

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**BUSINESS DEPARTMENT**

# **WORK-BASED LEARNING**

Grade Level: 12

Credits: 10-15

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 22, 2011**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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# Work Based Learning - Introduction

## Introduction

## Course Philosophy

Today's workplace requires employees to be independent and competent decision-makers and team players. This includes having the ability to think critically about how workplace decisions impact a business or organization as a whole. Components of all aspects of industry include: planning, management, finance, technical and production skills, labor issues, health/safety/environmental issues, and community issues.

Students who consider employment and careers in terms of all aspects of the industry are better prepared to contribute effectively to both their career plans and work environments. Students' basic awareness of how industries work, combined with their adaptability and flexibility, results in more career opportunities. Because these students understand industries holistically, their career choices are more informed and less likely to lead to disappointment.

## Course Description

This course that will offer students either 10 or 15 credits toward graduation. Students enrolled in the course will have an opportunity to explore employment and career choices that appeal to them. Students will develop skills and learn to see their role as part of the "big picture" of an organization, instead of just an isolated component. The development of a career portfolio is an essential component of the program, as well as student participation in a paid employment experience during and after school hours.

## Course Map and Proficiencies/Pacing

### Course Map

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic	Formative	Summative
9-12.9.3.12.1 9-12.9.3.12.C.1-C.4	Working part-time in the cooperative education program will help you transition into a real-world setting.	How can the cooperative education program assist students in gaining employment in the workforce?  What are the requirements of the students enrolled in the cooperative education program?	Student questionnaires  Employer visitations	Benchmark assessments  Student journals	Unit test  Employer evaluations
9.12.9.1.12.E.4	Personal, global and technological factors all influence career choices and decisions; it is important to match personal interests with career options.	How can a job lead to a future career?  How does your lifestyle and personal motivation help you choose a career?  How will career choices be affected by the rapidly changing global economy and emerging technology?	Pre-test  Student questionnaire on personal interests	Benchmark assessments  Student journals  Career research	Chapter tests  Unit test  "Career City"
9-12.9.12.A 9-12.9.2.1.12.1	Identifying, researching and evaluating career and employment options will help one to draw up a career plan.	What are some future career options?  What are some pros and cons of operating your own business?  How can you obtain the education and training you need for your future career?	Pre-test  Student questionnaire on entrepreneurship pro's and con's	Benchmark assessments  Career portfolio  Student journals  Career Research	Chapter tests  Unit test  Open for Business Project

9-12.9.1.12B1-B4	There are several steps and skills involved in networking and finding a job lead, applying for and interviewing for a job.	<p>What strategies can be used to find job openings?</p> <p>What resources are available to complete the job application process?</p> <p>How do you prepare for a job interview?</p> <p>What do you do after the interview is over?</p>	<p>Pre-test</p> <p>Practice sets – job applications and online applications</p>	<p>Benchmark assessments</p> <p>Career portfolio</p> <p>Student journals</p> <p>Mock interviewing</p>	<p>Chapter tests</p> <p>Unit test</p> <p>Role play - job interviewing</p>
9-12.9.1.12B.4.A-K 9-12.9.2.12.F1-F6	To be successful in the workforce and minimize safety risks and legal conflicts, it is important to develop appropriate skills and personal qualities.	<p>What company policies are important for you to know when you start a new job?</p> <p>How can you show your employer that you are honest and trustworthy?</p> <p>Why does a positive attitude matter on the job and how might it reduce stress?</p> <p>What are some labor laws that affect employers?</p> <p>What is harassment?</p>	Pre-test	<p>Benchmark assessments</p> <p>Career portfolio</p> <p>Student journals</p>	<p>Chapter tests</p> <p>Unit test</p> <p>Safety project</p>
12.9.1.12B.5	To be successful in a career, it is important to focus on interpersonal skills, thinking and technology skills and self-management skills.	<p>How can self-awareness help you get along with others?</p> <p>Why are teams often more productive than workers working individually?</p> <p>What traits make a good leader?</p> <p>What is meant by customer relations?</p> <p>Why is evaluating the results of a solution considered part of the problem-solving process?</p> <p>How do businesses use the Internet?</p> <p>Why is organization important at the workplace?</p>	Pre-test	<p>Benchmark assessments</p> <p>Career portfolio</p> <p>Student journals</p>	<p>Chapter tests</p> <p>Unit test</p>

