

Course Title:	Content Area:	Grade Level:	Credit (if applicable)		
Introduction to CWE	CTE	11-12	0.5 (Half-Year Course)		
<b>Course Description:</b>					
In <i>Introduction to Cooperative Work Experience (CWE)</i> students will gain essential skills and knowledge necessary to be successful in future employment. Topics include career readiness, career acquisition, employability skills, employment laws, and job safety. Students who successfully complete the course with a minimum grade of 75% will meet the prerequisite for CWE 50/100. The CWE 50/100 course provides an opportunity to participate in an internship within the student's chosen career pathway.					
<b>Aligned Core Resources:</b>		<b>Connection to the <i>BPS Vision of the Graduate</i></b>			
<ul style="list-style-type: none"><li>• NGPF (Next Generation Personal Finance)</li><li>• Skills to Pay the Bills - Mastering Soft Skills for Workplace Success</li><li>• Youth @ Work Talking Safety: A Safety &amp; Health Curriculum for Young Works, CT Edition</li><li>• NBEA Standards (2023)</li></ul>		Meaningfully Contribute to a Global Society <ul style="list-style-type: none"><li>• Collaboration</li><li>• Social and Cross-Cultural Skills</li><li>• Empathy</li></ul> Effectively Communicate in a Global Society <ul style="list-style-type: none"><li>• Communication</li><li>• Technology Literacy</li></ul> Successfully Employ Skills for Self-Sufficiency <ul style="list-style-type: none"><li>• Goal Directed</li></ul>			
<b>Additional Course Information:</b>		<b>Link to <i>Completed Equity Audit</i></b>			
<b>Knowledge/Skill Dependent courses/prerequisites</b>					
N/A		<a href="#">Intro to CWE 50/100 Equity Curriculum Review</a>			
<b>Standard Matrix</b>					
District Learning Expectations and Standards (NBEA National Standards 2023)	Unit 1: Career Readiness	Unit 2: Career Acquisition	Unit 3: Employability Skills	Unit 4: Employment Laws	Unit 5: Worker Safety
<b>Business Law</b>					
<b>1. Basics of the Law</b> Analyze the relationship between ethics and law and describe the law's sources, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.				X	X
<b>3. Agency and Employment</b> Analyze the role and importance of agency law and employment law related to conduct of business in the national and international workplace.				X	X
<b>Career Development</b>					
<b>1. Strategic Career Planning</b> Apply knowledge gained through individual assessment to develop a comprehensive set of goals and an individual career plan.	X				
<b>2. Career Exploration and Research</b> Utilize career resources to develop a career information portfolio that includes international career opportunities.	X				
<b>3. Career Readiness Expectations</b> Relate the importance of career readiness skills to career development.					
<b>4. School-to-Career Transition</b> Develop strategies to effectively transition from school to career		X			
<b>5. Lifelong Learning</b> Relate the importance of lifelong learning to personal career success.	X				
<b>Communication</b>					
<b>1. Foundations of Communication</b> Listen actively, use the communication, read and research information, and integrate technology to enhance communication effectiveness.			X		
<b>2. Interpersonal Skills</b>			X		

Apply interpersonal skills in personal and professional environments to communicate effectively.					
<b>3. Written Communication</b> Prepare clear, complete, concise, correct, and courteous written messages for personal and professional uses.			X		
<b>4. Spoken Communication</b> Demonstrate professional speaking techniques and strategies			X		
<b>5. Employment Communication</b> Communicate effectively for employment success.	X	X			

## Unit Links

[Unit 1: Career Readiness](#)  
[Unit 2: Career Acquisition](#)  
[Unit 3: Employability Skills](#)  
[Unit 4: Employment Laws](#)  
[Unit 5: Worker Safety](#)

## Unit 1: Career Readiness

The Career Readiness unit will allow students to develop an understanding of their personal skill sets and interests in order to identify career fields that are best fit for them. Students will learn how to develop career goals and a pathway for reaching their goals.

### Relevant Standards: Bold indicates priority

#### **NBEA Standards 2023**

##### **Career Development**

###### 1. Strategic Career Planning

Apply knowledge gained through individual assessment to develop a comprehensive set of goals and an individual career plan.

###### 2. Career Exploration and Research

Utilize career resources to develop a career information portfolio that includes international career opportunities.

###### 5. Lifelong Learning

Relate the importance of lifelong learning to personal career success.

##### **Communication**

###### 5. Employment Communication

Communicate effectively for employment success.

Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"><li>How do I assess my strengths, interests, and skills to create a personalized career plan?</li><li>What career resources can I use to research different industries, job opportunities, and career paths?</li><li>Why is lifelong learning important for career growth and how can I continue learning throughout my career?</li></ul>	<ul style="list-style-type: none"><li>Self-awareness and goal-setting are critical components of career success.</li><li>Exploring various career paths broadens career options and informs decision-making</li><li>Lifelong learning is critical to adapting to the evolving job markets and ensuring continued career growth.</li><li>Career planning is an ongoing process that involves setting goals, revising them, and adapting to new opportunities and challenges.</li></ul>
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"><li>Self-reflection</li><li>Interest Surveys</li><li>Learning Styles</li><li>Identify future lifestyle goals</li><li>Career Goals</li><li>Strategies</li><li>Research</li><li>Informational Interviews</li><li>Career Research Presentation</li></ul>	7 Block Periods
Family Overview (link below)	Integration of Technology:
<a href="#">Intro to CWE Family Overview</a> <a href="#">Intro to CWE Family Overview - Spanish</a>	Career Research Career Presentation
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Career Plan, Career, Goals, Objectives, Strategies, Employment, Personal Career Plan, Career Goals, Career Objectives, Strategies, Employment Opportunities, Career Research, Interest Surveys, Learning Style, Lifestyle goals, SMART Goals	<a href="#">Career OneStop</a> <a href="#">O*Net Online</a> <a href="#">DOL Occupational Outlook Handbook</a>
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	<ul style="list-style-type: none"><li>A job &amp; a career are the same.</li><li>You do not need a plan to be successful.</li><li>You only need to plan for your career once.</li><li>You need to choose a career for life.</li></ul>

