

Special Education Curriculum Guide

Name of Course: Cooperative Work Study Program

Course Number: 80.01

Date Written: March 2008

Number of Credits: 15 Credits

Prerequisites: None

Grade Level Offered: Senior

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

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

Course Objectives:

1. Describe and define the main elements of the Work Study Program and the student's responsibilities in the program.
2. Understand, describe and complete program forms related to state and school rules and regulations.
3. Learn the importance of academic and occupational skills to achievement in the World of Work.

4. Secure employments and demonstrate skills required for successful performance at the related training site.
5. Adhere to all school and employer attendance policies.
6. Identify the laws that affect the workplace.
7. Display the ability to communicate effectively with others and perform job tasks accurately and efficiently.
8. Demonstrate and understand of employers expectations regarding work habits and attitudes.
9. Demonstrate effective human relations skills in dealing with fellow classmates, employers and co-workers.
10. Investigate and understand how to handle conflicts and stress.
11. Understand your personality type and how it affects your learning style and job performance.
12. Learn to use time efficiently and accurately.
13. Demonstrate responsible work ethics.
14. Apply principles of good grooming and business etiquette by displaying a professional image.
15. Demonstrate safe working practices and procedures to all training situations.
16. Explain how common injuries can be prevented.
17. Evaluate job progress and modifications in performance that may be needed.
18. Set career goals and be aware of the steps needed for self-direction toward those goals.
19. Identify careers of interest and the related education or training necessary to obtain the skills needed for that occupation.
20. Understand the history and possible benefits of unionization.
21. Demonstrate consumer and other financial skills.
22. Describe different types of credit, advantages of using credit and how to compare costs.
23. Develop skills as related to Job Hunting and Interview process-job application, cover letters, resumes and interviews.
24. Demonstrate an understanding of the banking systems—opening a checking/saving account, making and recording deposits/withdrawals and checkbook reconciliation.
25. Compare common saving methods.
26. Explain characteristics of different retirement plans.
27. Understand Social Security and future benefits.
28. Demonstrate an understanding of the tax system and taxation and complete the appropriate federal and state tax forms.
29. Identify steps in planning a budget and strategies utilized to stay within the budget.
30. Make the transition from school to the “World of Work” with direction and guidance.

Method of Instruction: The class will be taught in a business-like environment. The students will be responsible for all areas that will be discussed. The class will include some lectures, note taking, group discussions, job-sharing reviews, data entry of weekly hours and earnings, work-related simulations, computer research on related topics, instructional

videos, self-assessment test and surveys, participation in role play situations that are related to the world of work, and guest speakers will be utilized related to the topics being discussed.

Discussions will be related to the specific training sites that the students will be on. The students will rate themselves on the job and compare their ratings with their supervisors.

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

Core Curriculum Content standards Addressed

Cross-Content Workplace Readiness Standards (CCWRS)

- Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job. (CCWRS 1.1)
- Describe the importance of personal skills and attitudes to job success. (1.2)
- Identify career interest, abilities and skills. (1.3)
- Develop an individual career plan. (1.4)
- Identify skills that are transferable from one occupation to another. (1.5)
- Describe the importance of academic and occupational skills to achievement in the work world. (1.7)
- Demonstrate occupational skills developed through structured learning experiences, such as volunteer, community service and work-based experiences or part-time employment. (1.8)
- Identify job openings. (1.9)
- Prepare a resume and complete job applications. (1.10)
- Demonstrate skills and attitudes necessary for a successful job interview. (1.11)
- Demonstrate consumer and other financial skills. (1.12)
- Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting and retrieving and managing information. (2.3)
- Use technology and other tools to solve problems, collect data, and make decisions. (2.7)
- Use technology to present designs and results of investigations. (2.9)
- Recognize and define a problem or clarify decisions to be made. (3.1)
- Use models, relationships and observations to clarify problems and potential solutions. (3.2)
- Identify and access resources, sources of information and services in the school and community. (3.4)

- Conduct systematic observations. (3.7)
- Organize, synthesize and evaluate information for appropriateness and completeness. (3.8)
- Monitor and evaluate their own thinking.(3.10)
- Interpret and analyze data to draw conclusions.(3.12)
- Select and apply appropriate solutions to problem-solving and decision-making situations. (3.13)
- Evaluate the effectiveness of various solutions. (3.14)
- Set short and long term goals. (4.1)
- Work cooperatively with others to accomplish a task. (4.2)
- Evaluate their own actions and accomplishments. (4.3)
- Describe construction responses to criticism. (4.4)
- Provide constructive criticism to others. (4.5)
- Describe actions which demonstrate respect for others. (4.6)
- Describe roles people play in groups. (4.7)
- Demonstrate refusal skills. (4.8)
- Use time efficiently and effectively. (4.9)
- Apply study skills to expand their own knowledge and skills. (4.10)
- Describe how ability, effort and achievement are interrelated. (4.11)
- Explain how common injuries can be prevented. (5.1)
- Develop and evaluate an injury prevention program. (5.2)
- Identify safety and productive devices. (5.5)
- Identify common hazards and describe methods to correct them. (5.6)
- Discuss rules and laws designed to promote safety. (5.8)
- All students will use technology skills and tools to gather and organized information and to solve problems. (8.1)
- All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace. (9.1)
- All students will demonstrate critical life skills in order to be successful members of society. (9.2)

