Escondido Union High School District
Course of Study Outline
Standards and Benchmarks:
Work Experience

<table>
<thead>
<tr>
<th>Course Length:</th>
<th>One Semester</th>
<th>Grade Level:</th>
<th>11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC/CSU Requirement:</td>
<td>Does not meet UC/CSU Requirement</td>
<td>Graduation Requirement:</td>
<td>Meets EUHSD Elective Credit or CTE Requirement.</td>
</tr>
</tbody>
</table>

Course Number Semester 1: 8400/8405
Course Number Semester 2: N/A
Transcript Abbreviation: WORK EXPER/WORK EXPR SP (Special Ed)
Number of Credits: 5-10 per semester
Prerequisite(s) Required: None
Prerequisite(s) Recommended: None
District Approved Instructional Materials/Textbook: EUHSD Instructional Resource Binder
Textbook Board Approval Date: N/A
Curriculum Approval Date: 6/18/09

Course Description: The Work Experience course is designed for students who are presently employed and wish to receive elective credit through course participation while employed in an EUHSD Work Experience approved position. The Work Experience coursework is aligned to the 2008 California Association of Work Experience Educators standards and some of the California English Language Arts grade 9 & 10 standards. The course provides students with opportunities to integrate supervised paid or unpaid employment in an approved field or occupation and weekly classroom instruction. A major emphasis in the course is to assist students in developing desirable work habits and attitudes while employed in real jobs. The job held by the student need not be related to his or her future and/or present occupation goal(s). Through the on-the-job experience, students will learn how to work with and for other people. The course is designed as elective credit only.

Work Experience Program Outcomes

The Work Experience program is designed to:
- Help students choose a career path.
- Prepare students for full-time employment suitable for their abilities and interests.
- Afford students with the opportunity to learn to work with others in ways that are successful and rewarding.

Work Experience uses the integrated efforts of teachers, counselors, students, parents, and employers to achieve the following purposes:
- Link the academic core curriculum with the world of work and promote students’ school-to-career transitions.
- Help students develop skills, habits, and attitudes conducive to job success and personal growth.
- Assist students in selecting careers and preparing for the world of work.
- Use a community’s business and industrial complex as a career training laboratory to help students develop a positive work ethic and acquire or refine work related skills and job performance in actual work settings.
Work Experience

Grading, Credit, and Attendance Criteria

Grading in the Work Experience course is based upon a student’s completion of the activities, assignments and required paperwork documentation. To pass this course, a student must meet at least 60% of the Work Experience course classroom assignments/requirements and work a minimum of twelve weeks at a legally approved job. The student must attain at least 180 work experience hours. Hours will be signed off on by a Work Experience teacher and will be documented on official Work Experience forms, provided to students during classroom instructional time.

Credit earned in the Work Experience class is based upon the number of employment hours worked. A detailed description of logging official hours and the Credit Earned Scale will be explained during the first few weeks of the course.

A student may earn up to ten credits per semester in Work Experience for a total of twenty credits per school year. Less than 180 hours worked during the semester will result in zero credits earned. A Grade Point Average (GPA) of less than a 2.0 on an EUHSD Progress report or Report Card will result in a student being placed on a six-week probationary status in the Work Experience program. Two six-week grading periods in a row with a GPA of less than a 2.0 will result in the revocation of a student’s work permit and any permits on file with the EUHSD will also be revoked. All students, regardless of age, must have a current EUHSD approved workers permit on file in order to work.

