Paso Robles Joint Unified

District Plan for Work Experience Education 2021

PASO ROBLES
BEARCATS

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Purpose of Work Experience Education

The Work Experience Education (WEE) program is designed to support students in connections between the academic curriculum and the world of work, and to promote a successful transition from school-to-career. WEE assists students in acquiring the knowledge, skills, habits, and attitudes conducive to employment success and personal growth. Through partnerships with local businesses, students gain relevant career training, a positive work ethic, and skills to improve performance in a real work setting. WEE is founded on a partnership between District administrators, teachers, counselors, students, parents/guardians, and employers.

Work Experience Education Program Description

WEE is a designated course of study which must be approved by the governing board and is submitted to the State of California Department of Education for approval as well. As such, the WEE plan must comply with all provisions in the California Education Code (EC). Standards and operations guidelines for WEE programs are found in the California Code of Regulations (CCR) Title 5.

WEE combines an on-the-job component with related classroom instruction designed to maximize the value of on-the-job experience. Expected educational outcomes include a greater level of knowledge of workplace norms, 21st century skills, and job-specific knowledge and skills which lead to greater opportunities for future workforce participation upon completion of high school. The WEE Program relies on partnerships between the student, a quality classroom instruction component, a partnership between the employers and the District Work Based Learning Director, as well as the student's parents/guardians.

Staffing

The WEE coordinator needs to be able to be a leader both within and outside the education community. The WEE coordinator must have knowledge of child labor laws and work with local employers to see that they are followed. The WEE coordinator must possess a valid secondary level credential, have two years of occupational experience outside the field of education, and is knowledgeable of the educational purposes, standards, laws and regulations regarding WEE.

Student Selection

General and Career Technical WEE are open to all juniors and seniors who are working a minimum number of hours as outlined by the local education Board's District Plan. In order for a student's job to qualify, the employer must be paying the student at least minimum wage and the student must be covered by the employer's Workers Compensation Insurance. The WEE coordinator needs to approve all students' work sites. (The minimum age for students enrolled in WEE is 16 years of age.)

Business Involvement

Each WEE Program has an extensive partnership with local employers. Employers may participate in a variety of ways including:

1. Serve on WEE Advisory Boards.
2. Assist in developing WEE curriculum.
3. Provide speakers for the class related portion of WEE.
4. Host field trips to give students a perspective of the workplace.
5. Provide mentors to WEE students who serve as career-related role models and personal points of contact in the field of training.
6. Provide summer jobs and part-time school year jobs.

Types and Descriptions of Work Experience Education Programs

WEE includes both paid and unpaid work experiences. As specified in the California Code of Regulations (5CCR § 10071), the District may offer the following types of WEE:

1. Exploratory Work Experience Education.....Unpaid
2. General Work Experience Education.....Paid
3. Career Technical Work Experience Education.....Paid or Unpaid

The following information is from the California Department of Education's Work Experience Education Guide.

Exploratory Work Experience Education

The rationale for having an Exploratory WEE Program is due to the changing nature of work in our society and the need for students to be aware of career opportunities. This program provides an opportunity for a broad spectrum of students to explore career paths with the goal of clarifying career directions. Exploratory Work Experience is unpaid, and its general purpose is to provide students the opportunity to observe and sample a variety of conditions of work for ascertaining their interest and suitability for the occupations they are exploring. Exploratory Work Experience includes a combination of job observations and related classroom instruction in Work Experience Education. The student may be required to perform, on a limited, periodic, and sampling basis, unpaid work activities while exploring the occupation.

General Work Experience Education

The rationale for having a General WEE program is the changing nature of work in our society, which requires students to develop appropriate work habits and attitudes that may be transferred to a variety of employment situations. The major goal of General Work Experience Education is to enable students to become productive, responsible individuals through supervised, paid employment experiences.

