

**Tamalpais Union High School District
Larkspur, California**

**Course of Study
Workplace Learning**

I. INTRODUCTION

A. Purpose

This course is intended to give students the opportunity to link academic work, career interests, and real world workplace experience by:

- Integrating work-based and school based learning
- Providing students with broad instruction in all aspects of the industries they are preparing to enter
- Integrating occupation and academic learning
- Linking secondary and postsecondary educational opportunities

This course demands an integration of school-based learning with quality work-based learning opportunities that reinforce each other. The work skills component must channel the experience into learning relationships with employers so that students master progressively more complex tasks under the tutelage of skilled mentors and use their work experience as a way of putting their school experience into context.

The course is intended primarily for juniors and seniors as:

- An integral part of their coursework in a career academy
- An optional part of their coursework related to community service or career interest
- A part of an entrepreneurial program designed by students, teachers, counselors, or other members of the school community

The course is designed as a companion course of study and is linked to sequential programs in existence, student interest, or entrepreneurial or academic subject areas. It is highly recommended that this course be utilized in tandem with course offerings and programs such as the academies at Drake and Tam or other subject-specific programs such as journalism or ROP offerings. The intent is to capture the powerful learning inherent in integrated, hands-on approaches to learning while building structured linkages between secondary and post-secondary education to encourage all students to pursue further learning.

B. Course Goals

This course particularly addresses the portion of the Tam District Mission statement that:

“all students will demonstrate mastery of core competencies and will be offered meaningful learning experiences to enable them to access and critically analyze information, pose substantive questions, and communicate effectively.”

This course contributes to students’ attainment of Tam District student outcomes:

- #1 Communicate articulately, effectively, and persuasively when speaking and writing
- #2 Read/view and analyze material in a variety of disciplines
- #3 Use technology to access information, analyze/solve problems, and communicate ideas
- #12 Demonstrate school-to-work/postsecondary transition skills and knowledge

The Tam District’s student outcomes are clearly embedded in the nature of this course. Students take responsibility for their own learning, develop self-confidence and self-esteem, demonstrate pride in their work, enjoy and value learning, foster reliance on a strong sense of personal integrity and ethics, link school to postsecondary experiences, learn to get along with other people, and develop an awareness of the impact of their behavior on self and others.

It is expected that the course will provide students the opportunity to demonstrate individual responsibility, creativity, productivity, and initiative through class, school, community and workplace projects and experiences; have meaningful adult/student contacts; and demonstrate workplace maturity skills such as teamwork, flexibility, priority setting, timeliness, initiative, listening, stress management, mediation and negotiation. The goals of the course are based on the Foundation Standards from the California Career Technical Education Model Curriculum Standards and SCANS competencies. The majority of the CTE Model Curriculum Standards (Academics, Communications, Career Planning and Management, Technology, Problem Solving and Critical Thinking, Health and Safety, Responsibility and Flexibility, Ethics and Legal Responsibilities, Leadership and Teamwork, Technical Knowledge and Skills, and Demonstration and Application) are embedded into the four-semester sequence of Workplace Learning.

Students will understand:

- The academic content required for entry into postsecondary education and employment.
- The principles of effective oral, written, and multimedia communication in a variety of formats and contexts.
- How to make effective decisions and use career information to create a realistic plan for their transition from high school to the next phase of personal education.

- How to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.
- How to create alternative solutions by using critical and creative thinking skills.
- The health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials.
- The behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.
- Professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
- Effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution.
- The essential knowledge and skills common to the career pathway of being explored.

II. STUDENT LEARNING OUTCOMES

A. Student Learning Outcomes

Students in this course will obtain and participate in a sustained work-based experience of at least a semester's duration which requires demonstration of workplace maturity as documented by workplace mentor/ employer feedback. They will access resources regarding careers and related further education in order to prepare a plan for transition from high school into the next phase of personal development. Students will also prepare and execute a public presentation of their work/findings which includes demonstrated understanding of the relationship among academics, workplace experiences, career planning, and choice-making; reflection on their specific experiences. The presentation must include both oral and written communication and reflect appropriate technology applications to enhance presentation quality.

First-Semester Learning Goals

Students will understand:

- The scope of career opportunities and know the requirements for education, training, and licensure
- The importance of identifying health and safety problems as well as asking for help or approaching supervisors to discuss concerns
- The qualities and behaviors that constitute a positive and professional work demeanor
- The role of personal integrity and ethical behavior in the workplace
- The relationship between academic study and its application to the workplace

Students will know:

- The important strategies for self-promotion in the hiring process, such as job application, resume writing, interviewing skills, and preparation of a portfolio
- The policies, procedures, and regulations regarding health and safety in the workplace learning environment
- How to use the appropriate help resources at the workplace

Students will be able to:

- Write a personal resume appropriate to the workplace
- Write a letter of introduction for a job application appropriate to the workplace
- Successfully participate in a job mock interview

Second-Semester Learning Goals

Students will understand:

- The employer and employee responsibilities in the workplace
- The importance of accountability and responsibility in fulfilling workplace roles
- The importance of a high level of effort and perseverance toward attaining a goal
- That individual actions can affect the larger community
- The importance of keeping records at the workplace

Students will know:

- The personal qualifications, interests, and aptitudes, knowledge and skills necessary for succeed in the career being explored.

