

Cooperative Work Study Outline

Name of Course: Cooperative Work Study

Level of Course: Special Education

Grade levels offered to: Seniors only

Course number: 80.01

Number of credits: 15

Revised date and Teacher's name: Ms Sandra Sullivan September 2007

Course Description:

The Cooperative Work Study Program is designed to provide senior students with a smooth transition from School-To-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 community business 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.

Standards Targeted Throughout this Curriculum:

Cross Content Workplace Readiness Standards

- 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. (CCWRS 1.2)
- Identify career interests, abilities, and skills. (CCWRS 1.3)
- Develop an individual career plan. (CCWRS 1.4)
- Identify skills that are transferable from one occupation to another. (CCWRS 1.5)
- Describe the importance of academic and occupational skills to achievement in the work world. (CCWRS 1.7)
- Demonstrate occupational skills developed through structured learning experiences, such as volunteer, community service, and work-based experiences or part-time employment. (CCWRS 1.8)
- Identify job openings (CCWRS 1.9)
- Prepare a resume and complete job applications. (CCWRS 1.10)
- Demonstrate skills and attitudes necessary for a successful job interview. (CCWRS 1.11)
- Demonstrate consumer and other financial skills. (CCWRS 1.12)
- Select appropriate tools and technology for specific activities. (CCWRS 2.2)
- Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, and retrieving and managing information. (CCWRS 2.3)
- Use technology and other tools to solve problems, collect data, and make decisions. (CCWRS 2.7)
- Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products. (CCWRS 2.8)
- Use technology to present designs and results of investigations. (CCWRS 2.9)
- Recognize and define a problem, or clarify decisions to be made. (CCWRS 3.1)
- Use models, relationships, and observations to clarify problems and potential solutions. (CCWRS 3.2)

- Identify and access resources, sources of information, and services in the school and the community. (CCWRS 3.4)
- Conduct systematic observations. (CCWRS 3.7)
- Organize, synthesize, and evaluate information for appropriateness and completeness. (CCWRS 3.8)
- Monitor and evaluate their own thinking. (CCWRS 3.10)
- Interpret and analyze data to draw conclusions. (CCWRS 3.12)
- Select and apply appropriate solutions to problem-solving and decision-making situations. (CCWRS 3.13)
- Evaluate the effectiveness of various solutions. (CCWRS 3.14)
- Set short and long term goals. (CCWRS 4.1)
- Work cooperatively with others to accomplish a task. (CCWRS 4.2)
- Evaluate their own actions and accomplishments. (CCWRS 4.3)
- Describe construction responses to criticism. (CCWRS 4.4)
- Provide constructive criticism to others. (CCWRS 4.5)
- Describe actions which demonstrate respect for others. (CCWRS 4.6)
- Describe roles people play in groups. (CCWRS 4.7)
- Demonstrate refusal skills. (CCWRS 4.8)
- Use time efficiently and effectively. (CCWRS 4.9)
- Apply study skills to expand their own knowledge and skills. (CCWRS 4.10)
- Describe how ability, effort, and achievement are interrelated. (CCWRS 4.11)
- Explain how common injuries can be prevented. (CCWRS 5.1)
- Develop and evaluate an injury prevention program. (CCWRS 5.2)
- Demonstrate principles of safe physical movement. (CCWRS 5.3)
- Demonstrate safe use of tools and equipment. (CCWRS 5.4)
- Identify and demonstrate use of safety and protective devices. (CCWRS 5.5)
- Identify common hazards and describe methods to correct them. (CCWRS 5.6)
- Identify and follow safety procedures for laboratory and other hands-on experiences. (CCWRS 5.7)
- Discuss rules and laws designed to promote safety. (CCWRS 5.8)
- All students will use technology skills and tools to gather and organize information and to solve problems (CCWRS 8.1)
- All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace. (CCWRS 9.1)
- All students will demonstrate critical life skills in order to be successful members of society. (CCWRS 9.2)

New Jersey Core Content Standards

- Speak before a group to defend an opinion and present an oral interpretation. (NJCCS 1.1.15)
- Conduct an informational interview. (NJCCS 3.1.17)
- Demonstrate interview skills in real-life situations, such as college admissions or job employment. (NJCCS 3.1.22)
- Evaluate the credibility of the speaker. (NJCCS 3.2.12)
- Understand that written communication can affect the behavior of others. (NJCCS 3.3.15)
- Write for real audiences and purposes, such as job applications, business letters, college applications, and memoranda. (NJCCS 3.3.18)
- Explain and demonstrate the role of money in everyday life. (NJCCS 6.6.1)
- Distinguish between wants and needs. (NJCCS 6.6.4)
- Describe the work the people perform in our economic system. (NJCCS 6.6.3)

General Objectives:

- Describe and define the main elements of the Work Study Program and their responsibilities in the program.
- Understand, describe and complete program forms related to state and school rules and regulations.
- Learn the importance of academic and occupational skills to achievement in the World of Work.
- Secure employment and demonstrate skills required for successful performance at the related training site.
- Adhere to all school and employer attendance policies
- Identify the laws that affect the workplace.
- Display the ability to communicate effectively with others and perform job tasks accurately and efficiently.
- Demonstrate an understanding of employer's expectation regarding work habits and attitude.
- Demonstrate an understanding of employee's expectations at the job with regard to worker's rights and protections.
- Demonstrate effective human relations skills in dealing with fellow classmates, employers and co-workers.
- Learn to use time efficiently and accurately.
- Demonstrate responsible work ethics.
- Apply principles of good grooming and business etiquette by displaying a professional image.
- Demonstrate safe working practices and procedures to all training situations.
- Explain how common injuries can be prevented.
- Develop and evaluate an injury prevention program.
- Evaluate job progress and modifications in performance that may be needed.
- Set career goals and be aware of the steps needed for self direction toward those goals.
- Identify careers of interest and the related education or training necessary to obtain the skills needed for that occupation.
- Discuss rules and laws designed to promote safety and health, and their rationale.
- Demonstrate consumer and other financial skills.
- Describe different types of credit, advantages and disadvantages of using credit, and how to compare credit costs.
- Develop skills as related to the Job Hunting and Interview process--job application, cover letters, resumes and interview.
- Demonstrate an understanding of the banking systems--opening a checking/savings account, making and recording deposits/withdrawals and checkbook reconciliation.
- Compare common saving methods.
- Explain characteristics of different retirement plans.
- Demonstrate the effects of automated/computerized banking technologies.
- Demonstrate an understanding of the tax system and taxation—complete the appropriate federal and state income tax forms.
- Prepare and present a power point presentation on a chosen career.
- Know and understand what is necessary to be a self advocate.
- Make the transition from school to the “World of Work” with direction and guidance.

Assessment:

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

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

Work Experience – 10 Credits

Grade is totally based on the employer's evaluation form.

Class - 5 Credits

Grade based on classroom work and participation.

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

Materials/Resources:

Right to Know Pamphlet

Labor Laws – State and Federal

9 ½ Series Videos on Safety, Budget, Checking

Various video/DVD on work related subjects

Movie – “Norma Ray”

Federal & State Tax Returns

Computer Needs:

Computer lab is utilized for research on career information for a Power Point presentation, resumes, cover letters, credit, banking, and taxes.