Connections to Prior Units:	Connections to Future Units:
N/A	Unit 2: Students will use their career research, interests, learning styles, and goals to develop skills to write a resume, cover letter, and prepare responses to interview questions. Unit 3: Students will have a general understanding of their goals that will help them learn and assess their employability skills and determine areas of strengths and weaknesses for their potential career.
Differentiation through <a href="#">Universal Design for Learning</a>	
UDL Indicator	Teacher Actions
<p><i>Engagement</i></p> <p>7.1 Provide options for recruiting interest</p> <ul style="list-style-type: none"> <li>Teacher will allow students to develop their career plan based on individual interest, strengths, and passions.</li> </ul> <p>7.2 Provide options for sustaining effort and persistence]</p> <ul style="list-style-type: none"> <li>Teacher will chunk assignments into more manageable tasks, provide positive reinforcement, and peer collaborations to support developing career goals.</li> </ul> <p><i>Representation</i></p> <p>1.1 Support opportunities to customize the display of information</p> <ul style="list-style-type: none"> <li>Teacher will provide students with multiple resources - written video, etc. to conduct research in a learning style that best suits them.</li> </ul> <p>2.1 Clarify vocabulary, symbols, and language structures</p> <ul style="list-style-type: none"> <li>Teacher will provide glossary, infographics, etc. to ensure students can comprehend career planning language.</li> </ul> <p><i>Action/Expression</i></p> <p>4.1 Use multiple media for communication</p> <ul style="list-style-type: none"> <li>Teacher will provide students with multiple methods to demonstrate their learning through written reflections and presentations.</li> </ul>	
Supporting Multilingual/English Learners	
Related <a href="#">CELP standards:</a>	Learning Targets:
<p>I can identify my strengths, interests, and skills and use this information to set personalized career goals.</p> <ul style="list-style-type: none"> <li>Level 1: I can recognize and name some of my personal strengths, interests, and skills with the help of visuals or support.</li> <li>Level 2: I can describe my strengths, interests, and skills using simple words and phrases, and begin to explain how they relate to my future career goals.</li> <li>Level 3: I can describe my strengths, interests, and skills more clearly and use them to set basic, personalized career goals.</li> <li>Level 4: I can independently identify and analyze my strengths, interests, and skills and use this information to set specific and realistic career goals.</li> <li>Level 5: I can thoroughly analyze my strengths, interests, and skills and create detailed, long-term career goals, explaining how they align with my personal aspirations and future career opportunities.</li> </ul> <p>I can explore and identify career clusters that align with my interests, skills, and values.</p> <ul style="list-style-type: none"> <li>Level 1: I can recognize and match basic career types or clusters to simple interests or activities with support.</li> <li>Level 2: I can identify some career clusters that match my simple interests, skills, and values, using basic vocabulary.</li> <li>Level 3: I can explain how my interests, skills, and values relate to certain career clusters and start identifying which ones might be a good fit for me.</li> <li>Level 4: I can independently explore a variety of career clusters and explain how my skills, interests, and values align with specific clusters, beginning to make connections to my future career path.</li> <li>Level 5: I can thoroughly explore multiple career clusters and analyze how my personal interests, skills, and values align with a range of careers, using this information to refine and make informed decisions about my future career path.</li> </ul> <p>I can research and explore a variety of career options and understand the qualifications, duties, and opportunities available in those fields.</p> <ul style="list-style-type: none"> <li>Level 1: I can recognize basic information about different careers with support and identify some simple qualifications or duties for specific jobs.</li> <li>Level 2: I can name a few career options and understand basic duties or requirements for those jobs with some support.</li> <li>Level 3: I can explore and explain different career options and identify some basic qualifications, duties, and opportunities associated with those careers.</li> <li>Level 4: I can independently research various careers and explain the qualifications, duties, and opportunities available in those fields with a clear understanding of how they align with my interests.</li> <li>Level 5: I can conduct thorough research on a range of careers, analyze the qualifications, duties, and opportunities in</li> </ul>	

each, and evaluate which careers best match my interests, skills, and goals.

I can develop and deliver a professional presentation about a career I am interested in, demonstrating an understanding of a job's duties, qualifications, and opportunities.

- Level 1: I can share simple information about a career using visuals, words, or phrases with help from a teacher or peer.
- Level 2: I can provide basic information about a career I am interested in, using short sentences to describe the job, duties, and some qualifications.
- Level 3: I can create a simple presentation about a career, explaining key duties, qualifications, and opportunities, and deliver it using basic language and visuals.
- Level 4: I can develop and deliver a clear presentation about a career, explaining its duties, qualifications, and opportunities in more detail, using appropriate language and visuals.
- Level 5: I can independently develop and deliver a professional presentation about a career, providing a thorough explanation of the job's duties, qualifications, and opportunities, using advanced language and appropriate visuals.

I can create a step-by-step career plan that includes short-term goals, long-term goals, and the education or experiences needed to achieve them.

- Level 1: I can share simple information about a career using visuals, words, or phrases with help from a teacher or peer.
- Level 2: I can provide basic information about a career I am interested in, using short sentences to describe the job, duties, and some qualifications.
- Level 3: I can create a simple presentation about a career, explaining key duties, qualifications, and opportunities, and deliver it using basic language and visuals.
- Level 4: I can develop and deliver a clear presentation about a career, explaining its duties, qualifications, and opportunities in more detail, using appropriate language and visuals.
- Level 5: I can independently develop and deliver a professional presentation about a career, providing a thorough explanation of the job's duties, qualifications, and opportunities, using advanced language and appropriate visuals.

Lesson Sequence	Learning Target	Success Criteria/ Assessment & Resources	
1	I can identify my strengths, interests, and skills and use this information to set personalized career goals.	<ul style="list-style-type: none"> <li>• I can complete a self-assessment to identify my personal strengths, interests, and skills.</li> <li>• I can reflect on my self-assessment results to determine how my strengths and interests align with potential career paths.</li> </ul>	
2	I can explore and identify career clusters that align with my interests, skills, and values.	<ul style="list-style-type: none"> <li>• I can research and list at least three career clusters that match my personal interests and skills.</li> <li>• I can describe the key characteristics and typical careers found in each selected career cluster.</li> <li>• I can compare and contrast the opportunities, working conditions, and required qualifications within different career clusters.</li> <li>• I can explain how one or more career clusters connect to my personal goals for education, work-life balance, and career growth.</li> </ul>	
3	I can research and explore a variety of career options and understand the qualifications, duties, and opportunities available in those fields.	<ul style="list-style-type: none"> <li>• I can identify and research at least three different career options, including key duties and responsibilities.</li> <li>• I can gather and explain the educational qualifications and skills required for each career option.</li> <li>• I can analyze the job outlook, salary potential, and advancement opportunities for each career option.</li> <li>• I can compare and contrast at least two career options, considering personal preferences such as work environment, salary, and long-term growth.</li> </ul>	<a href="#">Career OneStop</a> <a href="#">O*Net Online</a> <a href="#">DOL</a> <a href="#">Occupational Outlook Handbook</a>
4	I can develop and deliver a professional presentation about a career I am interested in, demonstrating an	<ul style="list-style-type: none"> <li>• I can research and gather relevant information about the chosen career, including duties, qualifications, salary, and career outlook.</li> </ul>	

	understanding of a job's duties, qualifications, and opportunities.	<ul style="list-style-type: none"> <li>• I can organize my presentation into clear sections, such as introduction, main body (duties, qualifications, opportunities), and conclusion.</li> <li>• I can create visual aids (e.g., slides, charts, or images) to enhance my presentation and support key points.</li> <li>• I can present confidently to the class, speaking clearly and engaging the audience with appropriate body language and eye contact.</li> </ul>
5	I can create a step-by-step career plan that includes short-term goals, long-term goals, and the education or experiences needed to achieve them.	<ul style="list-style-type: none"> <li>• I can identify and describe my long-term career goal and explain why it is important to me.</li> <li>• I can break down my long-term goal into short-term goals that are achievable within a specific time frame.</li> <li>• I can identify the educational requirements, training, and experiences needed to achieve my short-term and long-term goals.</li> <li>• I can create a timeline with specific milestones for achieving both short-term and long-term goals.</li> </ul>