<p>9-12.9.2.12E.1-E.8</p>	<p>To become a productive and successful citizen, it is important to have a general knowledge of financial literacy.</p>	<p>What are some factors that affect the prices you pay for goods and services?</p> <p>What should shoppers do before they buy?</p> <p>What is a budget?</p> <p>Why is it important to keep detailed financial records?</p> <p>When should you start saving for retirement?</p> <p>What is credit?</p> <p>How can you find out whether insurance is worth the cost?</p> <p>What are taxes?</p> <p>What is Social Security?</p>	<p>Pre-test</p> <p>Math skills test</p>	<p>Benchmark assessments</p> <p>Career portfolio</p> <p>Student journals</p>	<p>Chapter tests</p> <p>Unit test</p> <p>Unit project - How To Do Your Banking</p>
<p>9-12.9.2.12B.1-B.3</p>	<p>Learning how to balance adult responsibilities will help provide a lasting feeling of satisfaction and achievement, as the transition into independence is a step to becoming an adult.</p>	<p>What is downsizing?</p> <p>How can you be a lifelong learner at your job?</p> <p>What skills and qualities do employers look for when giving promotions and raises?</p> <p>What should you consider before deciding whether to live independently?</p> <p>What expenses must renters pay, in addition to rent?</p> <p>What is your main responsibility as a citizen?</p>	<p>Pre-test</p>	<p>Benchmark assessments</p> <p>Career portfolio</p> <p>Student journals</p>	<p>Chapter tests</p> <p>Unit test</p> <p>Unit Project - Renting Your First Apartment</p>

## Proficiencies and Pacing

Unit Title	Unit Understanding(s) and Goal(s)	Recommended Duration
Unit 1: Marketing Education II Cooperative Education Guidelines	<p>Working part-time in the cooperative education program will help you transition into a real-world setting.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the course requirements.</li> <li>2. Understand the potential benefits of being enrolled in the Marketing Education Related Class program.</li> </ol>	3 weeks
Unit 2: Self-Assessment	<p>Personal, global and technical factors all influence career decisions as well as the type of careers that are available; it is important to match personal interests with career options.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe how skills, interests and desired lifestyle may shape their career plans.</li> <li>2. Determine individual values, interests, aptitudes and abilities.</li> <li>3. Explain the importance of a good self-concept in choosing a career.</li> </ol>	4 weeks
Unit 3: Career Exploration	<p>Identifying, researching and evaluating career and employment options will help draw up a career plan.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe formal and informal methods of researching careers.</li> <li>2. Define entrepreneur and summarize the advantages and disadvantages.</li> <li>3. Identify the four main ways to become a business owner and explain the advantages and disadvantages of each.</li> <li>4. Identify the factors that can affect business success.</li> </ol>	4 weeks
Unit 4: Finding A Job	<p>There are several steps and skills involved in finding, applying for and interviewing for a job and having a creative networking skill is essential in finding a job.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Define networking and explain why it is an effective way to develop job leads.</li> <li>2. Explain how to use the Internet and other resources to find career opportunities.</li> <li>3. Explain the process of obtaining a job.</li> </ol>	4 weeks

<p>Unit 5: Becoming a Member of the Workforce</p>	<p>To be successful in the workplace and minimize safety risks and legal conflicts, it is important to develop appropriate skills and personal qualities.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe how to manage the anxieties and challenges of a first day of work.</li> <li>2. Explain the purpose of orientation and distinguish among the different types of orientation programs.</li> <li>3. Identify typical forms of payment and common employee benefits.</li> <li>4. Identify the skills and personal qualities employers look for in employees.</li> <li>5. Explain the purpose of ethics in the workplace and identify ethical principles and ways to apply them in a work setting.</li> <li>6. Describe how to assert yourself on the job.</li> <li>7. Identify the causes of stress and ways to manage stress.</li> <li>8. Explain how labor laws and labor unions affect the workplace.</li> <li>9. Describe effective strategies for handling sexual harassment.</li> </ol>	<p>5 weeks</p>
<p>Unit 6: Professional Development</p>	<p>To be successful in a career, it is important to focus on interpersonal skills, thinking and technology skills and self-management skills.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify personal traits and interpersonal skills that will make them an effective coworker.</li> <li>2. Summarize the rules of workplace etiquette.</li> <li>3. Describe the process for conflict resolution</li> <li>4. Define diversity and describe effective ways to work with a diverse group of people.</li> <li>5. Identify the benefits of teamwork and explain how to be an effective team player.</li> <li>6. Define total quality management and explain how it affects workers.</li> <li>7. Identify and apply appropriate professional communication skills.</li> </ol>	<p>4 weeks</p>
<p>Unit 7: Life Skills</p>	<p>To become a productive and successful citizen, it is important to have a general knowledge of financial literacy.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Define a free enterprise system and describe producers, consumers and the marketplace within a free enterprise system.</li> <li>2. Explain how to make a wise buying decision</li> <li>3. Explain the steps to take to prepare a budget</li> <li>4. Name personal changes that can affect your financial situations</li> </ol>	<p>5 weeks</p>



Unit 8: Lifelong Learning	<p>Learning how to balance adult responsibilities will help provide a lasting feeling of satisfaction and achievement.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"><li>1. Describe ways to prepare for the future.</li><li>2. Describe strategies for changing jobs.</li><li>3. Explain how to choose a place to live and set up a household.</li><li>4. Identify ways to balance your work and personal life.</li><li>5. Explain your role as a citizen and identify ways to participate in the community.</li></ol>	5 weeks
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# Unit 01 - Work Based Learning

## Cooperative Education Program Guidelines

### Enduring Understandings:

Working part-time in the cooperative education program will help you transition into a real-world setting.