<table>
<thead>
<tr>
<th>Hours of Work</th>
<th>Credit Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 180 hours worked</td>
<td>0 credit</td>
</tr>
<tr>
<td>180-215 hours worked</td>
<td>5 credits earned</td>
</tr>
<tr>
<td>216-251 hours worked</td>
<td>6 credits earned</td>
</tr>
<tr>
<td>252-287 hours worked</td>
<td>7 credits earned</td>
</tr>
<tr>
<td>288-323 hours worked</td>
<td>8 credits earned</td>
</tr>
<tr>
<td>324-359 hours worked</td>
<td>9 credits earned</td>
</tr>
<tr>
<td>360 hours worked or more</td>
<td>10 credits earned</td>
</tr>
</tbody>
</table>

Work Experience

Pacing Guide Instructions

All EUHSD Work Experience teachers will follow the Work Experience A curriculum guide first. Students enrolled in Work Experience for a second semester will continue to go deeper into the curriculum, enhancing their Work Experience portfolio resources and understanding of employee/employer relations. The EUHSD Work Experience concepts and objectives should be taught in a spiral sequence, meaning that teachers should continue to go back and reinforce skills when and where applicable.
## Units of Study
### Work Experience

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Registration and Enrollment</td>
<td>Ongoing</td>
</tr>
<tr>
<td>2</td>
<td>Understanding the Workplace</td>
<td>Ongoing</td>
</tr>
<tr>
<td>3</td>
<td>Maintaining a Job/Leaving a Job</td>
<td>Ongoing</td>
</tr>
<tr>
<td>4</td>
<td>Economic Awareness/Career Planning</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
Unit 1
Registration and Enrollment
Orientation and Course Requirements
Job Seeking Skills
Length of Study – Ongoing

Unit 1 Overview: Orientation and Course Requirements will focus on the following topics and skills:

### Topics Covered:
- Course Requirements, Forms, and Agreements
- Graduation Information
- Worker’s Permit
- Employer Forms
- Job Seeking Skills
- Internet Research
- Interview Skills
- Legalities of Interview Questions
- Cover Letter
- Resume
- Portfolio Assessment

### Skills Covered:
- Communication Skills – Listening/Speaking
- Note Taking
- Organization Skills

**Note:** The EUHSD Work Experience standards are not adopted by the California Department of Education, but have been created and endorsed by the California Association for Work Experience Educators. This course has been developed to align to the CA Association for Work Experience Educator standards and the California English Language Arts grade 9 and 10 standards – when and where applicable.

### Work Experience Standards
- Students will understand their paycheck, including common deductions, taxation, and will exhibit knowledge of personal financial management. (4.0)
- Students can identify and understand the most common deductions on a paycheck stub. (4.1)
- Students will identify and differentiate forms of compensations and benefits. (4.2)
Students will understand their legal rights when leaving a job and demonstrate skills for making positive impressions upon terminating their employment. (3.0)

Students understand basic labor laws pertaining to leaving a job including the legal concept of “wrongful termination”. (3.1)

Students will understand the steps of the hiring process and demonstrate ways to successfully obtain employment. (1.0)

Students will demonstrate knowledge of available resources, including internet based web sites to locate employment agencies. (1.2)

Students will understand how to properly compose and format a business letter and are able to compose one, such as a resume, a cover letter, an interview thank you letter, or a letter of resignation. (1.3)

Students will demonstrate how to appropriately complete a job application. (1.4)

Students will understand and know how to create a properly formatted resume and reference sheet. (1.5)

Students will create a “portfolio” that demonstrates skills and experiences for use when seeking employment. (1.6)

**English Language Arts Grade 9 & 10 Standards**

- Students will read and understand grade level appropriate material. They will analyze organizational patterns, arguments, and positions advanced. (2.0)
- Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purpose. (2.1)
- Generate relevant questions about readings and issues that can be researched. (2.3)
- Synthesize content of several sources of works. (2.4)
- Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators, specialized software, or access guides to the WWW, etc.) (2.6)
- Write Business Letters that provide clear and purposeful information and address the intended audience appropriately. (2.5)

Students will write and speak with a command of Standard English conventions. (1.0)

<table>
<thead>
<tr>
<th>Student Learning Goal/Expected Student Outcome</th>
<th>Activity/Skill</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will enroll in the course by completing all required paperwork.</td>
<td>Teacher will review course syllabus, course paperwork requirements (worker’s permit, enrollment packet, parent/student responsibility forms, off campus authorization forms, etc.) Student will complete and turn in all required paperwork according to teacher designated deadlines.</td>
<td>Teacher Resource Binder (Course Forms Tab &amp; Signature Forms Tab)</td>
</tr>
</tbody>
</table>
### Students will be able to articulate course grading policy and credit hours requirements.