The description of General Work Experience Education is that it is an instructional course, which has as its purpose the application of the basic skills of reading, writing and computation. General Work Experience Education students will acquire general and specific occupational skills through a combination of supervised paid employment in any occupational field and related classroom instruction in Work Experience Education. (5 CCR §10071)

In order for a student's job to qualify for the WEE Program, the student must earn at least minimum wage, be covered by Worker's Compensation Insurance, and work a minimum number of hours per week. The minimum hours allowable for students to work is eight (8) hours per week. Unlike Career Technical WEE, students enrolled in a General WEE Program may have a paid job that does not necessarily relate to Career Technical course work.

Career Technical Work Experience Education

The major goal of Career Technical Work Experience Education is to develop and refine occupational competencies necessary to acquire paid employment or non-paid placements, to adapt to the employment environment, and to advance in an occupation. The rationale for having a Career Technical WEE Program is through employment, students can strengthen the occupational skills acquired in the classroom while learning current technology and business/industry practices.

The description of Career Technical Work Experience Education is to reinforce and extend vocational learning opportunities for students through a combination of related classroom instruction. Work Experience Education is supervised paid employment in the occupation for which their Career Technical course in school prepares them. Students enrolled in Career Technical Work Experience Education must have a job that is related to a concurrently enrolled Career Technical course. (Example: a student in a CAD class works for an engineering company doing computer aided design work.)

NOTE: Career Technical WEE is very similar to cooperative Career Technical Education (CTE) programs and community classrooms. (EC § 52372.1) The rules and regulations for these programs shall include, but not limited to, all of the following:

1. Selection and approval of work and training sites.
2. Related classroom instruction.
3. Supervision of students while in training.
4. Joint venture training agreements and plans.
5. Student/teacher ratios.
6. Paid and unpaid on-the-job experiences.
7. Credit for participating in cooperative CTE programs and community classrooms.

Goals and Benefits of Work Experience Education

A Work Experience Education Program has many benefits for the students, schools, and community. Primary goals include, preparing high school students for

a successful transition from school to the workforce and helping to provide a skilled workforce for continued economic success. Additionally, students gain valuable on-the-job training and education to complement and reinforce workplace knowledge and skills.

Goals of Work Experience Education

The major goals of WEE include the following:

1. Recognize the process and content of the school's curriculum is relevant to career requirements and responsibilities.

2. Appreciate the importance of work to personal fulfillment and development of independence and maturity.

3. Analyze career opportunities and their requirements and compare these with personal potential and expectations.

4. Relate, in a positive manner, to Work Experience Education supervisors, employers, co-workers, and the public being serviced.

5. Identify with and participate in adult roles and responsibilities in the world of work.

6. Utilize and reinforce the core academic skills of reading, writing, and computation through the world of work.

Benefits of Work Experience Education

WEE Programs provide an opportunity to establish tangible relevance between the education curriculum and the world of employment. In our rapidly changing, complex technological society, where jobs for the unskilled are disappearing. Old skills are fast becoming obsolete, and new and flexible skills are increasingly in demand, WEE has become recognized as a vital component of modern education. WEE Programs extend learning experiences outside the classroom into the community. The value of this extension lies in the fact that the business-industry community serves as an expansive training laboratory for the education community.

Benefits to Students

WEE is part of the total education process that:

1. Assists students to choose wisely a career path.

2. Prepares students for full-time employment suitable to their abilities and interests.

3. Gives students the opportunity to learn to work with others in ways, which are successful and rewarding.

Students can develop their skills and assess their capabilities while on-the job and working with adults. Students may systematically observe work being carried out in the actual work setting in order to determine the suitability of an occupation and how much preparation is required for that career. More specifically, WEE assists students in making career choices, in learning saleable employment skills, and making the transition to the world of work.