New Jersey Core Content Standards (NJCCS)

- Speak before a group to defend an opinion and present an oral interpretation. (NJCCS 1.1.15)
- Conduct an informational interview. (3.1.17)
- Demonstrate interview skills in real-life situations, such as college admissions or a job employment. (3.1.22)
- Evaluate the credibility of the speaker. (3.2.12)
- Understand that written communication can affect the behavior of others. (3.3.15)
- Write for real audiences and purposes, such as job applications, business letters, college applications and memoranda. (3.3.15)
- Explain and demonstrate the role of money in everyday life. (6.6.1)

- Distinguish between wants and needs. (6.6.4)
- Describe the work the people perform in our economic system. (6.6.3)
- Locate, select, retrieve and assess a variety of print, CD-ROM and online materials, and access technological resources independently. (NJCCS Library)

Overview: Making the transition from high school to college or a full-time job can be a formidable task for any student, but the transition is even more difficult when the student has special learning needs. To make informed decisions, students need to learn how to gather information and use the information to develop a plan of action that is right for them. Students also need to learn the skills required to self-advocate, to obtain and retain employment, and to be informed consumers.

Preparing For Work

Time: Beginning and
Throughout the
Year

Goals: Discuss the responsibilities and expectations of the program to the students and the employer. Rules and Regulations are discussed in detail. Working Papers are obtained (if not already done so over the summer). Training Agreements are written, evaluated and signed by the employers, parents, coordinator and student. Weekly job schedules and logs are filed with the coordinator so he/she knows when the student is working and available for observation. Discuss current news issues.

Objectives:

1. Students will be aware of their responsibilities to the coordinator and supervisor on the job through class discussions.
2. Weekly work schedules and logs will be completed each Monday.
3. Student will understand deductions from paycheck.
4. Student will discuss current news issues and understand the editorial cartoon format.

Materials:

All above mentioned forms are available with the coordinator.
Video- Top 91/2 Tips to Understanding Your Paycheck
US Today Paper-Fridays (Editorial Cartoon issue)

Evaluation and Job Review

Time: At the End of
Each Quarter

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

Objectives:

1. To conduct periodic job reviews for students to share their job experiences, problems, etc.
2. To have employers evaluate the students strengths and weaknesses each marking period.
3. To have students do a self-evaluation and then do a comparison with their employer's evaluation to ascertain areas that they will try to improve.
4. Accept and act favorably with constructive criticism.

Materials : Evaluation Form

Assessment: The employer's evaluation will generate a separate grade and is worth 10 credits. While the grade for the class will be teacher generated and will be worth 5 credits.

Unit 1 Safety, Labor Laws (State and Federal)

Time: First Quarter

Goals: Safety on the job is discussed in detail. The Occupation Safety and Health Act (OSHA) is introduced and discussed. The Right to Know Act is discussed. Students are made aware of their rights and responsibilities with regard to safety and the labor laws that affect their jobs and future employment.

Objectives:

1. Students will be aware of their safety rights on the job.
2. Students will be aware of the Right to Know Act which deals with handling of dangerous substances on the job.
3. Students will learn and be aware of the current labor laws on both the Federal State level.

Materials:

Right to Know Pamphlet
Occupational Safety and Health Act
Video: Top 91/2 Safety Habits

Assessment:

Discussions, work sheets and quizzes from materials used.

Unit 2 Getting To Know Yourself

Time: First & Second
Quarter

Goals: To help the student understand who they are and what they want for themselves and to develop and understand the interpersonal skills necessary to be successful in school and work. Students will understand how important good communication skills are, as well as the ability to resolve conflict. The making of good decisions and goal setting will be discussed.

Objectives:

1. Effectively communicate wants, needs, frustrations and concerns with others in a respectful but assertive manner.
2. Assess their strengths, weaknesses, needs, and interest.
3. Learn how to manage stress and deal with conflict.
4. Understand how individual goals and values affect life choices.
5. Use and understand self assessment tools.
6. Understand personality type and career choice

Materials:

O*NET Career Interest Inventory
O*NET Career Values Inventory
Kiersey Temperment (Personality) Survey (Based on Briggs-Myers)

Assessment:

Discussions, work sheets, self-assessment and quizzes from materials used.