<table>
<thead>
<tr>
<th>Students will be able to create a resume and cover letter designed to assist them in demonstrating their skills to potential employers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will review formatting for resume, cover letter, and how to keep a professional portfolio of student work experience related documents.</td>
</tr>
<tr>
<td>Student will create a work experience portfolio containing required forms such as cover letter, resume, letter of resignation, etc.</td>
</tr>
<tr>
<td>Teacher Resource Binder (Job Search Tab &amp; Professional Docs Tab)</td>
</tr>
<tr>
<td><a href="http://www.ajb.dni.us">www.ajb.dni.us</a> (America’s Job Bank website)</td>
</tr>
<tr>
<td><a href="http://www.bls.gov">www.bls.gov</a> (Bureau of Labor and Statistics)</td>
</tr>
<tr>
<td><a href="http://www.calijobs.ca.gov">www.calijobs.ca.gov</a> (Jobs in California website)</td>
</tr>
<tr>
<td><a href="http://www.sandiegojobs.com">www.sandiegojobs.com</a> (Jobs in San Diego website)</td>
</tr>
<tr>
<td><a href="http://www.online.onecenter.org">www.online.onecenter.org</a> (Occupational Information website)</td>
</tr>
<tr>
<td><a href="http://www.lsdyouthwork.sanidegotwork.com">www.lsdyouthwork.sanidegotwork.com</a> (San Diego Internships website)</td>
</tr>
</tbody>
</table>

---

### Unit 1

#### Academic Content Vocabulary

1. **Course Requirement** – refers to the requirements for taking part in a class, such as attendance
2. **Worker’s Permit** – a required document under state and federal law permitting minors to work
3. **Work Experience** – a program for students who wish to work in a paid or unpaid position
4. **Individualized Instruction** – a course of instruction that is designed for individual need
5. **Independent Study** – studying on your own under supervision of an instructor, completing work on your own and turning in
6. **Discrimination** – refers to how a person is treated based upon certain factors such as sex, race, religion, etc.
7. **National Origin** – place of birth
8. **Equal Opportunity** – refers to the rights of an employee
9. **Credit Policy** – a policy dictating how credit is earned in the work experience program

---

### Unit 1 Assessment

Students are assessed on the following skills: timeliness of paperwork completion, completion of all in class and out of class assignments, class participation and attendance, listening and speaking skills (taking part in class discussions), etc.
Unit 2 Overview: Understanding the Workplace, will focus on the following topics and skills:

**Topics Covered:**
- Basic Labor Laws: Safety
- Basic Labor Laws: Sexual Discrimination
- Workplace Privacy
- Discrimination Issues
- Workers Rights and Protection Agencies

**Skills Covered:**
- Communication Skills – Listening/Speaking
- Note Taking
- Organization Skills

Note: The EUHSD Work Experience standards are not adopted by the California Department of Education, but have been created and endorsed by the California Association for Work Experience Educators. This course has been developed to align to the CA Association for Work Experience Educator standards and the California English Language Arts grade 9 and 10 standards – when and where applicable.

