

Work-Based Learning

Course Credit	1.0
Grade Levels	11-12
Prerequisites	

Work-Based Learning provides students with the opportunity to explore a career area while earning school credit. The goal of this program is to expose students to career opportunities, increase knowledge about the world of work and to assist students in making decisions about the future.

Work-Based Learning provides students with educational opportunities that typically cannot be replicated in the classroom. The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) emphasizes the necessity of providing students with strong experiences in, and comprehensive understanding of, all aspects of the industry that the student is preparing to enter.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), learn and practice essential digital literacy skills, and participate in one or more of the four facets of Work-Based Learning (awareness, exploration, participation, and training). The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Participate in a work-based learning continuum.

WORKFORCE READINESS CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

Career Development and Employability Skills

1. Research and compare career opportunities that are related to individual aptitude, skills, interests, and abilities.
2. Describe the relationship between career planning and educational achievement.
 - a. Research a chosen profession and outline an academic plan to prepare for that profession, including any degrees and certifications that are prerequisites for employment.
3. Demonstrate how to locate, evaluate, and identify career opportunities for a specific career.
 - a. Utilize career resources, career ladders, and career webs.
 - b. Research and report on employment trends and opportunities for career advancement.
 - c. Analyze the impact of population, climate, and geographic location on occupational opportunities.
4. Explain the impact of continued education and career training on financial stability and lifestyle freedom.
5. Demonstrate, both virtually and in real-world settings, the skills needed for seeking, obtaining, maintaining, and changing jobs.
 - a. Gather and share detailed information about job openings and opportunities locally and in various geographical regions.
6. Gather, evaluate, and share information concerning opportunities and benefits of obtaining business- and industry-recognized credentials within a selected career pathway.

Workplace Foundations

7. Demonstrate computation skills in the workplace.
 - a. Solve addition, subtraction, multiplication, and division problems quickly and accurately using mental methods, paper-and-pencil, or other tools to handle workplace demands.
Examples: make precision measurements, read and interpret blueprints, convert between customary and metric units of measurement
8. Gather, share, and apply information on strategies for conflict resolution in the workplace.
9. Identify and practice behaviors that promote positive workplace relationships.

Ethics and Social Responsibility

10. Write an argument supporting the need for guidelines for ethical behavior in the workplace.

Safety and Health

11. Discuss legal issues, laws, and workplace regulations related to employment.
 - a. Identify legal issues affecting the workplace.
Example: sexual harassment
 - b. Identify the areas of influence of laws and regulations governing workplace policies.
Examples: Americans with Disabilities Act (ADA), Occupational Safety and Health Administration (OSHA) rules, Environmental Protection Agency (EPA) regulations
 - c. Explain how worker safety regulations protect employees and employers, researching and citing specific instances of consequences when rules were or were not followed.
12. Formulate a sample workplace safety plan that describes strategies students and employers can use to develop or maintain a safe work environment.
Examples: Create a checklist to report on potential dangers in an office environment such as frayed electrical cords, overloaded electrical outlets, missing or damaged surge protectors, and equipment placed too close to heat sources. List the Personal Protective Equipment (PPE) necessary for industrial settings.

<p>Applied Technology</p>	<p>13. Describe the benefits of maintaining a positive digital footprint and explain the consequences of unethical or unwise online behaviors for employment and employability.</p> <ul style="list-style-type: none"> a. List components of a digital footprint and explain how it can affect online privacy and one’s reputation. b. Assess how different parts of a digital footprint can have positive or negative impacts on employment.
<p>Leadership</p>	<p>14. Research and summarize information on leadership skills and practices.</p> <ul style="list-style-type: none"> a. Gather and share information on leadership styles. b. Discuss how effective and ineffective communication impacts various workplace scenarios. <i>Example: using proper terminology in communication</i> <p>15. Investigate a selected company’s vision and mission statements, goals, and objectives.</p> <ul style="list-style-type: none"> a. Describe products and services offered by a specific company, and explain how they relate to the company’s mission statement and goals. b. Identify the job titles and describe the roles and responsibilities of various employees in selected companies.
<p>Technical Knowledge and Skills</p>	<p>16. Determine uses, capabilities, and limitations of technological tools for reaching personal and workplace goals.</p> <ul style="list-style-type: none"> a. Identify common tools, equipment, machines, and materials required for a selected job.
<p>Economics and Finance</p>	<p>17. Gather, evaluate, and share information on the nature of entrepreneurship and how it influences the American economy.</p> <ul style="list-style-type: none"> a. Explain advantages and disadvantages of entrepreneurship. <p>18. Describe how employment documents and financial records are used for setting up deductions, filing taxes, and planning personal budgets. <i>Examples: I-9, 1099, W-2, W-4</i></p>