A study by the Institute of Columbia University Education and Economy Teacher's College produced the following results relating to students enrolled in School-to-Work Programs such as WEE:

- Regardless of their risk of school failure, students have more interest in school and have comparable or better attendance.
- In comparison to similar students, maintain good grades and take classes that are more difficult. For African American and Hispanic youth, participation in at least one of a variety of school-to-work programs is linked to increased future course taking in science and math.
- Are more likely than comparable students to complete the requirements for graduation, have better graduation rates, and graduate on time (particularly those at "high risk" of not graduating).
- Attend college in greater numbers than their peers and are better able to choose a career once there.
- Jobs obtained by school-to-work graduates are more likely to be within meaningful career paths and offer higher wages than the jobs of other high school graduates.

Secondary benefits include personal growth in the student's:

- Sense of responsibility and self-reliance.
- Self-image and personal pride.
- Economic security and independence.
- Incentive for academic effort and achievement.
- Personality and poise.
- Self-understanding and appreciation of others.
- Ability to work cooperatively with others.
- Knowledge, skills, and attitudes necessary for successful job performance.
- Work habits, which meet employer expectations.
- Awareness of community educational, training, and employment opportunities.
- Awareness of social and economic realities of the occupational world.

Benefits to the Schools

As more students become aware of the importance of education to their personal goals, the school climate and the school image in the community improve. Among the benefits of WEE to the schools are:

- Improved classroom performance by students.
- Greater retention of at-risk students.
- Better relations between school and community.
- Increased support from the business community.
- Greater parent involvement and cooperation with.

Benefits to the Community

WEE Programs readily gain acceptance and support in the community because their short and long-term benefits relate to recognized community concerns. WEE outcomes supported and endorsed by the community include:

- Increased participation by youth in our economic system through early access to wage-earning status.
- Documentation of the decline of delinquency and crime when students are employed part-time.
- Improved citizenship and community participation by students whose contributions to the economy are recognized through school credit and community approval.
- Better relations between community and school.
- Tangible economic value to tax paying employers.
- Help to ensure the health and safety of working minors in the community by educating employers about work permits and state and federal labor laws.

Unique Features about Work Experience Education

Work Experience Education:

- Involves a close working partnership between the high school and local businesses.
- Provides ongoing partnerships among a school district, postsecondary educational institutions, local employers, and the California Department of Education.
- Provides for the voluntary participation of students.
- Requires parental or guardian permission for acceptance into the program.
- Includes a mentor program where each student is partnered with a business, in the local community, who is committed to training and evaluating the student's progress on the job site.
- General and Career Technical WEE places students in jobs with local employers.

- Provides additional motivational activities with local community and business involvement.
- Includes workplace learning during the 11th and 12th grade for students enrolled in General or Career Technical WEE.
- General and Career Technical WEE can provide a transition from the rigid daily schedule of most comprehensive high schools to a more flexible college schedule where students may spend less time in class and more time studying independently.

Comprehensive Work Experience Education Plan

Paso Robles High School provides students the opportunity to engage in WEE from grades 9-12. Some students in grade 9 are enrolled in "Get Focused, Stay Focused", a year-long course designed to allow students to explore careers and set a 10-year plan. Exploratory WEE is incorporated into this course by including virtual job shadows, guest speakers from a variety of industries, and opportunities to develop selected work experience-related skills. In grades 10-12, students can engage in follow-up modules to reinforce and extend the knowledge and skills developed in "Get Focused, Stay Focused". A grade of 70% earns a passing grade for PEDS 110 Cuesta College Credit for enrolled students.

Students in grades 11-12 may choose to participate in General WEE. Participating students are expected to complete a minimum number of hours of paid work per week as well as complete WEE coursework each semester of participation in the program. General WEE may take place during the regular school year or during summer school as offered. Coursework will consist of the equivalent of one class period per week and focus on work-related knowledge and skills. Upon successful completion of both the work experience and related coursework (passing score of 60% or higher), students earn a total of 10 semester credits each semester of participation in the program. Due to the hourly requirements of the work experience component, students earn credit for the equivalent of 2 class periods per semester, in accordance with early dismissal and minimum day requirements. A student could earn a maximum of 40 semester credits total over 4 semesters of WEE Program participation in Grades 11-12.