**Work Experience Standards**
- Students will identify discriminatory practices related to the employment process, including recognition of inappropriate interview questions and will practice actions and responses to such questions. (1.9)
- Students will know the appropriate documents that can be presented to the employer for Federal I-9 Form Immediately after being hired. (1.10)
- Students will understand basic labor laws, including safety regulations, sexual harassment, employment contracts, union agreements, etc. (2.1)
- Students will understand employer expectations, responding to supervisor’s evaluations and taking steps to improve job performance. Students recognize and respond appropriately to various workplace situations to create effective and safe work environments. (2.0)
- Students recognize and discuss laws, issues, and ethical practices relating to workplace privacy involving: communications, internet usage, workplace searches, video camera surveillance, personnel files, etc. (2.4)
- Students can identify the most common workplace accidents and steps to take to avoid these potentially hazardous situations. (2.5)
- Students know how to respond to crime at work with emphasis on personal safety. (2.6)
- Students know how to recognize sexual harassment when it occurs and know the appropriate actions that need to be taken to have a non-offensive work environment. (2.7)
- Students will identify situations at work that require ethical actions and decision making. Examples are: reasons for missing work, reporting actions of others to supervisors, issues of honesty, etc. (2.9)

**English Language Arts Grade 9 & 10 Standards**
- Formulate judgments about the ideas under discussion and support those judgments with convincing evidence. (1.1)

<table>
<thead>
<tr>
<th>Student Learning Goal/Expected Student Outcome</th>
<th>Activity/Skill</th>
<th>Suggested Resources</th>
</tr>
</thead>
</table>
| Students will understand basic safety and labor laws and will be able to identify where to locate these at their place of employment. | Teacher will review basic labor laws, including sexual harassment, and will reference specific state and federal laws. Students will be able to identify basic labor laws and know how to respond when they are violated. Role playing will be used as a sample activity for helping students identify how to respond when laws are broken. | Teacher Resource Binder (Labor Laws Tab)  
[www.youngworkers.org](http://www.youngworkers.org) (California Resources Network for Young Workers Health and Safety website.)  
[www.dol.gov](http://www.dol.gov) (US Department of Labor website)  
[www.bis.gov](http://www.bis.gov) (Occupational Outlook Handbook) |
| Students will be able to articulate the employer expectations around safety, use of any hazardous materials, and practices for use of any equipment and/or handling of materials – including food. | Teacher will review basic safety guidelines, including use of hazardous materials. Students will continue to role play on various practices and handling of equipment, including a discussion on their own experiences in their own places of employment. | Teacher Resource Binder (Labor Laws Tab)  
[www.youngworkers.org](http://www.youngworkers.org) (California Resources Network for Young Workers Health and Safety website.)  
[www.dol.gov](http://www.dol.gov) (US Department of Labor website)  
Unit 2
Academic Content Vocabulary

1. Child Labor Laws – refers to the laws governing how to treat employees, specifically minors
2. Employee Rights – refers to the rights of employees
3. Employer Rights – refers to the rights of an employer
5. Employee Protection – refers to the rights of employees
6. Labor Standards – refers to the rights to employees under specific standards, such as right to earn minimum wage
7. Employment Benefits – the additional benefits an employee gets while working, such as insurance or enrollment in a 401K retirement package

Unit 2
Assessment
Students are assessed on the following skills: timeliness of paperwork completion, completion of all in class and out of class assignments, class participation and attendance, listening and speaking skills (taking part in class discussions), etc.

Unit 3
Maintaining a Job/Leaving a Job
Length of Study – Ongoing

Unit 3 Overview: Maintaining a Job/Leaving a Job will focus on the following topics and skills:

Topics Covered:
- Employer Expectations
- Personal Appearance
- Importance of Attitude
- Customer Service
- Employee Skills
- Employer Evaluations
- Letters of Resignation

Skills Covered:
- Listening and Speaking
- Oral/Written Communication Skills
- Organizational Skills
- Note Taking
- Record Keeping
- Public Relations Skills (group work)

Note: The EUHSD Work Experience standards are not adopted by the California Department of Education, but have been created and endorsed by the California Association for Work Experience Educators. This course has been developed to align to the CA Association for Work Experience Educator standards and the California English Language Arts grade 9 and 10 standards – when and where applicable.