Unit 2: Career Acquisition	
The Career Acquisition Unit will provide students with the skills and opportunity to secure a position in their desired career. Students will prepare a personal resume and cover letter as well as practice interviewing skills.	
Relevant Standards: Bold indicates priority	
<b>NBEA Standards 2023</b> <b>Career Development</b> 4. School-to-Career Transition Develop strategies to effectively transition from school to career <b>Communication</b> 5. Employment Communication Communicate effectively for employment success.	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> <li>What preparation do I need to do in order to effectively apply for a job?</li> <li>How do I tailor my resume for different job positions?</li> <li>How do I develop a cover letter that highlights my qualifications and makes a positive impression on potential employers?</li> <li>How do I prepare for an interview in terms of common interview questions, appropriate dress, body language, etc.?</li> <li>What role does social media platforms play in my career search and how can I use them effectively?</li> </ul>	<ul style="list-style-type: none"> <li>Acquiring a job position involves multiple steps and evolves overtime.</li> <li>It is critical to understand your strengths, skills, interests, and values.</li> <li>Job materials (applications, resumes, cover letters) must be tailored to each job that you apply to.</li> <li>Effective interviewing skills include answering questions effectively and presenting yourself in a professional manner.</li> <li>Your online presence can influence your career opportunities - both positively and negatively.</li> </ul>
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> <li>Research Potential Job Opportunities using online resources</li> <li>Resume</li> <li>Completed Application</li> <li>Cover Letter</li> <li>Interviewing</li> <li>Mock Interviews</li> <li>Self-reflection on interviews</li> <li>Thank you note</li> </ul>	19 Block Periods
Family Overview (link below)	Integration of Technology:
<a href="#">Intro to CWE Family Overview</a> <a href="#">Intro to CWE Family Overview - Spanish</a>	Students will use Google Docs to create their resume, cover letter, and thank you note in a professional manner. Students may choose to use templates from Google Docs to support the professional look of each document.
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Resume, Interview, Cover Letter, Job Opportunity Research, Application	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<b>Language Arts:</b> Writing, grammar, tone, clarity, audience <b>Technology:</b> Use of software, social media, online research	<ul style="list-style-type: none"> <li>Interviews are only about answering questions.</li> <li>You should only talk about your qualifications during the interview.</li> <li>A cover letter is a restatement of your resume.</li> <li>You can use the same cover letter for every job application.</li> </ul>

	<ul style="list-style-type: none"> <li>• A cover letter is not necessary.</li> <li>• You should list all experiences on your resume.</li> <li>• The more you include on your resume, the better.</li> <li>• You should apply for as many jobs as possible without customizing your application.</li> <li>• No one reads the application.</li> <li>• Thank you notes are optional after an interview.</li> <li>• Thank you notes are only necessary if you are offered the job.</li> </ul>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Unit 1: Students have assessed their skills, interests, and values. Students have decided on a career that they are interested in. Students will now use what they have learned about themselves and their career to craft a resume and cover letter, complete an application, and prepare for a mock interview.	Unit 3: When students learn about employability skills, they will be able to further refine their cover letter and resume.
<b>Differentiation through <i>Universal Design for Learning</i></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<p><i>Engagement</i></p> <p>7.1 Optimize choice and autonomy</p> <ul style="list-style-type: none"> <li>• Allow students to choose the job(s) that they are applying for.</li> <li>• Allow students to tailor their resume, cover letter, interview questions, and job application to the job of their choice.</li> </ul> <p>7.2 Optimize relevance, value, and authenticity</p> <ul style="list-style-type: none"> <li>• Provide support for students to connect personal interests and career goals to their cover letter.</li> <li>• Guides students to take notes after the mock interview to support the writing of their thank you letter.</li> </ul> <p>7.4 Address biases, threats, and distractions</p> <ul style="list-style-type: none"> <li>• Provide checklists for resumes, cover letters, thank you notes, and job applications to support students in meeting the requirements of each.</li> <li>• Develop interview scenarios for students to ensure minimize students uncomfortability with interviewing</li> </ul> <p><i>Representation</i></p> <p>1.2 Support multiple ways to perceive information</p> <ul style="list-style-type: none"> <li>• Students have the option of templates for resumes and cover letters</li> <li>• Provide examples, articles, videos to support in the writing of the cover letter, resumes, and thank you letters</li> <li>• Provide videos to demonstrate effective and ineffective interviewing practices.</li> <li>• Provide examples of strong and weak job applications.</li> </ul> <p><i>Expression/Action</i></p> <p>5.1: Use multiple media for communication</p> <ul style="list-style-type: none"> <li>• Students may choose to handwrite their thank you letter or send it via email.</li> </ul>	
<b>Supporting Multilingual/English Learners</b>	
<b>Related <i>CELP standards:</i></b>	<b>Learning Targets:</b>
<p>I can effectively search for job opportunities that match my interests, skills, and qualifications.</p> <ul style="list-style-type: none"> <li>• Level 1: I can identify job opportunities with the help of a teacher or guide.</li> <li>• Level 2: I can search for job opportunities using basic filters such as location, job type, or industry.</li> <li>• Level 3: I can search for job opportunities and evaluate if they match my skills and qualifications.</li> <li>• Level 4: I can search for job opportunities, evaluate them in detail, and refine my search to find the best matches for my qualifications.</li> <li>• Level 5: I can independently conduct a comprehensive job search, critically evaluate job opportunities, and apply a strategic approach to finding the best matches for my career goals.</li> </ul> <p>I can complete a job application accurately and thoroughly.</p> <ul style="list-style-type: none"> <li>• Level 1: I can identify basic sections of a job application with support.</li> <li>• Level 2: I can complete a job application with guidance, using basic personal and employment information.</li> <li>• Level 3: I can complete a job application independently, using my personal and employment information accurately.</li> <li>• Level 4: I can complete a job application thoroughly and accurately, tailoring my responses to align with the job requirements.</li> <li>• Level 5: I can complete a comprehensive job application, ensuring that it reflects my qualifications and aligns with the job's needs.</li> </ul>	



I can create a professional resume that highlights my skills, experiences, and qualifications.