Students in grades 11-12 AND enrolled in a CTE pathway may choose to

participate in Career Technical WEE. Participating students are expected to complete a minimum number of hours of paid work per week as well as complete WEE coursework each semester of participation in the program. Employment must be in the occupation for which the student's career technical course in school prepares him/her for. Coursework will consist of the equivalent of one class period per week and focus on work-related knowledge and skills. Upon successful completion of both the work experience and related coursework (passing score of 60% or higher), students earn a total of 10 semester credits each semester of participation in the program in General WEE. Career Technical WEE may take place during the regular school year or during summer school as offered, earning up to 5 credits per semester per course.

Components of a Training Agreement Between Student, District, and Employer

The District may offer a formal training agreement with each employer (5 CCR § 10070 & 10071; EC § 51762.5 (d)). The written agreement shall identify the responsibilities of the student, employer, parent/guardian, and the District and outline the objectives that the students are to accomplish at the training site. The training agreement includes the following:

(1) The specific student objectives to be accomplished at the work site;

(2) Assurance by the employer that the work site offers a reasonable probability of continuous employment for the student during the period for which the student is enrolled in the Work Experience Education program;

(3) Assurance by the employer that he/she has adequate equipment, materials, and other facilities to provide appropriate learning opportunities;

(4) Assurance by the employer that the work conditions will not endanger the health, safety, welfare, or morals of the student;

(5) Assurance by the employer that he/she will provide adequate adult supervision at all times when the student is engaged in Work Experience Education employment;

(6) Assurance by the employer that he/she, as required by law, provides Workers' Compensation Insurance coverage whenever there is an employer-employee relationship;

(7) Assurance by the employer that he/she will maintain the student's hourly work records and cooperate in rating his/her achievement at the work site; and

(8) Assurance by the employer that he/she does not and will not discriminate on the basis of race, creed, color, sex, sexual orientation, or religion.

Selection and Approval of Work Stations

In selecting and approving a workstation for an individual student, the WEE coordinator shall approve workstations that will enable the student to accomplish meaningful learning objectives (5 CCR §10072; EC §51762 51762.5(a)).

Teacher Responsibilities

The teacher responsibilities include the following:

(a) The WEE coordinator approves students for enrollment in WEE (EC §51760)

(b) The WEE coordinator is responsible for preparing and conducting related classroom instruction. (EC §51 760, §51762.5& 5 CCR § 10073)

(c) The WEE coordinator identifies, selects, and/or approves work sites. (EC § 51762.5(a) & 5 CCR § 10072)

(d) A minimum of two on-site contacts per semester with a supervisor at each work site and minimum of one on-site contact during the summer school session is mandated for completion by the WEE coordinator. (5 CCR § 10074)

(e) Clerical services & Records: A provision is made for clerical services to assist the professional in meeting the goals and objectives of WEE and to assure the accuracy, completeness, and quality of the records. The district shall maintain records including:

(i) Type of WEE in which each student is enrolled, where the student is employed, the type of job held or observation sees and hours of rotation. (EC § 51762.5)

(ii) Work permit issued, if applicable (EC § 49110) Note: Not required for Exploratory WEE.

(g) Employers report of student's hourly work record and performance on the job, (EC § 51762.5)

(h) Report of employer consultations. (EC § 51762.5 & 5 CCR § 10074)

(i) Ratings of each student, including his/her grade. (EC § 51760.3 & § 51762-5)

(j) Formal training agreement for each employer and student that describes the responsibilities of the employer, student, school, and parent/legal guardian. (EC § 51762.5 & 5 CCR)

Teacher Qualifications

The Work Experience Education Teacher-Coordinator shall possess a valid California credential, have two years of occupational experience outside the field of education, and have knowledge of the educational purposes, standards, laws, and rules and regulations applicable to Work Experience Education. For the purpose of this section, credential means a Preliminary, Professional Clear, Life Credential, or any non-intern teaching credential issued under prior statutes that authorizes a person to teach in California K-12 schools (5 CCR § 10075; EC § 51762 46300(b), 51762, 51762.5)).