Unit 3 Job Search Skills & Process

Time: End of Second
& Fourth Quarter

Goals: To create a resume and cover letter that will be functional in the student's present and future career choices. To have the students learn the art of searching for a job—the art of interviewing and completing job applications. To have the student acquire the skills necessary to “land the job they desire.”

Objectives:

1. Prepare a resume and cover letter including a comprehensive career objective.
2. To have students complete thoroughly and accurately job applications.
3. To have students learn how to prepare for an interview.
4. To have students learn to sell themselves at the interview—including presentation, opening and closing interview techniques, important questions to prepare for and ask.
5. To send a follow-up letter to thank the employer for the interview.
6. To have students learn various methods to utilize in order to search for career information that will be used in a final Power Point Presentation.

Materials:

The Job Hunting Handbook, (latest edition)
Video/DVD: Hire Education: Ten Ways to Find a Job, Successful Job Interviews
Various Job Applications
Interview Techniques—Supplemental Materials
Posters on Interview and Job Search
Internet

Assessment:

Discussions, work sheets and quizzes from materials used.
Formal Interview (Fourth Quarter)
Mid Term Project: Present and Future Cover Letter and Resume

Unit 4 Working on the Job

Time: Third Quarter

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

Objectives

1. Anticipate and manage anxieties and challenges of a new job.
2. Identify qualities an employer can expect of an employee regarding work habits and attitudes.
3. Understand why it is important to get along and work effectively with co-workers and the supervisors.
4. Understand why courtesy should be observed when quitting a job.
5. Discuss how a positive attitude and high self-esteem lead to success on the job.
6. Understand how important it is to know and abide by all company policies.
7. Understand the significance of employee performance reviews.

Materials:

Video/DVD: Getting Along on the Job, Would I Work With Me, Job Survival, Mind Your Manners, Success at Work-Transitions to Employment, 91/2 Ways to Resolve Conflict.
Supplemental Material
Internet

Assessment:

Discussions, work sheets and quizzes from materials used.

Unit 5 Personal Finances

Time: Third Quarter

Goal: To help the student gain a practical level of financial literacy, including an understanding of State and Local taxes.

Objectives:

1. Understand the different types of checking accounts.
2. Learn how to write a deposit slip and check correctly.
3. How to keep a proper check register and reconcile their checkbook.
4. Identify the effects of automated/computerized banking technology.
5. Understand different kinds of credit and the advantages/disadvantages.
6. Learn what APR, finance charges and fees for credit are and how they impact their credit and history.
7. How to apply for a loan.
8. Understand the principles that make for a good tax structure.

9. Learn how to file a Federal and State Income Tax return.
10. Understand the importance of a personal budget.
11. Understand the importance of saving for the future.

Materials:

Supplemental samples from various banks—deposit slips, checks and registers.
 Various credit card applications and offers.
 Federal and State Tax returns
 Video/DVD: Understanding Taxes (IRS), Checks and Balances: The Basics of Banking, Banks a User's Guide,

Assessment:

Discussions, work sheets and quizzes from materials used.
 Successful completion of Federal State Income Tax Return both personal and case studies.

Unit 6 The Modern Labor Movement

Time: Fourth Quarter

Goal: To have a basic understanding of the modern labor movement and the effect of the global labor market in today's society.

Objectives:

1. Understand the history of immigration in the United States and the impact of the modern labor movement.
2. Learn about the rise of labor unions.
3. Understand modern day globalization and the effect on labor here in the United States.

Materials:

Videos: "Norma Rae",
 "New York"- Documentary Episode Four 1898-1918

Assessment:

Discussions, work sheets and quizzes from materials used.

Unit 7 Career Exploration

Time : Fourth Quarter

Goal: To choose careers or career clusters of high interest and realistic attainment.

Objectives:

1. Research careers that have been determined to be of interest by the various methods of assessment used during the year.
2. Use technology to prepare a Power Point Presentation on a selected career and an outline of the presentation.
3. Present the Power Point Presentation to the class and staff for critical review.

Materials:

Internet
Outline worksheet

Assessment:

Discussions and work sheets from materials used.
Assessed work time in the computer lab.
Final Exam – Power Point Presentation

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

Assessment:

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

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

Class (5 credits)

Wage/Hour Reports/Logs	20%
Class Work	35%

Class Discussion Participation	35%
Quizzes	10%

Work Experience (10 credits)

Employer Evaluation	100%
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Homework and Extra Credit Policy:

Minimal homework is assigned-students look for relevant workplace articles in the newspaper and on the internet for class discussion to receive extra credit. Students must provide bi-monthly pay stubs.

Computer/Technology Needs:

Computer lab is utilized for their career research, resumes, cover letters and Power Point Presentation.

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