- Level 1: I can recognize the basic sections of a resume with support.
- Level 2: I can create a basic resume that includes personal information and education history with some guidance.
- Level 3: I can create a professional resume that includes my personal information, education, skills, and experiences.
- Level 4: I can create a polished and professional resume that clearly highlights my skills, experiences, and qualifications.
- Level 5: I can create a professional, targeted resume that effectively showcases my qualifications and aligns with job or career goals.

I can provide constructive peer feedback and apply the feedback to revise my resume effectively.

- Level 1: I can recognize simple aspects of a resume that might need improvement with support.
- Level 2: I can provide simple peer feedback and make minor changes to my resume based on feedback.
- Level 3: I can provide specific, constructive feedback on a peer's resume and apply feedback to improve my own resume.
- Level 4: I can provide thoughtful, constructive feedback on a peer's resume and thoughtfully apply feedback to enhance my resume.
- Level 5: I can provide detailed, constructive peer feedback and independently apply feedback to create a polished, professional resume.

I can write a tailored cover letter that effectively communicates my interest in a job and demonstrates my qualifications.

- Level 1: I can recognize the basic sections of a cover letter with support.
- Level 2: I can write a simple cover letter with some guidance, expressing interest in the job and mentioning basic qualifications.
- Level 3: I can write a cover letter that includes my interest in the job, relevant qualifications, and why I am a good fit for the position.
- Level 4: I can write a tailored cover letter that effectively communicates my interest in the job and clearly demonstrates my qualifications.
- Level 5: I can write a highly polished, tailored cover letter that persuasively demonstrates my qualifications and aligns with the job requirements.

I can provide constructive peer feedback and apply the feedback to revise my cover letter effectively.

- Level 1: I can recognize basic aspects of a cover letter that may need improvement with support.
- Level 2: I can provide simple, constructive feedback on a peer's cover letter and apply feedback to improve my own cover letter.
- Level 3: I can provide specific, constructive feedback to a peer and apply feedback to revise my cover letter effectively.
- Level 4: I can provide thoughtful, constructive feedback to a peer and effectively apply feedback to strengthen my cover letter.
- Level 5: I can provide detailed, actionable peer feedback and independently apply the feedback to create a polished, professional cover letter.

I can effectively prepare for and participate in a mock interview to demonstrate my interview skills.

- Level 1: I can recognize basic interview questions and respond with simple answers with support.
- Level 2: I can answer basic interview questions with support and demonstrate basic interview behavior, such as making eye contact.
- Level 3: I can prepare for a mock interview by researching common questions and demonstrating confident answers with appropriate body language.
- Level 4: I can effectively prepare for and participate in a mock interview by practicing responses and using professional language and body language.
- Level 5: I can confidently and effectively participate in a mock interview, demonstrating professionalism and strong interview skills.

I can write a thoughtful and professional thank you note to express appreciation after an interview or meeting.

- Level 1: I can write a basic thank you note with support to express appreciation after an interview or meeting.
- Level 2: I can write a thank you note that includes a basic expression of appreciation after an interview or meeting.
- Level 3: I can write a clear and thoughtful thank you note that expresses appreciation and references specific details from an interview or meeting.
- Level 4: I can write a professional and tailored thank you note that thoughtfully expresses appreciation and reinforces my interest in the position or meeting.
- Level 5: I can write a polished, professional thank you note that effectively expresses appreciation, reinforces my qualifications, and strengthens my candidacy after an interview or meeting.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can effectively search for job opportunities that match my interests, skills, and qualifications.	<ul style="list-style-type: none"> <li>• I can identify key job search platforms (e.g., Indeed, LinkedIn, local job boards).</li> <li>• I can refine my job search by selecting appropriate filters (location, job type, industry).</li> <li>• I can assess job descriptions to determine if my skills and qualifications match the position.</li> </ul>	

		<ul style="list-style-type: none"> <li>I can create a list of 3-5 job opportunities to apply for, based on my research.</li> </ul>
2	I can complete a job application accurately and thoroughly.	<ul style="list-style-type: none"> <li>I can correctly fill out all required fields in a job application, including personal information and work experience.</li> <li>I can customize my application responses to align with the specific job requirements and demonstrate my skills.</li> <li>I can check my application for accuracy, ensuring that all information is up-to-date and truthful.</li> <li>I can submit the job application by following the employer's submission instructions (e.g., online portal, email).</li> </ul>
3	I can create a professional resume that highlights my skills, experiences, and qualifications.	<ul style="list-style-type: none"> <li>I can format my resume with appropriate headings and sections (e.g., contact information, education, experience).</li> <li>I can describe my past experiences using clear, action-oriented language and measurable achievements.</li> <li>I can tailor my resume to emphasize the most relevant skills and experiences for a specific job.</li> <li>I can proofread and revise my resume to ensure it is free from errors and clearly communicates my qualifications.</li> </ul>
4	I can provide constructive peer feedback and apply the feedback to revise my resume effectively.	<ul style="list-style-type: none"> <li>I can identify specific strengths in my peer's document and highlight them with clear examples.</li> <li>I can offer constructive suggestions for improvement, focusing on areas such as clarity, organization, or content relevance.</li> <li>I can actively listen to the feedback provided by my peer and ask clarifying questions if needed to ensure understanding.</li> <li>I can use the feedback I receive to revise my resume, making specific improvements based on the suggestions provided.</li> </ul>
5	I can write a tailored cover letter that effectively communicates my interest in a job and demonstrates my qualifications.	<ul style="list-style-type: none"> <li>I can write a strong introduction that states the position I am applying for and briefly explains why I am a good fit.</li> <li>I can provide specific examples of my skills and experiences that match the job description.</li> <li>I can explain why I am interested in the company and how my values align with theirs.</li> <li>I can conclude with a professional closing, inviting the employer to contact me for an interview, and thank them for their consideration.</li> </ul>
6	I can provide constructive peer feedback and apply the feedback to revise my cover letter effectively.	<ul style="list-style-type: none"> <li>I can identify specific strengths in my peer's document and highlight them with clear examples.</li> <li>I can offer constructive suggestions for improvement, focusing on areas such as clarity, organization, or content relevance.</li> <li>I can actively listen to the feedback provided by my peer and ask clarifying questions if needed to ensure understanding.</li> <li>I can use the feedback I receive to revise my cover letter, making specific improvements based on the suggestions provided.</li> </ul>
7	I can effectively prepare for and participate in a mock interview to demonstrate my interview skills.	<ul style="list-style-type: none"> <li>I can prepare for the mock interview by researching the company and role, and by practicing common interview questions.</li> </ul>

		<ul style="list-style-type: none"> <li>• I can introduce myself confidently and answer interview questions with clear, concise, and relevant responses.</li> <li>• I can demonstrate appropriate body language, such as maintaining eye contact and using an engaging tone of voice.</li> <li>• I can reflect on the feedback I receive from the mock interview and set goals for improvement in future interviews.</li> </ul>
8	I can write a thoughtful and professional thank you note to express appreciation after an interview or meeting.	<ul style="list-style-type: none"> <li>• I can begin my thank you note by addressing the recipient appropriately and expressing gratitude for the opportunity.</li> <li>• I can reference specific details from the interview or meeting that highlight my appreciation and reinforce my interest in the role or opportunity.</li> <li>• I can use professional, polite language and maintain a positive, respectful tone throughout the note.</li> <li>• I can conclude the note with a courteous closing that invites further communication and reaffirms my appreciation.</li> </ul>

## Unit 3: Employability Skills

The Employability Unit will help students to develop their skills in communication, teamwork, communication, attitude, and problem solving. Each of these skills will aid students in entering the workforce while becoming effective employees.