Records

Records which must be kept include:

- Type of WEE in which each student is enrolled, where the student is employed, the type of job held or observation sites and hours of rotation (EC § 51762.5).
- Work permit issued, if applicable. (EC § 49110) Note: Not required for Exploratory WEE.
- Employer's report of student's hourly work record and performance on the job (EC § 51762.5).
- Report of employer consultations. (EC § 51762.5 & 5 CCR § 10074) •

15.e. Ratings of each student, including his/her grade. (EC § 51760.3 & § 51762.5)

- 15.f. Formal training agreement for each employer and student that describes the responsibilities of the employer, student, school, and parent/legal guardian. (EC § 51762.5 & 5 CCR § 10071)
- At least two on-site contacts for each training site (5 CCR § 10074).

Training Site Supervision

In carrying out the district plan for WEE, the coordinator shall provide for

supervision of students by preparing individual training plans, observing the consulting with students, and making a minimum of two on-site contacts per semester with each workstation supervisor and a minimum of one on-site contact during summer school to evaluate student performance (5 CCR § 10074; ED § 51762 (c)).

Student Teacher Ratio

The pupil/teacher-coordinator ratio in WEE does not exceed 70 pupils per one full-time equivalent certificated WEE coordinator. Only duties and time directly related to the operation of WEE are considered when determining the pupil-teacher-coordinator ratio (EC § 43600 (b).

Student Expectations

Students who meet the requirements described below may elect to participate in the General and Career Technical WEE but are not required to do so. Often, students will already have found a job on their own, and when coming to apply for a work permit, the General WEE courses will be offered as well. Periodic review of eligibility for a work permit will be required and if a student loses eligibility, they will not be able to continue in the WEE program until they have made enough progress to regain eligibility for a work permit.

Student Qualifications

At the time of enrollment, students are at least 16 years of age (EC § 51760.3(a)).

Exceptions:

- Students in grade 11 or higher. (EC § 51760.3(a)(i))
- Students enrolled in Exploratory WEE may be 12 years of age and in middle school. (5 CCR § 10071)
- Principal may certify exemption. (EC § 51760.3(a)(2)(3))
- WEE may be identified on the IEP. (EC § 51760.3(a)(4))

Student Selection Criterion

To ensure a quality WEE Program, the following student selection process should be followed:

- All students who are eligible enrollees are acquainted with the program being offered

- The WEE coordinator works closely with the counseling staff in the selection of the participants
- The WEE coordinator works closely with the special education teachers in the placement of special needs students

- Counselors and the WEE coordinator identify and design specific activities for students at risk of dropping out of school.

Minimum Day

The minimum day for students is at least 180 minutes in duration (excluding WEE) (EC § 46144).

Exceptions:

- Continuation high school students (EC § 46145)
- Graduating WEE students in the last semester of their senior years (EC § 46147)

Students who attend high school for the minimum 180 instructional minutes must enroll in WEE in addition to those required minutes.

Exemptions:

- Graduating Seniors: An exemption to the 180 minutes requirement is stated in EC § 46147. The exemption is for "…a 12th grade pupil in his or her last semester or quarter…who is enrolled in a work experience education program…and who would complete all of the requirements for graduation, except courses of physical education, for less than 180 minutes each day, to attend high school for less than a minimum day of 180 minutes…" Individual districts vary on their policy. Some districts allow last semester seniors a shorter day some do not, check local Board policy in your area.
- Continuation High Schools: Continuation high schools are also exempt from the 180-minute minimum day requirement. EC 46170 states, "In continuation high schools…no pupil…shall be credited with more than 15 hours of attendance in any calendar week."