### Essential Questions:

How can the cooperative education program assist students in gaining employment in the workforce?

What are the requirements of the students enrolled in the cooperative education program?

### Unit Goals:

Students will: understand the course requirements for the course; understand the potential benefits of being enrolled in the Marketing Education Related Class program.

**Recommended Duration:** 2 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How can you benefit from being enrolled in the Marketing Education Cooperative Education Program?	Secure part-time employment Define Training Plan, Training Agreement, Code of Ethics Conduct a self-evaluation	Sample employment applications  Student Training Plan, Training Agreement and Code of Ethics	Lectures, demonstration and class discussion  Provide students with state required paperwork: Training Plan, Training Agreement and Code of Ethics  Demonstration on how to complete Wage and Hour Sheets	Collection of appropriate paperwork  On-site visitation with employer  Written tests and quizzes  Class participation

2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.A	Critical Thinking and Problem Solving
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.B	Creativity and Innovation
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.C	Collaboration, Teamwork, and Leadership
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.1	Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.A.1	Analyze the relationship between various careers and personal earning goals.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.A.2	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.1	Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.C.1	Assess and modify Personalized Student Learning Plans to support declared career goals.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.C.2	Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.C.3	Develop personal interests and activities that support declared career goals and plans.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.C.4	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

## Differentiation

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time and use of technology to simulate the job interview process.

## Technology

Reserve the Media Center where students can go online to Target, Wal-Mart and/or Kmart, etc. to complete employment applications.

Students may use the “Career City” section of the Glencoe online student edition of *Succeeding In the World of Work* to create Glogster posters, participate in online discussions and view videos.

## College and Workplace Readiness

This unit will help students understand the interview process. The teacher can review the application process on paper and online. Try to also offer college websites for the students to visit to help them focus on a specific career.

# Unit 02 - Work Based Learning

## Self-Assessment

### Enduring Understandings:

Personal, global and technological factors all influence career decisions as well as the type of careers that are available, and it is important to match personal interests with career options.

### Essential Questions:

How can a job lead to a future career?

How does your lifestyle and personal motivation help you choose a career?

How will the rapidly changing global economy and emerging technology affect your career choices?

### Unit Goals:

Students will: describe how skills, interests and desired lifestyle may shape their career plans; determine individual values, interests, aptitudes and abilities; explain the importance of a good self-concept in choosing a career.

**Recommended Duration:** 3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What is the difference between a job, an occupation and a career?	Knowing how your work affects your lifestyle will help you understand the importance of making good career choices.  Familiarity with changes in the workplace will help you in your search for a job.	Current textbook  Student textbooks  Practice set  Multimedia Presentation  Interactive white board  Graphic organizers	Lecture, demonstration, and class discussion  Complete and review the assigned review questions  Graphic Organizer Skills/Interests  Create a presentation on a career in the Career Cluster  Create a spreadsheet that will list and categorize your favorite movies	Written tests and quizzes  Classwork  Effective use of class time  Ability to stay on task  Homework  Current events  Career report

<p>Why do people work?</p>	<p>Using decision-making skills will enable you to make sound career choices and other decisions throughout life.</p> <p>Developing a good self-concept and using it to guide your career decisions will help you lead a rewarding, enjoyable life.</p>	<p>Current textbook</p> <p>Student textbooks</p> <p>Practice set</p> <p>Multimedia Presentation</p> <p>Interactive white board</p> <p>Graphic organizers</p>	<p>Lecture, demonstration and class discussion</p> <p>Complete and review the assigned review questions</p> <p>Global Market and Technological Trends current events</p>	<p>Written tests and quizzes</p> <p>Classwork</p> <p>Effective use of class time</p> <p>Ability to stay on task</p> <p>Homework</p>
<p>How is the workplace affected by forces such as changing technology and the global economy?</p>	<p>List several economic trends that affect the economy.</p> <p>Explain skills that are needed for the global economy.</p>	<p>Current textbook</p> <p>Student textbooks</p> <p>Wall Street Journal</p> <p>Multimedia Presentation</p> <p>Interactive whiteboard</p> <p>Graphic organizers</p>	<p>Lecture, demonstration and class discussion</p> <p>Complete and review the assigned review questions</p> <p>Global Market and Technological Trends current events</p>	<p>Written tests and quizzes</p> <p>Classwork</p> <p>Effective use of class time</p> <p>Ability to stay on task</p> <p>Homework</p> <p>Google Earth</p> <p>Multi-media Presentation</p>

2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.E.4	Predict the impact of emerging media technologies on international business and globalization.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.1	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.2.12.F.1	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.1	Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.C.1	Assess and modify Personalized Student Learning Plans to support declared career goals.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.C.2	Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.C.3	Develop personal interests and activities that support declared career goals and plans.

