

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Workforce Internship Program

Date: November, 2011

Subject: Workforce Internship Program

Proposed Grade Level(s): 11th – 12th

Course Length: Semester (repeatable once)

Grading: A-F

Number of Credits: 5 per Semester

Prerequisites: None

COURSE DESCRIPTION:

This internship will provide students with a strong “hands on” foundation in industry. Emphasis will be placed on working in an internship role with a member(s) of a local business. Students will keep a log and a portfolio on their experiences, and present a project at the end of the semester. Students will use research and interpretation skills as they produce the project. Students will learn to appreciate how a local business operates, as well as the influence that technology and the economy have on industry.

Grade 12 – Workforce Internship

- Course focus: Work on a project or task list within a local business.
- Graduation requirement met: Career Technical Education.
- Elective requirement met: One semester
- Skills addressed: Computer literacy, writing, teamwork and workforce skills.
- Project activities may include: company directed tasks and projects, research skills development, papers, web page design, multimedia presentation, graphing, research skills and citations.

GENERAL GOALS / PURPOSES:

Students in the Workforce Internship will:

- a. Work approved number of hours a semester with a member(s) of the local business.
- b. Travel to business from the high school. Student’s travel will be insured by personal auto insurance and permission will be granted after submitting a proof of insurance form and a student fieldtrip form signed by a parent or guardian.
- c. Be subject to an employment background check if required.
- d. Follow directions from employer.
- e. Meet regularly with the workforce coordinator of the local high school.
- f. Follow a semester syllabus provided by the instructor.
- g. Understand facts and concepts on how a business operates.
- h. Learn to evaluate project data.
- i. Understand the technological and economic factors which have influenced industry.
- j. Produce a project at the end of the semester.

STUDENT WRITING/READING COMPONENT:

There are three components to this class: (1) Researching, writing and producing a project (2) Keeping a log of workforce activities, and (3) Creating a portfolio.

STUDENT ORAL COMPONENT:

Computer skills for word processing and/or a multimedia presentation are encouraged when producing the project and proper style is required for all written work.

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR CST's:

Career Technology Education

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Writing

1.0 Writing Strategies

Research and Technology

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, and definitions).
- 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 1.8 Design and publish documents by using advanced publishing software and graphic programs.

2.0 Writing Applications (Genres and Their Characteristics)

- 2.3 Write expository compositions, including analytical essays and research reports:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - c. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - d. Use technical terms and notations accurately.

2.0 Speaking Applications (Genres and Their Characteristics)

- 2.6 Deliver descriptive presentations:
 - a. Establish clearly the speaker's point of view on the subject of the presentation.
 - b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).

DISTRICT ESLRs TO BE ADDRESSED:

- **Self-Directed Learners:** Students will demonstrate critical thinking through discussions and individual work. This will allow them to build ideas on their own by taking in others' opinions and forming their own opinions using several different sources.
- **Effective Communicators:** Students will become effective communicators as they develop critical thinking skills in reading, inquiry, social issues, writing, and oral presentations.
- **Quality Producer / Performers:** Students will initiate projects, set quality standards, and adapt to changing conditions.
- **Constructive Thinkers:** Students will critically analyze important historical, technological, and current events, and their resulting societal changes.
- **Collaborative Workers:** This course will help students develop an appreciation for the depth and diversity of the values and experiences required to be a collaborative citizen in our state.
- **Responsible Citizens:** This course will help prepare students to identify issues that require social action, show a commitment to accept social responsibilities associated with citizenship, and to be a participatory and responsible citizen in our democratic society.