### Work Experience Standards

- Students will understand employer expectations, responding to supervisor’s evaluations and taking steps to improve job performance. Students can recognize and respond appropriately to various workplace situations to create safe and effective work environments. (2.0)
- Students understand employer expectations of employees and will review their own performance evaluations to identify areas of improvement and plan steps to improve. (2.2)
- Students know the common reasons for why employees are fired and are able to identify steps to be taken to avoid being fired. (2.3)
- Students understand their legal rights when leaving a job and demonstrate skills for making a positive impression upon terminating their employment. (3.0)
- Students understand basic labor laws pertaining to leaving a job including the legal concept of “wrongful termination”. (3.1)
- Students know how to create a properly formatted letter of resignation from their job. (3.2)

<table>
<thead>
<tr>
<th>Student Learning Goal/Expected Student Outcome</th>
<th>Activity/Skill</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to articulate their employer expectations during their time on the job.</td>
<td>Teacher will review employee/employer expectations through shared discussion between students in class.</td>
<td>Teacher Resource Binder (On the Job Tab)</td>
</tr>
<tr>
<td>Students will be able to articulate their workplace dress code and will be able to identify between appropriate play and work attire.</td>
<td>Teacher will review personal appearance checklist with students and will have students discuss attire in the workplace and the effects of appearance.</td>
<td>Teacher Resource Binder (On the Job Tab) Personal Appearance Checklist (On the Job Tab)</td>
</tr>
<tr>
<td>Students will be able to identify the various social voice registers and attitudes necessary for employment.</td>
<td>Teacher will review student attitude by having students take part in an attitude survey and then discuss results.</td>
<td>Teacher Resource Binder (On the Job Tab) Attitude Survey (On the Job Tab)</td>
</tr>
<tr>
<td>Students will be able to write a letter of resignation.</td>
<td>Students will practice writing letters of resignation, adding one to their portfolio, using a variety of templates. Students will also take part in a discussion on what it means to resign from a job.</td>
<td>Teacher Resource Binder (Professional Docs Tab)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Students will be able to articulate their own job performance based upon their evaluation of their own skills and their employer’s evaluation, including articulating their workplace expectations.</td>
<td>Teacher will review on the job expectations, including salary requirements, employee personnel expectations, etc. Students will take part in group discussion on employee expectations, including role playing a variety of situations to better prepare students. Students may listen to a guest speaker on performance based expectations.</td>
<td>Teacher Resource Binder (Professional Docs Tab)</td>
</tr>
</tbody>
</table>

**Unit 3**

**Academic Content Vocabulary**

1. Attitude – the way you appear to other people when you communicate
2. Body Language – the actions you convey by the movements of your eyes, your hands, your body gestures
3. Appearance – refers to the manner in which you dress in different employment situations, like wearing a uniform, keeping your hair out of your face when handling food, etc.
4. Letter of Resignation – a letter written by the employee, to the employer, when the employee no longer wishes to be employed or wishes to resign

**Unit 3**

**Assessment**

Students are assessed on the following skills: timeliness of paperwork completion, completion of all in class and out of class assignments, class participation and attendance, listening and speaking skills (taking part in class discussions), etc.
Unit 4
Economic Awareness/Career Planning
Length of Study – Ongoing

Unit 4 Overview: Economic Awareness and Career Planning will focus on the following topics and skills:

Topics Covered:
- Student Skills Assessment
- Internet Research
- Economic Awareness
- Understanding Benefits
- Employment Trends
- Wage/Salary Information
- Training and Education Requirements
- Developing a Career Plan

Skills Covered:
- Listening/Speaking
- Computer Skills and Applications
- Organizational Skills
- Goal Setting
- Oral and Written Communication

Note: The EUHSD Work Experience standards are not adopted by the California Department of Education, but have been created and endorsed by the California Association for Work Experience Educators. This course has been developed to align to the CA Association for Work Experience Educator standards and the California English Language Arts grade 9 and 10 standards – where and where applicable.