## Differentiation

Students with individual learning styles can be assisted through adjustments in assessment items, one-to-one teacher support, additional testing time and use of visual and auditory teaching methods such as: simulation application and interpersonal skills.

## Technology

Reserve the Media Center to conduct online research on careers, using the OOH and DOT websites. Students can create a Google Earth presentation that enhances the learning of the global economy.

## College and Workplace Readiness

This is a good unit for the students to conduct career research. Invite a representative from Brookdale Community College to discuss courses that the students may want to take when they attend college.

# Unit 03 - Work Based Learning

## Career Exploration

### Enduring Understandings:

Identifying, researching and evaluating career and employment options will help one to draw up a career plan.

### Essential Questions:

What are some future career options?

What are some pros and cons of operating your own business?

How can you obtain the education and training you need for your future career?

### Unit Goals:

Students will: describe formal and informal methods of researching careers; define entrepreneur and summarize the advantages and disadvantages; identify the four main ways to become a business owner and explain the advantages and disadvantages of each; identify factors that can affect business success.

**Recommended Duration:** 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What methods are available to you when searching for a career?	Developing skills in an area that interests you could help you get a jump-start on obtaining the education and experience needed for the area of interest.	<p>Current textbook</p> <p>Student textbook</p> <p>Glencoe Online Supplemental Materials</p> <p>Multimedia presentation</p> <p>Internet</p> <p>Interactive white board</p>	<p>Lecture, demonstration and classroom discussion</p> <p>Web-based career search</p> <p>New York Times, classified section</p> <p>Field Trip - local business (Blue Claws Stadium, Asbury Park Press)</p> <p>Guest speakers from industry</p>	<p>Written tests and quizzes</p> <p>Classwork</p> <p>Effective use of class time</p> <p>Multi-media Presentation</p> <p>Glogster Poster</p> <p>Career report</p>

<p>What are the opportunities available to you in owning you own business?</p>	<p>Gaining knowledge about entrepreneurship and its advantages and disadvantages will help you decide if this is a good career option for you.</p> <p>Knowing the factors that affect a business's success will help you to launch a successful business.</p>	<p>Current textbook</p> <p>Student textbook</p> <p>Glencoe Online Supplemental Materials</p> <p>Open For Business video series</p> <p>Multimedia presentation</p> <p>Internet</p> <p>Interactive white board</p>	<p>Lecture, demonstration and classroom discussion</p> <p>Internet research - Famous Entrepreneurs</p> <p>Guest speakers from industry</p> <p>Interview local entrepreneurs</p>	<p>Written tests and quizzes</p> <p>Classwork</p> <p>Effective use of class time</p> <p>Multi-media Presentation</p> <p>Career report</p>
<p>What career choices are available to you and how do you evaluate them?</p> <p>What is your personal career plan?</p>	<p>Once you choose a career that seems right, you can begin planning the steps to achieve your goal.</p> <p>Making a career plan will help you achieve your career goals.</p>	<p>Current textbook</p> <p>Student textbook</p> <p>Glencoe Online Supplemental Materials</p> <p>Open For Business video series</p> <p>Multimedia Presentation</p> <p>Internet</p> <p>Interactive white board</p>	<p>Lecture, demonstration and classroom discussion</p> <p>Internet research - College and Universities</p> <p>Guest speakers from industry</p>	<p>Written tests and quizzes</p> <p>Classwork</p> <p>Effective use of class time</p> <p>Multi-media Presentation</p> <p>Glogster Poster</p> <p>Career report</p>



2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.A	Critical Thinking and Problem Solving The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.1	
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.1	Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.C.1	Assess and modify Personalized Student Learning Plans to support declared career goals. Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.C.2	
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.C.3	Develop personal interests and activities that support declared career goals and plans. Identify transferable skills in career choices and design alternative career plans based on those skills.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.C.5	
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.C.6	Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.C.7	Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans).
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.C.8	Interpret how changing economic and societal needs influence employment trends and future education.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.C.10	Differentiate entrepreneurship opportunities as options for career planning, and identify the knowledge, skills, abilities, and resources required for owning a business.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.2	State and federal laws and regulations require specific employment and workplace safety and health policies and procedures in order to ensure that workers are free from exploitation and to ensure a safe and healthy work environment.

## Differentiation

Students' individual learning styles can be addressed through adjustments in assessment items, one-to-one teacher support, additional testing time and use of technology to simulate the job interview process.

Students can interview their employer and create a career report.

## Technology

Students can log on to the internet to a Glencoe student site to access "Succeeding in the World of Work" and complete the web quest called "Career Research and Your Career Plan."

## College and Workplace Readiness

This unit allows students an opportunity to explore careers and locate colleges that offer their career. Have them conduct research on various two- and four-year programs and present to the class.

# Unit 04 - Work Based Learning

## Finding a Job

### Enduring Understandings:

There are several steps and skills involved in networking and finding a job lead, applying for and interviewing for a job.