### Relevant Standards: Bold indicates priority

#### **NBEA Standards 2023**

##### **Communication**

###### 1. Foundations of Communication

Listen actively, use the communication, read and research information, and integrate technology to enhance communication effectiveness.

###### 2. Interpersonal Skills

Apply interpersonal skills in personal and professional environments to communicate effectively.

###### 3. Written Communication

Prepare clear, complete, concise, correct, and courteous written messages for personal and professional uses.

###### 4. Spoken Communication

Demonstrate professional speaking techniques and strategies

<b>Essential Question(s):</b>	<b>Enduring Understanding(s):</b>
<ul style="list-style-type: none"><li>• How do my strengths, interests, and values influence the types of jobs or careers I am suited for?</li><li>• What skills do I need to develop to be more effective in the workplace?</li><li>• How can I identify and improve areas of weakness in my employability skills?</li><li>• Why is effective communication important in the workplace?</li><li>• How can I ensure that I communicate professionally in written and verbal forms?</li><li>• What are qualities of a good team player, and how can I develop those qualities?</li><li>• How can I demonstrate critical thinking and decision-making in the workplace?</li><li>• How can I balance multiple responsibilities and tasks at once to ensure workplace success?</li><li>• What does professionalism look like in the workplace and how can I demonstrate it?</li><li>• How do ethics and integrity impact my professional reputation and decision-making in the workplace?</li></ul>	<ul style="list-style-type: none"><li>• Self-reflection and understanding of personal attributes lead to better career alignment.</li><li>• The ability to communicate effectively with colleagues, clients, and supervisors is the foundation to career success and advancement.</li><li>• Effective professionals understand the importance of working together and contributing to a common purpose.</li><li>• The ability to think logically and make decisions based on evidence and reasoning are essential for professional growth and job performance.</li><li>• Time management and organizing tasks is critical for career success.</li><li>• Your attitude, reliability, and commitment impacts your ability to grow in any profession.</li><li>• The relationships you build both inside and outside of the workplace can open doors for you.</li><li>• Integrity is the foundation to building trust.</li></ul>
<b>Demonstration of Learning:</b>	<b>Pacing for Unit</b>
Self-reflection Class discussions Workplace scenarios	6 Block Periods
<b>Family Overview (link below)</b>	<b>Integration of Technology:</b>
<a href="#">Intro to CWE Family Overview</a> <a href="#">Intro to CWE Family Overview - Spanish</a>	Students will use Google Docs to complete journals to self-reflect on the various employability skills.
<b>Unit-specific Vocabulary:</b>	<b>Aligned Unit Materials, Resources, and Technology (beyond core resources):</b>
Communication, nonverbal communication, verbal communication, interpreting, listening, active listening, problems, solutions, critical thinking, teamwork, positive attitude, enthusiasm, criticism, stress, pressure	N/A

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Students discuss how we learn soft skills/employability skills throughout their education. Students often make connections to prior experiences working in other classrooms on partner and collaborative work.	<ul style="list-style-type: none"> <li>• Soft skills/employability skills are not important.</li> <li>• Professionalism only matters in a full-time job.</li> <li>• The skills I have learned in school are enough for a job.</li> <li>• You don't need to build relationships or network.</li> <li>• Once I get a job, I don't need to keep improving my skills.</li> <li>• Time management means multitasking.</li> </ul>
Connections to Prior Units:	Connections to Future Units:
Students have evaluated themselves in terms of their interests and skills. Students will dive deeper into soft skills/employability skills and continue the self-reflection process to identify areas that they may need to improve on to maintain a job in the future. When students learn about employability skills, they will be able to further refine their cover letter and resume.	N/A
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator	Teacher Actions:
<p><i>Engagement</i></p> <p>7.1 Optimize choice and autonomy</p> <ul style="list-style-type: none"> <li>• Provide options for real-world scenarios (teamwork, professionalism, problem-solving).</li> </ul> <p>7.2 Optimize relevance, value, and authenticity</p> <ul style="list-style-type: none"> <li>• Use workplace simulations, team projects, mock interviews, and role-play activities based on student career interests to connect content to real-life employability skills.</li> </ul> <p>8.3 Foster collaboration and community</p> <ul style="list-style-type: none"> <li>• Build in frequent structured peer interactions (e.g., think-pair-share, jigsaw, team task roles) during scenarios and group work. Assign rotating roles in group activities to encourage equal participation and accountability.</li> </ul> <p>9.3 Develop self-assessment and reflection</p> <ul style="list-style-type: none"> <li>• Use Google Docs journals for students to reflect on progress with employability skills (e.g., attitude, communication). Include reflective prompts such as "How did I handle feedback this week?" or "What skill did I demonstrate in our team project?"</li> </ul> <p><i>Representation</i></p> <p>2.5 Illustrate through multiple media</p> <ul style="list-style-type: none"> <li>• Use workplace scenario videos, recorded interviews, diagrams of communication models, and case studies.</li> <li>• Present lessons using both verbal explanation and visual supports like slides or graphic organizers.</li> </ul> <p><i>Expression/Action</i></p> <p>4.1 Vary the methods for response and navigation</p> <ul style="list-style-type: none"> <li>• Offer multiple formats for demonstrating learning: digital journals, presentations, skits, interviews, infographics. Allow students to choose whether to respond orally, in writing, or visually.</li> </ul>	
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i>	Learning Targets:
<p>I can communicate clearly and effectively in both written and verbal forms.</p> <ul style="list-style-type: none"> <li>• Level 1: I can understand basic communication strategies and respond with simple words or phrases in written and spoken forms.</li> <li>• Level 2: I can express simple ideas clearly with some support and begin to communicate in written and spoken forms using short sentences.</li> <li>• Level 3: I can communicate clearly in written and spoken forms, using simple sentences and paragraphs to share ideas and respond to questions.</li> <li>• Level 4: I can communicate effectively in both written and spoken forms, adjusting my language and tone for different audiences and purposes.</li> <li>• Level 5: I can communicate clearly and effectively in a variety of professional and academic settings, using advanced language skills to articulate complex ideas and engage in discussions.</li> </ul> <p>I can work collaboratively with others to achieve a common goal.</p>	

- Level 1: I can follow basic instructions and participate in simple group activities with support.
- Level 2: I can contribute simple ideas and work with others to complete a task, asking for help when needed.
- Level 3: I can participate actively in group discussions, share ideas, and contribute to solving problems to achieve a common goal.
- Level 4: I can take on a leadership role or support team members in achieving group goals, offering constructive feedback and collaborating effectively.
- Level 5: I can lead group efforts, facilitate collaboration, and support others in achieving complex goals through effective communication, problem-solving, and conflict resolution.

