

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
General Work Experience**

Date: December 2001

Subject Area: Elective

Proposed Grade Level(s): 11 & 12

Course Length: Minimum 1 Semester;
Maximum 2 Years

Grading: A-F

Number of Credits: Minimum 5/semester;
Maximum 40 Credits thru 2 Years

Prerequisites: A job in the community

BRIEF COURSE DESCRIPTION:

Work Experience is an elective class which combines supervised paid employment in any occupational field with related classroom instruction in employability skills.

Students will develop work habits, attitudes, self-confidence, and job skills, which can be used to locate, secure, and retain employment in the community.

Related classroom instruction is divided into five primary areas as derived from the California State Frameworks for Work Experience Education. They are: How to Get a Job, Keep a Job, Leave a Job, Economic Awareness, and Career Development. Students enrolled for a second year repeat the five core subject areas but in an expanded manner with additional competencies taught. Students also develop a personal portfolio demonstrating their skills and experiences for use in obtaining future employment.

GENERAL GOALS/PURPOSES:

Current emphasis of Work Experience Education, (WEE), is to link the academic core curriculum with the world of work and to promote students' school-to-career transitions. WEE, as part of the total educational process, assists students to develop skills, habits, and attitudes conducive to job success and personal growth and helps them choose and to prepare realistically and wisely for careers.

Job Component Goal/Purpose:

WEE utilizes the community's business-industrial complex as a career-training laboratory in which students can develop a positive work ethic and learn or polish skills and job performance in actual work settings.

Related Classroom Instruction Component:

Related classroom instruction is an essential component of the WEE program. The purpose of this instruction is to enrich WEE and to correlate experiences at the work site with school programs. The goals of the program include personal job fulfillment, relevance of work to the curriculum and basic economic practices, and the development of career goals.

Achievement of these objectives requires the integrated efforts of teachers, counselors, students, parents, and employers.

STUDENT READING COMPONENT:

Students will receive instruction in reading through researching, applying for, keeping, and appropriately leaving a place of employment. Improving reading levels will be emphasized across the curriculum.

STUDENT WRITING COMPONENT:

Students will learn effective career oriented writing skills while practicing cover letter writing, resume writing and appropriate job application filing. Penmanship and written communication will be emphasized across the curriculum.

STUDENT ORAL COMPONENT:

Students will be encouraged to actively participate in classroom discussions. Students will be required to be involved in role play, such as mock job interviews, injury reporting, and interpersonal on the job problem solving.

DETAILED UNITS OF INSTRUCTION: Please see Appendix I & II.

THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:

Writing, Reading, and Language Arts

LAB FEE, IF REQUIRED: None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

All California State Frameworks for Work Experience Education content standards will be addressed. These include, How to Get A Job, Keep a Job, Leave A Job, Economic Awareness, and Career Development. The following sub content standards will also be addressed: Personal Skills, Interpersonal Skills, Thinking and Problem Solving Skills, Communication skills, Occupational Safety, Employment Literacy, and Technology Literacy.

DISTRICT ESLRS TO BE ADDRESSED:

- **Self-Directed Learners** who will be able to use their notes and portfolios to continue learning outside the classroom setting.
- **Effective Communicators** who can explain the basic principles of job seeking, job keeping and job leaving to others and use these skills to obtain careers that are suited to their needs.
- **Quality Producers/Performers** who understand the importance of doing quality work in their search for, finding, and keeping a rewarding, satisfying career.
- **Constructive Thinkers** who are able to enter into career choices that challenge them with a minimum of stress, and a maximum of confidence.
- **Collaborative Workers** who can work in a variety of settings in culturally diverse groups and become a productive on-the-job team member.
- **Responsible citizens**, who will be able to become viable workers, taxpayers, and productive citizens in their respective communities.