### Essential Questions:

What are some ways to find job openings, or jobs that need to be filled?

How do you apply for a job and what resources are available to complete the job application process?

How do you prepare for a job interview and what is the next step after the interview?

### Unit Goals:

Students will: define networking and explain why it is an effective way to develop job leads; explain how to use the Internet and other resources to find career opportunities; explain the process of obtaining a job.

**Recommended Duration:** 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
Why is networking essential in finding a job?	<p>The best way to find career opportunities is to combine networking and research strategies.</p> <p>Making a good first impression on potential employers is essential to securing a job.</p>	<p>Current Textbook</p> <p>Student textbooks</p> <p>Multimedia presentation</p> <p>Interactive whiteboard</p> <p>Internet</p> <p>Graphic Organizers</p> <p>Guest Speaker - Chamber of Commerce</p>	<p>Lecture, demonstration and class discussion</p> <p>Internet research</p> <p>Guest Speaker to come in and speak on networking</p> <p>Practice sets on utilizing networking resources</p>	<p>Self-Assessment</p> <p>Written tests and quizzes</p> <p>Effective use of class time</p> <p>Develop a personal career profile</p>

<p>What resources are available to assist you in finding a job?</p>	<p>Preparing for a job interview involves research and practice.</p> <p>Projecting a good first impression and properly following up after an interview are essential to succeeding in your career.</p>	<p>Current Textbook</p> <p>Student textbooks</p> <p>Multimedia Presentation</p> <p>Interactive white board</p> <p>Internet</p> <p>Graphic Organizers</p> <p>Guest Speaker- Western Monmouth Chamber of Commerce</p>	<p>Lecture, demonstration and class discussion</p> <p>Internet research</p> <p>Guest Speakers to come in and explain the job application process</p> <p>Practice sets on job application</p>	<p>Self-Assessment</p> <p>Written tests and quizzes</p> <p>Effective use of class time</p> <p>Develop a personal career profile</p>
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2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.B.2	Create and respond to a feedback loop when problem solving.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.C.22	Compare and contrast New Jersey school district policies with employer policies related to individual behavior and responsibilities (e.g., absenteeism and tardiness, plagiarism, harassment).
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.C.23	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, and drug tests) used by employers in various industry sectors.
2009	21st Century Life and Careers	Grades: 9-12	WORK.9-12.9.3.12.C.24	Analyze why employers use different interview techniques.

## Differentiation

Students' individual learning styles can be addressed through adjustments in assessment items, one-to-one teacher support, additional testing time and use of visual and auditory teaching methods such as: simulation application and interpersonal skills.

Additionally, students may visit retail stores or email store managers on how to apply and obtain a job.

## Technology

Have the students spend time on the Internet completing online job applications. Students can also email retail stores and request a listing of job qualifications. Students may want to begin to develop an electronic career profile.

## College and Workplace Readiness

This is a good chance for you to invite members from Brookdale Community College and other post secondary institutions, and have them speak on skills needed to gain employment.

# Unit 05 - Work Based Learning

## Becoming a Member of the Workforce

### Enduring Understandings:

To be successful in the workforce and minimize safety risks and legal conflicts, it is important to develop appropriate skills and personal qualities.

### Essential Questions:

What company policies are important for you to know when you start a new job?

Why is initiative important to employers?

How can you show your employer that you are honest and trustworthy?

Why does a positive attitude matter on the job?

What is stress?

What can workers do to make their workplace safer?

What are some labor laws that affect employers?

What harassment?

### Unit Goals:

Students will: describe how to manage the anxieties and challenges of a first day of work; identify typical forms of payment and common employee benefits; identify the skills and personal qualities employers look for in employees; explain the purpose of ethics in the workplace and identify ethical principles and ways to apply them in a work setting; describe how to assert yourself on the job; identify the causes of stress and ways to manage stress; explain how labor laws and labor unions affect the workplace; describe effective strategies for handling sexual harassment.

**Recommended Duration:** 5 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How can you prepare for your first day on the job?	Knowing what to expect your first day at a job can help make it a good experience.	Current textbook Student textbooks Multimedia Presentation Interactive white board Graphic Organizers Online Business Week Field Trip to local retail stores	Lecture, demonstration and class discussion Guest Speaker to speak on employment expectations Student journals - My first day at my job	Self-Assessment Written tests and quizzes Effective use of class time
What can you expect from your employer?	Understanding company policies and procedures will help you to know what to expect from your employer and how to protect your rights.	Current textbook Student textbooks Multimedia Presentation Interactive white board Graphic Organizers Interviewing employers/managers	Lecture, demonstration and class discussion Internet research on employer expectations	Self-Assessment Written tests and quizzes Effective use of class time Internet research reports and presentation
What are some of the common desirable employee traits?	The ability to demonstrate the skills and personal qualities employers want will help you to succeed in the workplace.	Current textbook Student textbooks Multimedia Presentation Interactive white board Graphic Organizers	Lecture, demonstration and class discussion	Self-Assessment Written tests and quizzes Effective use of class time