I can identify problems, analyze possible solutions, and choose the best course of action to solve the problem.

- Level 1: I can recognize simple problems and express my understanding with support.
- Level 2: I can identify problems, suggest solutions, and choose one solution with guidance.
- Level 3: I can identify problems, analyze different solutions, and choose a solution to solve the problem.
- Level 4: I can critically analyze complex problems, consider multiple solutions, and choose the best course of action.
- Level 5: I can independently analyze complex problems, evaluate diverse solutions, and implement the best course of action, demonstrating reflective thinking.

I can maintain a positive, growth-oriented attitude toward challenges and feedback.

- Level 1: I can recognize when I am feeling frustrated and understand that challenges are a part of learning.
- Level 2: I can stay focused on tasks even when they are challenging and listen to feedback.
- Level 3: I can approach challenges with a positive mindset and use feedback to improve my performance.
- Level 4: I can embrace challenges with a growth mindset and demonstrate resilience in the face of setbacks.
- Level 5: I can consistently demonstrate resilience, seek out feedback for growth, and adapt to challenges with a positive attitude.

I can demonstrate professionalism by exhibiting appropriate behavior, communication, and work ethic in various professional settings.

- Level 1: I can follow basic guidelines for behavior and participate in simple tasks in a professional setting with support.
- Level 2: I can demonstrate appropriate behavior and communicate simply and respectfully in a professional setting.
- Level 3: I can consistently exhibit professionalism by showing respect, communicating effectively, and managing my responsibilities independently.
- Level 4: I can handle complex professional situations with poise, demonstrating leadership and a strong work ethic.
- Level 5: I can consistently demonstrate high-level professionalism, influencing others with my communication skills, leadership, and commitment to excellence.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can communicate clearly and effectively in both written and verbal forms.	<ul style="list-style-type: none"> <li>• I can understand basic communication concepts and give clear responses to direct questions.</li> <li>• I can express ideas clearly in short written or spoken responses, using appropriate vocabulary and sentence structure.</li> <li>• I can communicate ideas and information effectively in both written and spoken forms, tailoring the message to my audience.</li> <li>• I can present complex ideas in a clear and engaging way, using multiple forms of communication (verbal, visual, written) to support my message and connect with the audience.</li> </ul>	
2	I can work collaboratively with others to achieve a common goal.	<ul style="list-style-type: none"> <li>• I can follow directions in a team setting and contribute basic ideas when prompted.</li> <li>• I participate in group activities, listen to others' opinions, and share my thoughts respectfully.</li> <li>• I collaborate actively with others, helping to solve problems, share tasks, and contribute my strengths to the team.</li> <li>• I take on leadership roles in team projects, encouraging collaboration, resolving conflicts, and ensuring all voices are heard to achieve a shared goal.</li> </ul>	
3	I can identify problems, analyze possible solutions, and choose the best course of action to solve the problem.	<ul style="list-style-type: none"> <li>• I can recognize simple problems and understand the need to find a solution.</li> <li>• I can identify potential solutions to problems and choose one that seems reasonable.</li> <li>• I can analyze different solutions to a problem, weigh</li> </ul>	

		<p>the pros and cons, and select the best course of action.</p> <ul style="list-style-type: none"> <li>• I can think critically to solve complex problems, evaluate multiple perspectives, and reflect on the outcome to improve future problem-solving strategies.</li> </ul>
4	I can maintain a positive, growth-oriented attitude toward challenges and feedback.	<ul style="list-style-type: none"> <li>• I can recognize when I am feeling frustrated or challenged and understand the importance of staying calm.</li> <li>• I can manage my emotions in challenging situations and approach new tasks with an open mind.</li> <li>• I approach challenges with a positive mindset, seek constructive feedback, and make an effort to improve.</li> <li>• I demonstrate resilience and persistence in difficult situations, actively seeking ways to grow, learn, and stay motivated, regardless of setbacks.</li> </ul>
Ongoing	I can demonstrate professionalism by exhibiting appropriate behavior, communication, and work ethic in various professional settings.	<ul style="list-style-type: none"> <li>• I can follow basic professional behaviors such as being on time and dressing appropriately for a setting.</li> <li>• I can communicate respectfully with peers and supervisors, and show accountability for my tasks.</li> <li>• I can demonstrate a strong work ethic by completing tasks on time, maintaining a positive attitude, and taking initiative when needed.</li> <li>• I consistently exhibit professionalism by demonstrating effective communication, taking responsibility for my actions, maintaining a high level of integrity, and contributing positively to the workplace culture.</li> </ul>

## Unit 4: Employment Laws

The Employment Laws Unit will equip students with the basic understanding and knowledge of the legal aspects of our working world. Students will learn about the legal responsibilities for both employers and employees. This knowledge will allow students to make good ethical decisions for themselves and their employers.

### Relevant Standards: Bold indicates priority

#### **NBEA Standards 2023**

##### **Business Law**

###### 1. Basics of the Law

Analyze the relationship between ethics and law and describe the law's sources, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.

###### 3. Agency and Employment

Analyze the role and importance of agency law and employment law related to conduct of business in the national and international workplace.

Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"><li>• What laws do employers need to follow?</li><li>• What are my rights as an employee?</li><li>• How are laws and ethics similar and different?</li></ul>	<ul style="list-style-type: none"><li>• Employment laws are designed to protect workers' rights and fair treatment in the workplace.</li><li>• Child labor laws exist to ensure that minors can work safely without compromising their education or well-being.</li><li>• The Fair Labor Standards Act (FLSA) sets national standards for minimum wage, overtime pay, and youth employment.</li><li>• There are legal limits to the type of work and number of hours minors can perform, especially during school Block Periods.</li><li>• Workers—including minors—have the right to a safe workplace and are protected under health and safety regulations.</li><li>• Knowing your rights as a worker helps prevent exploitation and empowers you to report unfair or unsafe conditions.</li><li>• Minimum wage and labor protections vary by state, and it's important to understand both federal and state-level laws.</li></ul>
Demonstration of Learning:	Pacing for Unit
Class Discussions Research Project Written Responses	6 Block Periods
Family Overview (link below)	Integration of Technology:
<a href="#">Intro to CWE Family Overview</a> <a href="#">Intro to CWE Family Overview - Spanish</a>	Students will use Google Docs to complete written responses. Students will use Google Slides or Canva to create a slideshow presentation on a labor law.
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Ethics, Laws, HIPAA, FLSA, FMLA, ADA, Sexual Harassment, Labor Laws, Discrimination, Department of Labor, Equal Employment Opportunity, Benefits, Unemployment Insurance, Termination, Wages, Whistleblower Protection, Work Hours, Unions, Consequences, Policies	<a href="#">CT DOL</a> <a href="#">U.S. DOL</a>



Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
N/A	<ul style="list-style-type: none"> <li>Students can work any job that want regardless of age</li> <li>Students do not have to pay taxes if they are paid in cash</li> <li>Students can work as many hours as they want OR supervisors can make students work as many hours as they want.</li> <li>Breaks are not legally required.</li> <li>Workers must work unpaid if the employer tells them to stay late.</li> <li>Workers can be fired for refusing to do something unsafe.</li> </ul>
Connections to Prior Units:	Connections to Future Units:
Students learn about the laws that protect them in their chosen field (Career Readiness).	Students will learn about all laws in this unit while focusing on worker safety and OSHA in the next unit.
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator	Teacher Actions:
<p><i>Engagement</i></p> <p>7.2 Optimize relevance, value, and authenticity</p> <ul style="list-style-type: none"> <li>Provide scenarios or dilemmas students might face at work</li> <li>Allow students to choose a labor law to research based on their career interest</li> <li>Connect law concepts to ethics by analyzing real-world cases of labor violations</li> </ul> <p><i>Representation</i></p> <p>1.2 Offer alternatives for auditory information</p> <ul style="list-style-type: none"> <li>Use captioned videos, infographics, and visual charts to explain laws like FMLA, ADA, and FLSA</li> <li>Include case study videos or animated clips</li> </ul> <p>3.3 Guide Information processing and visualization</p> <ul style="list-style-type: none"> <li>Use graphic organizers to compare federal and state laws</li> <li>Create flowcharts to illustrate how labor laws apply in different work scenarios</li> </ul> <p><i>Expression/Action</i></p> <p>5.1 Use multiple media for communication</p> <ul style="list-style-type: none"> <li>Provide models of past student projects or professional examples</li> <li>Offer a variety of format options: presentation, video, podcast, or infographic</li> </ul> <p>6.3 Facilitate managing information and resources</p> <ul style="list-style-type: none"> <li>Provide students with a checklist or step-by-step research guide</li> <li>Use tools like Padlet, Wakelet, or Google Keep to help organize sources</li> <li>Build in daily checkpoints or reflection to self-monitor progress</li> </ul>	
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i>	Learning Targets:
<p>I can identify and explain the purpose of each of the laws employers must follow.</p> <ul style="list-style-type: none"> <li>Level 1: I can name one or two laws that employers must follow with support.</li> <li>Level 2: I can identify several laws employers must follow and state a basic reason for each.</li> <li>Level 3: I can identify and explain the purpose of common laws employers must follow (e.g., minimum wage, anti-discrimination).</li> <li>Level 4: I can identify and thoroughly explain the purpose of a variety of key laws employers must follow, including their impact on the workplace.</li> <li>Level 5: I can critically analyze the purpose and implications of various employment laws, including recent or complex legislation, and explain how they ensure fair and equitable workplaces.</li> </ul> <p>I can explain the difference between unethical and illegal behavior in the workplace.</p> <ul style="list-style-type: none"> <li>Level 1: I can recognize that some actions at work are wrong.</li> <li>Level 2: I can state a simple difference between something that feels wrong and something that breaks the law at work.</li> <li>Level 3: I can explain that unethical behavior is against moral principles, while illegal behavior violates the law in the workplace.</li> <li>Level 4: I can clearly explain the nuances between unethical and illegal behavior in various workplace scenarios, providing examples of each.</li> <li>Level 5: I can analyze complex workplace situations to differentiate between unethical and illegal actions, considering</li> </ul>	

the potential consequences of each for individuals and the organization.

I can analyze examples of workplace behaviors to determine if they are ethical and legal.

- Level 1: With support, I can identify if a simple workplace behavior seems right or wrong.
- Level 2: I can determine if a given simple workplace behavior is likely ethical or unethical, and legal or illegal, with some guidance.
- Level 3: I can analyze examples of workplace behaviors and determine if they are ethical and legal, providing basic reasons for my conclusions.
- Level 4: I can analyze a variety of workplace behaviors, including more complex scenarios, and justify whether they are ethical and legal, referencing relevant principles or laws.
- Level 5: I can critically evaluate complex and ambiguous workplace behaviors, considering different ethical frameworks and legal precedents to determine their ethical and legal standing, and articulate my reasoning clearly.

I can analyze a workplace situation and explain the most appropriate response based on legal and ethical considerations.

- Level 1: Given a simple workplace problem, I can identify a possible action to take with support.
- Level 2: I can analyze a basic workplace situation and suggest a response, considering whether it seems right or wrong and if it might break a rule.
- Level 3: I can analyze a workplace situation and explain a response that considers both ethical principles and basic legal requirements.
- Level 4: I can analyze a more complex workplace situation and explain the most appropriate response, justifying my reasoning based on relevant legal and ethical considerations.
- Level 5: I can analyze intricate workplace dilemmas, evaluate various potential responses through both legal and ethical lenses, and justify the most appropriate course of action, considering potential long-term consequences and stakeholder impact.

I can use a variety of modalities to communicate a professional response to a workplace situation.

- Level 1: I can communicate a simple response to a workplace situation using one method (e.g., speaking).
- Level 2: I can communicate a basic professional response to a workplace situation using two different methods (e.g., speaking and writing a short note).
- Level 3: I can use a variety of common modalities (e.g., email, verbal communication) to communicate a professional response to a workplace situation clearly and respectfully.
- Level 4: I can strategically select and use a variety of modalities (e.g., formal letter, email, presentation) to communicate a professional response to different workplace situations, adapting my tone and style as needed.
- Level 5: I can expertly utilize a range of modalities, including digital and collaborative tools, to communicate nuanced and complex professional responses effectively, demonstrating strong communication skills and audience awareness.

I can explain what an employee handbook is.

- Level 1: I can state that an employee handbook is a type of document.
- Level 2: I can say that an employee handbook gives information to employees.
- Level 3: I can explain that an employee handbook is a document that outlines company policies, procedures, and expectations for employees.
- Level 4: I can explain in detail what an employee handbook is, including its purpose for both employees and the employer.
- Level 5: I can critically analyze the role and significance of an employee handbook in defining workplace culture, legal obligations, and employee rights and responsibilities.

I can explain the purpose of an employee handbook.