For those students who can prove that they are working full-time, EC 48400 states that, for compulsory continuation education "All persons 16 years of age or older and under 18 years of age…shall attend…for not less than four 60-minute hours

per week…"

- Independent Study: Independent study students who have approved independent study contracts with the school are required to attend school for one hour per week. (5 CCR § 11700-11702)

Unpaid

For General and Career Technical Work Experience the student must be paid at least state minimum wage. (5 CCR § 10071 & 10121; EC § 51762)

Exploratory WEE is an unpaid placement.

Exploratory WEE students may not be paid a wage or salary.

Work permits are not required for minors who meet all of the following conditions:

(a) the minor is not receiving pay or financial reimbursement for services rendered in volunteer services or educational purposes;

(b) the minor is not in an employer-employee relationship in accordance with The Fair Labor Standards Act and the minor is an unpaid trainee, volunteer, or in school placement; and

(c) the minor has parental permission and has submitted written evidence thereof with the school district, charter school, or private school of enrollment.

Paid

Students enrolled in General or Career Technical Work Experience Education must be paid at least minimum wage (5 CCR § 10071; EC § 51762). Exploratory WEE students are not paid.

Related Classroom Instruction

The WEE coordinator shall conduct the related classroom instruction. Related classroom instruction has been developed for each semester, including

units in appropriate scope and sequence. "Related classroom instruction" means formal vocational instruction, which is correlated with paid on-the-job training experiences (5CCR § 10073; EC § 51762 51762.5).

Curriculum

For a quality program the instruction should cover a two-year sequence of courses, which follows the WEE standards. Some topics to be covered should

include:

- Conducting job search activities
- Analyzing labor market needs and projections
- Getting, keeping, and leaving a job
- Career awareness and development
- Interviewing skills
- Resume writing
- Getting along with others in the workplace
- Getting raises and promotions
- Attitudes on the job
- Other employability skills
- Taxes
- Labor laws
- Safety on the job
- Portfolio Development

This two-year sequential curriculum should involve such instructional strategies as:

- Individual study and group instruction
- Audio and visual aids
- Field trips to business firms
- Use of outside resources including recent graduates
- Remedial teaching strategies as needed
- Develop leadership skills
- Business, labor and/or community members as speakers
- Job shadowing experiences.

Students with Special Needs

The related classroom instruction component of WEE needs to be adjusted for students with special needs. Special education teachers and/or support services personnel should be able to direct the coordinator towards appropriate teaching materials or give directions as to revising existing material to appropriate teaching levels for student success.

The special education program instructional classroom aides are often available to assist with mainstreamed students. Aides could work with the

coordinator adapting materials and/or spending time in the classroom during related classroom instruction.

Course Descriptions

The following two-year course sequence is organized into four semesters of sequential coursework and uses the eDynamic Learning, Workplace & Internship Readiness: Preparing for Work & Life.

Semester 1:

Semester 1 covers Unit 1: Know Yourself and Unit 2: From Classroom to Employment. Learning Objectives include:

1. Develop the practice of self-awareness
2. Identify your core values
3. Describe your personality
4. Recognize specific employability skills you have developed and want to develop
5. Articulate the factors that motivate you
6. Describe how learning on the job differs from learning in the classroom
7. Differentiate among different kinds of organizations and organizational structures
8. Conduct online research to identify employment opportunities
9. Create a complete, well organized resume
10. Craft a cover letter tailored to the target employer
11. Prepare for a job interview

Week & Unit	Topic:	Instructional Activity:
1 Unit 1	Lesson 1: Developing the Practice of Self-Awareness	Unit 1 Critical Thinking Questions