<p>What are ethics?</p>	<p>Behaving ethically in the workplace will earn you the trust and respect of both your employers and your coworkers.</p>	<p>Current textbook Student textbooks Multimedia Presentation Interactive white board Graphic Organizers Internet</p>	<p>Lecture, demonstration and class discussion</p>	<p>Self-Assessment Written tests and quizzes Effective use of class time</p>
<p>What types of attitudes are needed for success on the job?</p>	<p>Employers value workers who are positive, self-confident and enthusiastic about their work  Learning how to handle difficult situations in a professional manner is essential to succeeding in the workplace.</p>	<p>Current textbook Student textbooks Multimedia Presentation Interactive white board Graphic Organizers</p>	<p>Lecture, demonstration and class discussion  Students can write a personal biography and share with class</p>	<p>Self-Assessment Written tests and quizzes Effective use of class time</p>
<p>How can you become a healthy worker and practice workplace safety?</p>	<p>Good health is a solid foundation for success in life and in the workplace.  Being aware of rules and procedures that promote workplace safety helps you protect yourself and your coworkers.</p>	<p>Current textbook Student textbooks Multimedia Presentation Interactive white board Graphic Organizers</p>	<p>Lecture, demonstration and class discussion  Research potential health or safety risks that can affect workers  Gather data about on-the-job or other workplace injuries</p>	<p>Self-Assessment Written tests and quizzes Effective use of class time  Develop safety manual</p>

2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.1.12 B.4.a	Communication
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.1.12 B.4.b	Punctuality
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.1.12 B.4.c	Time management
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.1.12 B.4.d	Organization
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.1.12 B.4.e	Decision making
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.1.12 B.4.f	Goal setting
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.1.12 B.4.g	Resources allocation
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.1.12 B.4.h	Fair and equitable competition
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.1.12 B.4.i	Safety
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.1.12 B.4.j	Employment application skills
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.1.12 B.4.k	Teamwork
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 D.1	Analyze how character influences work performance.
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 D.2	Identify and research privileges and duties of citizens in a democratic society.
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 D.3	Discuss consequences and sanctions when on-the-job rules and laws are not followed.
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 D.4	Compare and contrast a professional code of ethics or code of conduct from various work fields and discuss similarities and differences.
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 D.5	Apply a professional code of ethics to a workplace problem or issue.

## Differentiation

Students' individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time and use of visual and auditory teaching methods such as: simulation application and interpersonal skills.

## Technology

Students can develop an employee manual on workplace rules of conduct from their current employment. They may also research current labor laws and develop a PowerPoint presentation.

## College and Workplace Readiness

There are many labor laws and policies to protect people in the workplace. Students can research these laws and prepare a presentation about wellness and workplace safety.



# Unit 06 - Work Based Learning

## Professional Development

### Enduring Understandings:

To be successful in a career, it is important to focus on interpersonal skills, thinking and technology skills and self-management skills.

### Essential Questions:

How can self-awareness help you get along with others?

What is a stereotype?

Why are teams often more productive than workers working individually?

What traits make a good leader?

What is meant by customer relations?

Why is evaluating the results of a solution considered part of the problem-solving process?

How do businesses use the Internet?

Why is organization important at the workplace?

### Unit Goals:

Students will: identify personal traits and interpersonal skills that will make them an effective coworker; summarize the rules of workplace etiquette; describe the process for conflict resolution; define diversity and describe effective ways to work with a diverse group of people; identify the benefits of teamwork and explain how to be an effective team player; define total quality management and explain how it affects workers; identify and apply appropriate professional communication skills.