Work Experience Standards
- Students know how to develop a plan for obtaining pay raises and/or promotions. (2.8)
- Students will identify and differentiate forms of compensations and benefits. (4.2)
- Students will evaluate their interests and skills to identify careers to investigate, culminating in development of a personal career plan. (5.0)
- Students will identify careers for investigation that fit their personal profile. (5.1)
- Students will use a variety of resources such as the ones found in print, the internet, and software based programs to investigate employment trends and hiring projections for careers of interest. (5.2)
• Students will demonstrate knowledge of resources available to access wage/salary information relating to personal careers of interest. (5.3)
• Students will investigate training/education requirements for careers of interest as well as fees and entrance requirements of educational organizations. (5.4)
• Students will develop a written career plan identifying related employment opportunities, hiring/wage projections, and training/education requirements. (5.5)

**English Language Grades 9 & 10 Standards**

• Use appropriate conventions for documentation in text, notes, and bibliographies by adhering to those in style manuals (e.g., MLA format). (2.0)
• Use clear research questions and suitable research methods (e.g., library, electronic media, personal interviews) to elicit and present evidence from primary and secondary sources. (1.3)
• Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphing calculators and specialized software programs, and in access guides to the WWW sites). (2.6)
• Students will write and speak with a command of Standard English. (1.0)
• Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them. (1.14)

<table>
<thead>
<tr>
<th>Student Learning Goal/Expected Student Outcome</th>
<th>Activity/Skill</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to conduct a student skills assessment, using one of a variety of tools, designed to identify their areas of strength and weakness and will be able to articulate their own areas of strength and weakness, as it relates to the world of work.</td>
<td>Teacher will review WWW research, survey tools, etc. with students to help them identify their work related skills and how to maximize them with researching careers. Students will take part in on line and community career related research activities.</td>
<td>Teacher Resource Binder (On the Job Tab) <a href="http://www.careers.org">www.careers.org</a> (Career Resource Center website) <a href="http://www.bis.gov">www.bis.gov</a> (Occupational Outlook Handbook)</td>
</tr>
</tbody>
</table>
Students will be able to conduct internet research on careers, economic outlook for careers, and use information to further develop their own career goals and plans.

Teacher will discuss technology use and how to utilize effective websites and links to help students in their career goal research. Student will continue to enhance his portfolio through WWW research, designed to complete is goal setting plan.

Teacher Resource Binder (all tabs)
Various websites
Review Technology Use Agreement (found in Binder)
www.collegeboard.com (Planning for College website)

Students will be able to articulate their employer’s benefits package, understand and articulate the types of deductions found on their paycheck.

Students will take part in a class discussion and/or 1-1 conversations regarding their own pay stub and samples on deductions, completion of W-2, and changes in number of deductions, and types of benefits (medical, 401K plans, etc.)

Teacher Resource Binder
Student Pay Stubs

Students will be able to articulate a career goal; the training involved and/or educational requirements associated with the goal, and will present a developed career goal plan.

Student will present his career portfolio as a culminating activity in the course.

Teacher Resource Binder
Job Search – completion of “Goal Setting Worksheet – Teacher Resource Binder

### Unit 4

#### Academic Content Vocabulary

1. Employee Benefit – the benefits granted to an employee by an employer above and beyond the actual wage earned. Example – health benefits.
2. Employment Trends – the outlook for the future for a potential career.
3. Economic Awareness – an understanding of the economy and the costs associated with maintaining a job, and completing other goals, such as owning an apartment, paying bills, etc.
4. Networking – a process for gathering contact information designed to help you achieve your goals. Example: Getting to know business owners within the community in a particular field of interest.

### Unit 4

#### Assessment

Students are assessed on the following skills: timeliness of paperwork completion, completion of all in class and out of class assignments, class participation and attendance, listening and speaking skills (taking part in class discussions), etc.