2 Unit 1	Lesson 2: Values	Activity 1: Self-Reflection Journal Activity #3: Values
3 Unit 1	Lesson 3: Personality	Activity 2: Self-Reflection Journal Activity #1: Personality
4 Unit 1	Lesson 4: Skills	Activity 3: Action Plan Activity #1: Skills
5 Unit 1	Lesson 5: Motivation	Activity 4: Self-Reflection Journal Activity #2: Motivation
6 Unit 1	Lesson 6: From Self Awareness to Goal Setting	Discussion 1
7 Unit 1	Unit 1 Podcast	Discussion 2
8 Unit 1	Unit 1 Quiz: Know Yourself	Unit 1 Quiz
9 Unit 2	Lesson 1: Learning on the Job	Unit 2 Critical Thinking Questions
10 Unit 2	Lesson 2: Understanding How Organizations are Structured	Activity 1: Action Plan Activity #2: Job Research
11 Unit 2	Lesson 3: Conducting a Job Search	Activity 2: Self-Reflection Journal Activity #4: Planning
12 Unit 2	Lesson 4: Resumes	Activity 3: Action Plan Activity #3: Starting a Resume

13 Unit 2	Lesson 5: Cover Letters/Emails	Activity 4: Action Plan Activity #4: Interviewing
14 Unit 2	Lesson 6: Preparing for the Interview	Discussion 1
15 Unit 2	Unit 2 Podcast	Discussion 2
16 Unit 2	Unit 2 Quiz: From Classroom to Employment	Unit 2 Quiz

Semester 2:

Semester 2 covers Unit 3: Workplace Behavior and Unit 4: Communicating at Work. Learning objectives include:

1. Describe appropriate grooming and attire for the workplace
2. Recognize the behaviors that will help you integrate into the workplace
3. Identify key behaviors your manager will appreciate
4. Articulate the role of the human resources department in your working life
5. Document workplace behaviors in a career portfolio
6. Facilitate effective conversations via face-to-face interactions and phone calls
7. Follow an efficient process for producing workplace writing 8. Compose two common kinds of workplace writing: email messages and reports
9. Create and deliver professional presentations

Week & Unit:	Topic:	Instructional Activity:
1 Unit 3	Lesson 1: Dressing the Part	Unit 3 Critical Thinking Questions
2 Unit 3	Lesson 2: Navigating Your Training Period	Activity 1: Being Professional
3 Unit 3	Lesson 3: Working for a Manager	Activity 2: Workplace Scenarios

4 Unit 3	Lesson 4: Understanding the Role of HR (Human Resources)	Activity 3: Self-Reflection Journal Activity #5: Soft Skills
5 Unit 3	Lesson 5: Documenting Your Work Behaviors in a Career Portfolio	Activity 4: Action Plan Activity #5: Starting a Career Portfolio
6 Unit 3	Continued: Lesson 5: Documenting Your Work Behaviors in a Career Portfolio	Discussion 1
7 Unit 3	Unit 3 Podcast	Discussion 2
8 Unit 3	Unit 3 Quiz: Workplace Behavior	Unit 3 Quiz
9 Unit 4	Lesson 1: Live Conversations	Unit 4 Critical Thinking Questions
10 Unit 4	Lesson 2: Basics of Workplace Writing	Activity 1: Action Plan Activity #6: Researching and Writing a Report
11 Unit 4	Lesson 3: Emails and Reports	Activity 2: Active Listening
12 Unit 4	Lesson 4: Presentations	Activity 3: Self-Reflection Journal Activity #6: Body Language
13 Unit 4	Continued: Lesson 4: Presentations	Activity 4: Action Plan Activity #7: Presenting a Formal Presentation
14 Unit 4	Unit 4 Podcast	Discussion 1

15 Unit 4	Unit 4 Quiz: Communicating at Work	Unit 4 Quiz
16 Unit 4	Final Exam	Final Exam

Semester 3:

Semester 3 covers Unit 5: Teamwork Makes the Dreamwork and Unit 6: Managing Yourself, Time, and Money. Learning objectives include:

1. Describe the characteristics of a healthy, productive team
2. Explain the value of diversity and ways to foster it
3. Identify practices for managing team conflict
4. Describe the behaviors you need to participate effectively in meetings
5. Recognize common technology tools used to collaborating
6. Define self-leadership and its benefits
7. Use time management techniques to optimize your personal productivity
8. Engage in long-term personal financial planning.