**Recommended Duration:** 4 weeks

Guiding/Topical Questions	Content/ Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What personal traits do you need that will make you successful at work?</p> <p>How can you handle conflict at the workplace?</p>	<p>Demonstrating the personal traits and behaviors needed to work well with others will increase your chances of success on the job.</p> <p>Being prepared for common workplace situations will help you to handle them effectively.</p>	<p>Current textbook</p> <p>Student textbooks</p> <p>Multimedia presentation</p> <p>Interactive white board</p> <p>Graphic Organizers</p>	<p>Lectures, demonstration and class discussion.</p> <p>Have students write a paper on why it is important to control emotions in the workplace.</p> <p>Students can create a poster that illustrates appropriate workplace traits.</p> <p>Students can debate diversity issues.</p>	<p>Written tests and quizzes</p> <p>Classwork</p> <p>Homework</p> <p>Effective use of class time</p> <p>Ability to stay on task</p> <p>PowerPoint presentations</p> <p>Poster</p>
<p>Why is it important to be an effective team member and practice collaboration at the workplace?</p> <p>What makes a good leader and why is leadership important at the workplace?</p>	<p>Awareness of workplace trends such as teamwork and total quality management will help you to succeed at work.</p> <p>Understanding the characteristics of leaders and the procedures they follow will help you to be an effective leader.</p>	<p>Current textbook</p> <p>Student textbooks</p> <p>Multimedia presentation</p> <p>Interactive white board</p> <p>Graphic Organizers</p>	<p>Lectures, demonstration and class discussion.</p> <p>Have students use effective teamwork skills to plan a school event such as a prom, fundraising event, etc.</p> <p>Role-play different leadership styles.</p> <p>Research web sites to find information about how teams are used in business.</p>	<p>Written tests and quizzes</p> <p>Classwork</p> <p>Homework</p> <p>Effective use of class time</p> <p>Ability to stay on task</p> <p>Multi-media Presentation</p> <p>Poster</p>
<p>Why is it important to have effective communication skills at the workplace?</p>	<p>Strong oral communication skills can help you achieve your personal and professional goals.</p> <p>You must be able to read and write effectively to succeed in the workplace.</p>	<p>Current textbook</p> <p>Student textbooks</p> <p>Multimedia presentation</p> <p>Interactive white board</p> <p>Graphic Organizers</p>	<p>Students should develop a personal communications profile with samples of: business letters, professional emails.</p> <p>Have students practice communication skills</p> <p>Have students compose email correspondence to local businesses requesting information on communication skills in the work place.</p>	<p>Written tests and quizzes</p> <p>Classwork</p> <p>Homework</p> <p>Effective use of class time</p> <p>Ability to stay on task</p> <p>Multi-media Presentation</p>

2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.1.12 B.4.k	Teamwork
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.1.12 B.5	Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 F.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 F.2	Describe and demonstrate basic first aid and safety procedures.
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 F.5	Implement safety procedures in the classroom and workplace, where appropriate.
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 F.6	Discuss motor vehicle safety, including but not limited to, New Jersey motor vehicle laws and regulations, methods of defensive driving, and the importance of personal responsibility on public roads/streets.

## Differentiation

Students with individual learning styles can be assisted through adjustments in assessment items, one-on-one support, additional testing time and use of visual and auditory teaching methods such as: simulation application and interpersonal skills.

Students can create safety posters.

## Technology

Students should arrange for a visit to a local business to speak with the human resource director. Get information about common accidents, illnesses and injuries at the company. Students can interview employees who have had an injury at work. Create a presentation, public service announcement, or informative web site on how to avoid workplace injuries.

## College and Workplace Readiness

Research potential health or safety risks that can affect workers in their desired career field. Consult the Bureau of Labor Statistics or the Occupational Safety and Health Administration.

# Unit 07 - Work Based Learning

## Life Skills

### Enduring Understandings:

To become a productive and successful citizen, it is important to have a general knowledge of financial literacy.

### Essential Questions:

What are some factors that affect the prices you pay for goods and services?

What should shoppers do before they buy?

What is a budget?

Why is it important to keep detailed financial records?

When should you start saving for retirement?

What is credit?

How can you find out whether insurance is worth the cost?

What are taxes?

What is Social Security?

### Unit Goals:

The students will: define a free enterprise system and describe producers, consumers and the marketplace within a free enterprise system; explain how to make a wise buying decision; explain the steps to take to prepare a budget; name personal changes that can affect your financial situations; understand financial literacy.

**Recommended Duration:** 5 weeks

Guiding/Topical Questions	Content/ Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What economic system do you live in?</p> <p>What is your role as a consumer?</p>	<p>Understanding how the economy works will make you an informed consumer and producer.</p> <p>Wise consumer habits will enable you to save money and protect yourself from deceptive practices.</p>	<p>Current textbook</p> <p>Student textbooks</p> <p>Multimedia Presentation</p> <p>Interactive white board</p> <p>Graphic Organizers</p>	<p>Lecture, demonstration and classroom discussion</p> <p>Internet research - Different types of economic systems</p> <p>Lessons on Economics and Financial Literacy</p> <p>Interview parents, teachers to determine what "they" include in a budget and compare how it differs from a student budget.</p>	<p>Written tests and quizzes</p> <p>Classwork</p> <p>Effective use of class time</p> <p>Ability to stay on task</p> <p>Homework</p> <p>Current events</p> <p>Career Report</p>
<p>What is a budget and how can a budget help you in life?</p> <p>What does it mean to be financially responsible?</p>	<p>Developing and staying within a budget will enable you to manage your money effectively.</p> <p>Learning financial planning strategies now will enable you to manage your finances successfully in the future.</p>	<p>Current textbook</p> <p>Student textbooks</p> <p>Multimedia Presentation</p> <p>Interactive white board</p> <p>Graphic Organizers</p> <p>Online Business Week</p>	<p>Lecture, demonstration and classroom discussion</p> <p>Create a weeklong budget and make adjustments as your income increases/decreases.</p> <p>Practice academic math skills on money management.</p> <p>Investigate on the Internet the different types of financial help that is available</p>	<p>Written tests and quizzes</p> <p>Classwork</p> <p>Effective use of class time</p> <p>Ability to stay on task</p> <p>Homework</p> <p>Reports</p>