Students will be able to:

- Experience a sustained relationship with an employer that allows students to build their workplace competency skills.
- Select a relevant job related goal, allocate appropriate time, and follow a schedule at the workplace
- Make adjustments to meet objectives of the workplace

Third-Semester Learning Goals

Students will understand:

- The systemic problem-solving models that incorporate input, process, outcome, and feedback components
- How to organize and structure work individually and in teams for effective performance and the attainment of goals
- How to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others
- Use critical thinking skills to make informed decisions and solve problems
- The need to adapt to varied roles and responsibilities
- The characteristics and benefits of teamwork, leadership, and citizenship in the workplace setting

Students will know:

- To communicate ideas effectively to justify a position and convince others

Students will be able to:

- Use technological resources to gain access to, manipulate, and produce information, products, or services.
- Apply appropriate problem-solving strategies and critical thinking skills to the workplace issues and tasks
- Communicate ideas to justify positions, persuade and convince others, confirm responsibility, and evaluate existing policies and procedures

Fourth-Semester Learning Goals

Students will understand:

- The role and function of professional organizations, industry associations, and organized labor in a productive society
- The influence of current and emerging technological developments and societal trends that are affecting the career pathway being explored
- The importance of continuous learning in today's workplace
- Demonstrate understanding of the relationship between a strong workforce and the nation's economic health.

Students will know:

- How regulatory agency laws and regulations are created and enforced

Students will be able to:

- Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options
- Design and execute a project within their work placement which will culminate in a public presentation and evaluation.
- Negotiate and work toward agreements involving an exchange of resources and diversity of interests
- Generate new ideas to problem solve workplace issues
- Self-assess a situation, set personal goals, monitor progress, and exhibit self-control

B. Means of student Assessment

Students work will be assessed using a variety of indicators including, but not limited to the following:

- Reflective journal of their work placement
- A culminating paper on an agreed upon topic which demonstrates an analyses of a problem, job, or chosen project
- An oral presentation and “defense of thesis”
- Employer/mentor review of workplace competencies
- Exit interview with student, employer, parent, and teacher
- Active participation in all activities, both school- and work-based.
- Personal self-evaluation

Students will be fully informed of the assessment criteria at the beginning of the semester, preferably in writing.

C. Means of Course Assessment

The effectiveness of this course will be regularly assessed using a variety of indicators including, but not limited to, the following:

- Feedback from participating students and parents using both survey and oral de-briefing interview.
- Feedback from participating community-based partners using both survey and oral de-briefing interview.
- Quality of products developed and presented.
- External assessment by an acknowledged expert in School-to-Career programs.

III. METHODS AND MATERIAL

A. Methods

The key to this course is the workplace experience. Students will be engaged in sustained placements obtained through a variety of programs such as academies, sequential programs, ROP courses, senior projects, Tech-Prep programs, and student initiated plans (entrepreneurship model). This placement may take place on or off campus and may involve students working without the continuous, direct supervision of a certificated teacher.

The work placement will utilize community resources along with teachers, parents, and career center experts. Students will work with a workplace mentor to develop work-based learning components, school-based components, and connecting activities. Students will with both school- and work- mentors to discuss progress, plan for meeting learning outcomes, and resolve problems. One-to-one conferencing will be utilized.

B. Materials

This course is not a textbook driven course. No uniform tests will be used. Instead, students will use primary source documents; current periodicals, journals, trade magazines; and internal documents, manuals, and materials directly related to their individual work placements.

Some subject-specific instructional materials and texts will be used as appropriate for school-based learning and connecting activities.

General reference materials on economics, workforce development, career planning, and occupational trends will be utilized.

C. Use of Technology

Students will become acquainted with and, to the extent possible, develop expertise in the specific workplace technologies such as e-mail, FAX, telecommunications, automotive diagnostics, multimedia and software applications such as word-processing, databases, spreadsheets, graphics, CAD.

The final public presentation will require students to use word processing and presentation graphics such as overhead, graphic layout. Computer-based interactive presentations are encouraged as an option for this final project.

IV. GENERAL INFORMATION

This course will be offered as a five-unit semester course; however, students may arrange with the teacher for a variable credit option as appropriate. Any agreement for other than five units per semester must be established before the semester begins. The course may be repeated for up to a total of 20 credits. Students repeating the course will be expected to meet increasingly higher standards on the student learning outcomes and may not repeat identical projects although they may continue in the same work placement.

Prerequisites

There are no prerequisites other than students generally should be at least junior standing. Students must identify both school- and work- mentors before enrolling in the course. Collaborating community partners/employers will also be required to complete required district forms and make a contract with the student before enrollment.

Requirements Met

This course does not meet any one specific graduation requirement, but earns elective credit for graduation. It does not satisfy a UC “a-g” requirement. However, students can use this course to enhance their postsecondary applications as many institutions and employers look favorably upon such in-depth work.

Adopted: 2/28/1995

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