Week & Unit:	Topic:	Instructional Activity:
1 Unit 5	Lesson 1 What is a Team?	Unit 5 Critical Thinking Questions
2 Unit 5	Lesson 2: Embracing Diversity	Activity 1: Self-Reflection Journal Activity #7: Teamwork
3 Unit 5		3: Managing Conflict Activity 2: boration in Action: A TED Talk
4 Unit 5	Lesson 4: Acing Meetings	Activity 3: Conducting a Meeting
5 Unit 5	Lesson 5: Collaborating Via Technology	Activity 4: Action Plan Activity #8: Interviewing about Collaboration

6 Unit 5	Continued: Lesson 5: Collaborating Via Technology	Discussion 1
7 Unit 5	Unit 5 Podcast	Discussion 2
8 Unit 5	Unit 5 Quiz: Teamwork Makes the Dreamwork	Unit 3 Quiz
9 Unit 6	Lesson 1: Developing Personal Leadership	Unit 6 Critical Thinking Questions
10 Unit 6	Lesson 2: Mastering Time Management	Activity 1: Self-Reflection Journal Activity #8: Stress Management
11 Unit 6	Lesson 3: Getting a Grip on Your Personal Finances	Activity 2: Action Plan Activity #9: Being Productive
12 Unit 6	Lesson 4: Planning Your Financial Future	Activity 3: Personal Finance
13 Unit 6	Revisited: My 10-Year Plan	Activity 4: Creating a Budget and Setting Financial Goals
14 Unit 6	Case Study: Time Management	Discussion 1
15 Unit 6	Unit 6 Podcast	Discussion 2
16 Unit 6	Unit 6 Quiz	Unit 4 Quiz

Semester 4:

Semester 4 covers Unit 7: Protecting Yourself and Your Employer, and Unit 8: Bringing It All Together - Becoming a Leader. Learning objectives include:

1. Define workplace ethics
2. Describe common ethical issues that show up in the workplace 3. Recognize safety regulations that apply to various kinds of work 4. Apply ethical reasoning to solve behavioral issues in the workplace 5. Describe the critical thinking process
6. Solve problems using a scientific, data-driven approach
7. Cultivate a growth mindset
8. Develop a career plan

Week & Unit:	Topic:	Instructional Activity:
1 Unit 7	Lesson 1: Ethical Behavior in the Workplace	Unit 7 Critical Thinking Questions
2 Unit 7	Lesson 2: Recognizing Ethical Issues	Activity 1: Self-Reflection Journal Activity #9: Personal Integrity and Ethical Behavior
3 Unit 7	Lesson 3: Safety Rules and Regulations	Activity 2: Laws. Policies, and Procedures
4 Unit 7	Lesson 4: A Case Study in Workplace Ethics	Activity 3: Action Plan Activity #10: Interviewing about Ethical Behavior
5 Unit 7	Unit 7 Podcast	Activity 4: Creating a Safe Working Environment
6 Unit 7	Unit 7 Review	Discussion 1
7 Unit 7	Unit 7 Quiz: Protecting Yourself and Your Employer	Unit 7 Quiz

8 Unit 8	Lesson 1: Critical Thinking	Unit 8 Critical Thinking Questions
9 Unit 8	Lesson 2: Solving Problems on the Job	Activity 1: Self-Reflection Journal Activity #10: Mentoring
10 Unit 8	Lesson 3: Cultivating a Growth Mindset	Activity 2: Critiquing Interview Skills
11 Unit 8	Continued: Lesson 3: Cultivating a Growth Mindset	Activity 3: Making Data-Driven Decisions
12 Unit 8	Lesson 4: Developing a Career Plan	Activity 4: Action Plan Activity #10: Designing a Career Plan
13 Unit 8	Unit 8 Podcast	Discussion 1
14 Unit 8	Unit 8 Quiz: Bringing It All Together- Becoming a Leader	Unit 8 Quiz
15	Final Discussion	Final Discussion
16	Final Exam	Final Exam

Additional Resources

https://www.cde.ca.gov/ci/ct/we/