>CCSS:<br>Gr.11-12,<br>RST 10<br>CCSS:<br>Gr.11-12,<br>WHST 1.a,<br>1.c002E<br>CCSS:<br>Gr.11-12,<br>WHST 10<br>CCSS: N-Q<br>1,2,3<br>6.2.12.A.6.a | <p><b><u>Formative Assessments:</u></b><br/>                     (Specify evaluation methods and criteria with frequency. <i>Include Benchmark Assessments</i>)</p> <p><b><u>Summative Assessment(s)</u></b></p> |

| Topics/Concepts<br>(Incl. time / # days per topic) | Critical Content<br>(Students Will Know:)                                | Skill Objectives<br>(Students Will Be Able To:)  | Instructional/Learning Activities<br>& Interdisciplinary Connections  | Instructional Resources | Technology & 21 <sup>st</sup> C Skills<br>Integration (Specify) | NJCCCS w/<br>CPI Reference | Evaluation/ Assessment: |
|--|--|--|---|-------------------------|---|----------------------------|-------------------------|
|  | <p>step to future financial independence is to make a life-span plan</p> | <p>included in an apartment lease</p> <ul style="list-style-type: none"> <li>• Explain rights and responsibilities of landlords and tenants</li> </ul> | <ul style="list-style-type: none"> <li>• Distinguish between violations of crime and ordinances by accessing <a href="http://www.cengage.com/school/working">www.cengage.com/school/working</a></li> <li>• Divide class in two groups; one finds examples of real cases handled by state courts and the other by federal court</li> <li>• Group Activity: diagram the court system in NJ and create a flowchart of how a civil case is adjudicated</li> <li>• Class debate on the whether common or statute law is more just</li> <li>• Find examples of advertising by attorneys and discuss the ethics of the advertising methods</li> <li>• After viewing an episode of smalls claims court TV show Partner Activity: research the guides and forms required to file a complaint in small claims court</li> <li>• research education/training required for various jobs using <a href="http://www.bls.gov">www.bls.gov</a></li> <li>• read article on buying vs renting and create a Venn diagram comparing and contrasting the two</li> <li>• using various resources students find an apartment to live in after graduation or while in college and complete worksheet</li> <li>• Partner Project: create a PowerPoint and budget for</li> </ul> |                         |   |                            |                         |



| <u>Topics/Concepts</u><br>(Incl. time / # days per topic) | <u>Critical Content</u><br>(Students Will Know:) | <u>Skill Objectives</u><br>(Students Will Be Able To:) | <u>Instructional/Learning Activities</u><br>& <u>Interdisciplinary Connections</u>  | <u>Instructional Resources</u> | <u>Technology &amp; 21<sup>st</sup> C Skills</u><br><u>Integration (Specify)</u> | <u>NJCCCS w/</u><br><u>CPI Reference</u> | <u>Evaluation/ Assessment:</u> |
|---|--|--|---|--------------------------------|--|--|--------------------------------|
|   |  |  | <p>Living on Your Own</p> <ul style="list-style-type: none"> <li>• Capstone Project: each student will link all aspect of personal finance to their life to prepare for future financial independence. Compile a notebook of journal entries and completed activities from each chapter and life-span timeline</li> </ul> |                                |  |  |                                |

# Unit Modifications for Special Population Students:

| Struggling Learners   | Gifted and Talented Students<br>(Challenge Activities)   | English Language Learners   | Special Education Students   |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Assist students in getting organized.</li> <li>• Give short directions.</li> <li>• Use drill exercises.</li> <li>• Give prompt cues during student performance.</li> <li>• Let students with poor writing skills use a computer.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Give prompt feedback.</li> <li>• Use continuous assessment to mark students' daily progress.</li> <li>• Prepare materials at varying levels of ability.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide ample opportunities for creative behavior.</li> <li>• Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li>• Show appreciation for creative efforts</li> <li>• Respect unusual questions, ideas, and solutions.</li> <li>• Encourage students to test their ideas.</li> <li>• Provide opportunities and give credit for self-initiated learning.</li> <li>• Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li>• Allow time for reflection.</li> <li>• Resist immediate and constant evaluation.</li> <li>• Avoid comparisons to other students.</li> </ul> | <ul style="list-style-type: none"> <li>• Use a slow, but natural rate of speech; speak clearly; use shorter sentences; repeat concepts in several ways.</li> <li>• When possible, use pictures, photos, and charts.</li> <li>• Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li>• Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li>• Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li>• Integrate students' cultural background into class discussions.</li> <li>• Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</li> </ul> | <ul style="list-style-type: none"> <li>• Use concrete examples to introduce concepts.</li> <li>• Make learning activities consistent.</li> <li>• Use repetition and drills spread over time.</li> <li>• Provide work folders for daily assignments.</li> <li>• Use behavior management techniques, such as behavior modification, in the area of adaptive behavior.</li> <li>• Break assignments into small segments and assign only one segment at a time.</li> <li>• Demonstrate skills and have students model them.</li> <li>• Encourage students to function independently.</li> <li>• Give students extra time to both ask and answer questions while giving hints to answers.</li> <li>• Give simple directions and read them over with students.</li> <li>• Shorten the number of items on exercises, tests, and quizzes.</li> </ul> |