<p>Why is it important to save money for the future?</p>	<p>Saving and investing your money effectively will help you to achieve financial security.</p>	<p>Current textbook</p>	<p>Lecture, demonstration and classroom discussion.</p>	<p>Written tests and quizzes</p>
<p>What is financial literacy</p>	<p>Managing your checking account and your credit successfully will give you greater control over your finances.</p>	<p>Student textbooks</p> <p>Multimedia Presentation</p> <p>Interactive white board</p> <p>Graphic Organizers</p> <p>Online Business Week</p>	<p>Guest Speaker - from a lending institution to discuss credit, saving, and investing.</p> <p>Students can use the internet to locate the Consumer Actions Handbook, choose a consumer topic and summarize their findings.</p> <p>Write and expository essay on how saving, investing and payment options affect money management.</p>	<p>Classwork</p> <p>Effective use of class time</p> <p>Ability to stay on task</p> <p>Homework</p>

2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 E.1	Analyze factors that influence gross and net income.
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 E.2	Design, implement, and critique a personal financial plan.
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 E.3	Discuss how to obtain and maintain credit.
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 E.4	Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis.
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 E.5	Use comparative shopping techniques for the acquisition of goods and services.
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 E.6	Analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions.
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 E.7	Evaluate the actions a consumer might take in response to excess debt and personal financial status.
2004	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 E.8	Analyze the interrelationships between the economic system and consumer actions in a chosen career cluster.

## Differentiation

Students' individual learning styles can be assisted through adjustments in assessment items, one-to-one teacher support, additional testing time and use of technology to simulate the job interview process.

Students can create a credit management checklist to share with other students.

## Technology

This is a good unit for the students to work on spreadsheet software. Create budgets, analyze data and calculate interest.

Students can conduct internet research to help them investigate options for repairing a bad credit rating. They can then write a paragraph explaining how each works and the effect it would have on an individual's credit rating.

## College and Workplace Readiness

This unit provides a great opportunity for discussions on budgeting for college, a car or an apartment. This is also a good opportunity to talk in detail about credit card choices, especially the ones typically offered to college students.

# Unit 08 - Work Based Learning

## Lifelong Learning

### Enduring Understandings:

Learning how to balance adult responsibilities will help provide a lasting feeling of satisfaction and achievement.

### Essential Questions:

What is downsizing?

How can you be a lifelong learner at your job?

What skills and qualities do employers look for when giving promotions and raises?

What should you consider before deciding whether to live independently?

What expenses must renters pay, in addition to rent?

What is your main responsibility as a citizen?

### Unit Goals:

Students will be able to: describe ways to prepare for the future; describe strategies for changing jobs; explain how to choose a place to live and set up a household; identify ways to balance your work and personal life; explain your role as a citizen and identify ways to participate in the community.

**Recommended Duration:** 5 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What are some ways that you can you prepare for the future and gain success in the workplace?	Preparing for changes in your career will help you adapt well when the changes come.	Current textbook Student textbooks Multimedia Presentation Interactive white board Graphic Organizers	Lecture, demonstration and classroom discussion. Utilize a word processor to create a resume. Class brainstorm session on how to explain to your employer why you chose to leave your last job. Create a technology skills chart.	Written tests and quizzes Classwork Effective use of class time Ability to stay on task Homework Current events Career Report



How can you enrich your personal life?	Learning effective strategies for making job and career changes will help to ensure that those transitions go smoothly.	Current textbook	Lecture, demonstration and classroom discussion.  Internet research on local apartments for rent.  Create a ten-year timeline, including personal and financial goals, such as buying a house, along with individual career goals.	Written tests and quizzes
		Student textbooks		Classwork
		Multimedia Presentation		Effective use of class time
		Interactive white board		Ability to stay on task
		Graphic Organizers		Homework
		Online Business Week		Reports

<b>2004</b>	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 B.1	Revise and update the personal growth plan to address multiple life roles.
<b>2004</b>	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 B.2	Apply project planning and management skills in academic and/or occupational settings.
<b>2004</b>	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 B.3	Compare and contrast methods for maximizing personal productivity.
<b>2004</b>	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 C.1	Model interpersonal and effective conflict resolution skills.
<b>2004</b>	Career Education and Consumer, Family, and Life Skills	Grades: 9-12	WORK.9-12.9.2.12 C.2	Communicate effectively in a variety of settings with a diverse group of people.

## Differentiation

Students' individual learning styles can be assisted through adjustments in assessment standards, one-on-one support, additional testing time and use of visual and auditory teaching methods such as: simulation application and interpersonal skills.

## Technology

Students can use a word processor to create employer documents.

## College and Workplace Readiness

This is a good unit for the student to research life after high school. Creating a college financial plan; investigating the purchase of a car or renting an apartment, etc. Have the students share their research with the class.