Appendix I

DETAILED UNITS OF INSTRUCTION FIRST YEAR

FALL SEMESTER LESSONS (1st YEAR -IA)

1. Orientation / Course Requirements, Syllabus, Grading, Forms
2. Labor Laws / Hazardous Occupations
3. Labor Laws / Sexual Harassment

Unit I -"Getting a Job"

1. Portfolio Assignments & Job Search using Internet & Traditional Methods
2. Resumes & References
3. Employment Applications
4. Employment Interview Skills
5. Interview Questions & Discrimination
6. Your Hired! Forms 1-9 & W-4
7. Portfolio Assignments

Unit II -"Keeping a Job"

1. Attitude & Reliability Survey / Employer Expectations
2. Work Situations / Service -Teaming Survey
3. Don't Get Fired! Employer Expectations
4. Privacy in the Workplace
5. Job Safety and Worker's Rights
6. Employee Contracts / Independent Contractors

Unit III -"Leaving a Job & Income Taxes"

1. Income Taxes
2. Income Taxes / Leaving a Job / Letter of Resignation
3. Semester Summary / Employer Evaluations / Semester Final

SPRING SEMESTER LESSONS (1st YEAR -IB)

1. Orientation / Course Requirements
2. Labor Laws / Hazards / Sexual Harassment

Unit IV -"Economic Awareness"

1. Tax Withholding / W-4 Forms / Payroll Deductions
2. Portfolio Assignments
3. Fringe Benefits- Legislated
4. Fringe Benefits- optional
5. Insurance Benefits
6. Retirement Benefits / Social Security
7. Budgets / Credit / Banking
8. Portfolio Assignments

Unit V- "Career Development"

1. Values Survey
2. Aptitude & Skills Assessment
3. Career Assessment & Self Exploration
4. Job Outlook, Employment Projections
5. Earning a Living Wage: Wage information for various careers
6. Career Preparation: On-the-Job training, vocational schools, college, military options
7. Awarding Program Certificates & Portfolios, End of year program surveys
8. Semester Review & Final Test
9. Employer Evaluations, Student Conferences, Make-up Final Test

Appendix II

DETAILED UNITS OF INSTRUCTION SECOND YEAR

FALL SEMESTER LESSONS (2nd YEAR -2A)

1. Orientation / Course Requirements, Syllabus, Grading, Forms
2. Labor Laws / Hazardous Occupations
3. Labor Laws / Sexual Harassment

Unit I -"Getting a Job"

1. Portfolio Assignments & Job Search using Internet & Traditional Methods
2. Advanced Resume Formats 6. Employment Applications
3. Pre-employment Screening & Equal Employment Opportunity
4. Interviewing & Follow-up
5. You're Hired! Forms 1-9 & W-4 10. Portfolio Assignments
6. Portfolio Assignments

Unit 11- "Keeping a Job"

1. Raises & Promotions
2. Sexual Harassment
3. Alcohol, Drug Testing Rules / Behavior Risk Survey
4. Workplace violence, dealing with crime
5. Current Workplace issues or Class Speaker

Unit II -"Leaving a Job & Income Taxes"

1. Wrongful termination
2. Income Taxes
3. Income Taxes / Leaving a Job / Letter of Resignation
4. Semester Summary / Employer Evaluations / Semester Final

SPRING SEMESTER LESSONS (2nd YEAR -2B)

1. Orientation / Course Requirements

Unit IV -"Economic Awareness"

2. Tax Withholding / W-4 Forms / Payroll Deductions
3. State & Federal Income Taxes
4. Portfolio Assignments
5. Fringe Benefits
6. Business day-to-day operations class project Part I
7. Business day-to-day operations class project Part 2
8. Group Presentations -Business Operations / Business Structures
9. Personal Insurance
10. Portfolio Assignments

Unit V- "Career Development"

1. Current workplace issues or class speaker
2. Self assessment /interests- Aptitude-skills
3. Self-Assessment / Work Activity Preferences, etc.
4. Job Outlook, Employment Projections
5. Earning a Living Wage: Wage information for various careers
6. Career Preparation: On-the-Job training, vocational schools, college, military options
7. Awarding Program Certificates & Portfolios, End of year program surveys
8. Semester Review & Final Test
9. Employer Evaluations, Student Conferences, Make-up Final Test.