# CROSS-CONTENT STANDARDS ANALYSIS

**Course Title:** Cooperative Work Experience      **Grade:** 12

| Unit Title:                                   | Visual and Performing Arts | Comp. Health & Physical Ed. | English Language Arts   | Mathematics    | Science | Social Studies   | World Languages | Technology                             | 21 <sup>st</sup> Century Life & Careers   |
|---|----------------------------|-----------------------------|---|----------------|---------|--|-----------------|--|---|
| I. Employee Orientation/Work Preparation Hunt |                            |                             | CCSS: Gr.11-12, RST 1<br>CCSS: Gr.11-12, RST 4<br>CCSS: Gr.11-12, RST 10  |                |         | 6.3.12.D.1   |                 | 8.1.12.A.2                             | 9.1.12.A.1<br>9.1.12.F.2,5<br>9.4.12.N.1<br>9.4.12.N.8-9,12-15,20-21<br>9.4.12.N.62,64.65   |
| II. Career Decision Making and the Job        |                            |                             | CCSS: Gr.11-12, RST 1<br>CCSS: Gr.11-12, RST 3<br>CCSS: Gr.11-12, RST 4<br>CCSS: Gr.11-12, RST 8<br>CCSS: Gr.11-12, RST 10<br>CCSS: Gr.11-12, WHST 1.a, 1.c<br>CCSS: Gr.11-12, RST 8<br>CCSS: Gr.11-12, WHST 10 |                |         |  |                 | 8.1.12.A.4<br>8.2.12.B.3<br>8.1.12.D.1 | 9.2.12.A1-3<br>9.3.12.C.2,4,6-8,10,14,19<br>9.4.12.N.8-9,12-15,20-21<br>9.4.12.N.1<br>9.4.12.N.668-69,73<br>N.(1).15<br>N.(2).11<br>N.(4)17-18<br>N(5).13<br>N(6).3 |
| III. Safety Skills                            |                            |                             | CCSS: Gr.11-12, RST 1<br>CCSS: Gr.11-12, RST 3<br>CCSS: Gr.11-12, RST 4<br>CCSS: Gr.11-12, RST 10   |                |         |  |                 | 8.2Gr.12.A1                            | 9.1.12.A.1<br>9.4.12.N.1, 8-9,12-15,20-21<br>9.4.12.N46-52<br>9.4.12.N.8-9,12-15,20-21  |
| IV. The World of Work                         |                            |                             | CCSS: Gr.11-12, RST 1<br>CCSS: Gr.11-12, RST 3<br>CCSS: Gr.11-12, RST 4<br>CCSS: Gr.11-12, RST 10<br>CCSS: Gr.11-12,  | CCSS N-Q 1,2,3 |         | 6.3.12.A.2<br>6.3.12.D.1<br>6.2.12.C.5.B<br>6.2.12.C.5.D<br>6.2.12.A.6.A<br>6.3.12.C.1 |                 |  | 9.1.12.A.1<br>9.1.12.C.4,5<br>9.4.12.N.1,2,8-9,12-15,20-21<br>9.4.12.N.53-58,59,61,75,79<br>N.(1).2<br>N.(4).1-7<br>N.(4).12,16                                     |

|                         |  |  |  |                 |  |              |  |            |  |
|-------------------------|--|--|--|-----------------|--|--------------|--|------------|--|
|                         |  |  | WHST 1.a   |                 |  |              |  |            |  |
| V. Skills for Success   |  |  | CCSS: Gr.11-12, RST 1<br>CCSS: Gr.11-12, RST 3<br>CCSS: Gr.11-12, RST 4<br>CCSS: Gr.11-12, RST 8<br>CCSS: Gr.11-12, RST 10<br>CCSS: Gr.11-12, WHST 10                                      |                 |  |              |  |            | 9.1.12.A.1<br>9.4.12.N.1,2, 8-9,12-15,20-21<br>9.4.12.N.75,79<br>9.4.12.N.27-33  |
| VI. Managing Your Money |  |  | CCSS: Gr.11-12, RST 1<br>CCSS: Gr.11-12, RST 3<br>CCSS: Gr.11-12, RST 4<br>CCSS: Gr.11-12, RST 8<br>CCSS: Gr.11-12, RST 10<br>CCSS: Gr.11-12, WHST 10                                      | CCSS N-Q 1,2,3  |  |              |  | 8.1.12.A.4 | 9.1.12.A.1<br>9.2.12.A.9,11-12<br>9.2.12.B.1-5,8,10<br>9.2.12.C.1-4<br>9.2.12.D.1,3,5,7,11-12<br>9.4.12.N.1, 8-9,12-15,20-21 |
| VII. Living on Your Own |  |  | CCSS: Gr.11-12, RST 1<br>CCSS: Gr.11-12, RST 3<br>CCSS: Gr.11-12, RST 4<br>CCSS: Gr.11-12, RST 8<br>CCSS: Gr.11-12, RST 10<br>CCSS: Gr.11-12, WHST 1.a, 1.c002E<br>CCSS: Gr.11-12, WHST 10 | CCSS: N-Q 1,2,3 |  | 6.2.12.A.6.a |  |            | 9.1.12.A.1<br>9.2.12.C.1-4,7<br>9.2.12.E.3,6-7<br>9.2.12.G.2,6-7<br>9.4.12.N.1, 8-9,12-15,20-21                              |

\*All core content areas may not be applicable in a particular course.

# Washington Township Public Schools

## Department of Student Personnel Services

# CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

### **The intent is three-fold:**

- To provide alternative materials, techniques and evaluation criteria to address the range of students' needs;
- To parallel the regular curriculum in skill, content sequence and coverage to prepare students for mainstreaming;
- To maximize students' potential for movement to less restrictive environments.

In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.