- Level 1: I can say one reason why a company might have an employee handbook.
- Level 2: I can list a couple of reasons why an employee handbook is important.
- Level 3: I can explain the main purposes of an employee handbook, such as providing guidance, setting expectations, and ensuring consistency.
- Level 4: I can thoroughly explain the various purposes of an employee handbook, including legal compliance, communication of company culture, and outlining employee benefits and responsibilities.
- Level 5: I can evaluate the effectiveness of an employee handbook in achieving its intended purposes and discuss the potential consequences of a poorly developed or implemented handbook.

I can analyze a workplace situation and select the best course of action using the employee handbook.

- Level 1: Given a simple workplace scenario and a relevant section of a handbook, I can identify a possible action.
- Level 2: I can analyze a basic workplace situation and, with the help of an employee handbook, identify a likely course of action.
- Level 3: I can analyze a workplace situation and select the best course of action by referencing relevant policies and procedures in an employee handbook.
- Level 4: I can analyze more complex workplace situations and justify my selection of the best course of action based on a thorough understanding and application of the employee handbook.
- Level 5: I can critically analyze ambiguous workplace situations, evaluate various potential actions in light of the employee handbook, and justify the most effective and appropriate course of action, considering potential interpretations and nuances within the handbook.

I can identify when my workplace rights have been violated.

- Level 1: I can recognize when something at work doesn't feel right or fair.
- Level 2: I can identify a few basic examples of situations that might be unfair or against the rules at work.

- Level 3: I can identify common examples of workplace rights violations related to areas like pay, discrimination, or safety.
- Level 4: I can identify a range of potential workplace rights violations, referencing specific laws or principles that protect employees.
- Level 5: I can critically analyze complex workplace scenarios to identify potential violations of employee rights, demonstrating a nuanced understanding of relevant employment laws and legal protections.

I can explain what to do if my rights are violated.

- Level 1: I can say that I should tell someone if I think my rights have been violated at work.
- Level 2: I can name one or two people or places I could go to if I think my rights have been violated at work.
- Level 3: I can explain some initial steps to take if I believe my workplace rights have been violated, such as documenting the issue and speaking to a supervisor or HR.
- Level 4: I can explain a comprehensive process for addressing workplace rights violations, including internal reporting mechanisms and external resources like regulatory agencies.
- Level 5: I can evaluate different strategies for addressing workplace rights violations, considering the potential benefits and drawbacks of each, and explain how to navigate complex or sensitive situations effectively.

Lesson Sequence	Learning Target	Success Criteria/Assessment	Resources
1	I can identify and explain the purpose of each of the laws employers must follow.	<ul style="list-style-type: none"> <li>• I can name and describe at least 3 key employment laws.</li> <li>• I can explain why each law exists and how it protects employees or employers.</li> <li>• I can give real-life examples or scenarios that show how each law is used in the workplace.</li> <li>• I can compare and contrast at least two employment laws, showing how their purposes are different.</li> </ul>	
2	I can explain the difference between unethical and illegal behavior in the workplace.	<ul style="list-style-type: none"> <li>• I can define the terms “unethical” and “illegal” and explain how they are different.</li> <li>• I can give examples of actions that are unethical but not illegal, and explain why.</li> <li>• I can give examples of actions that are illegal and explain what law they break.</li> <li>• I can explain why it’s important to understand both ethics and the law in the workplace.</li> </ul>	
	I can analyze examples of workplace behaviors to determine if they are ethical and legal.	<ul style="list-style-type: none"> <li>• I can read or hear a workplace scenario and decide if the behavior is legal, illegal, ethical, or unethical.</li> <li>• I can explain my reasoning using laws and ethical principles we’ve learned in class.</li> <li>• I can use a checklist, chart, or graphic organizer to organize my analysis.</li> <li>• I can suggest how the situation could have been handled in an ethical and legal way.</li> </ul>	
3	I can analyze a workplace situation and explain the most appropriate response based on legal and ethical considerations.	<ul style="list-style-type: none"> <li>• I can identify the legal and ethical issues in a workplace scenario.</li> <li>• I can explain why a certain response is the most appropriate using specific laws and ethical principles.</li> <li>• I can compare possible responses and explain the consequences of each.</li> <li>• I can support my recommendation with clear reasoning and evidence.</li> </ul>	
	I can use a variety of modalities to communicate a professional response to a workplace situation.	<ul style="list-style-type: none"> <li>• I can choose the best format (e.g., written report, presentation, infographic, or video) to clearly communicate my response.</li> <li>• I can use professional language and tone appropriate for the workplace.</li> <li>• I can include key legal and ethical vocabulary to show my understanding.</li> <li>• I can organize my response clearly so others can understand my reasoning and conclusions.</li> </ul>	

4	I can explain what an employee handbook is.	<ul style="list-style-type: none"> <li>• I can define what an employee handbook is in my own words.</li> <li>• I can describe what types of information are usually found in an employee handbook.</li> <li>• I can explain who uses the handbook and why it's important.</li> <li>• I can identify a real or sample employee handbook and point out key sections.</li> </ul>
	I can explain the purpose of an employee handbook.	<ul style="list-style-type: none"> <li>• I can describe how an employee handbook helps both employees and employers.</li> <li>• I can explain how the handbook protects employee rights and sets expectations.</li> <li>• I can give examples of problems that an employee handbook can help solve.</li> <li>• I can explain how an employee handbook supports a positive and fair workplace.</li> </ul>
	I can analyze a workplace situation and select the best course of action using the employee handbook.	<ul style="list-style-type: none"> <li>• I can read a workplace scenario and identify what the issue is (e.g., conflict, attendance, safety).</li> <li>• I can locate the related policy or guideline in the employee handbook.</li> <li>• I can explain why a certain response is the best based on the handbook policy.</li> <li>• I can communicate my decision clearly using evidence from the handbook.</li> </ul>
5	I can identify when my workplace rights have been violated.	<ul style="list-style-type: none"> <li>• I can name key employee rights (e.g., fair pay, a safe workplace, freedom from discrimination).</li> <li>• I can recognize examples of situations that violate these rights.</li> <li>• I can explain which law or policy is being violated in a given scenario.</li> <li>• I can distinguish between a personal disagreement and a legal rights violation.</li> </ul>
	I can explain what to do if my rights are violated.	<ul style="list-style-type: none"> <li>• I can list the steps to take if I believe my rights are being violated (e.g., document the issue, report to HR or a supervisor).</li> <li>• I can name the correct person or agency to report a violation to (e.g., HR, OSHA, Department of Labor).</li> <li>• I can explain the importance of documenting the situation (dates, what happened, who was involved).</li> <li>• I can describe how taking action protects both myself and others in the workplace.</li> </ul>

Unit 5: Worker Safety	
The Job Safety Unit is designed to ensure students understand the basics of worker safety, OSHA, and workers compensation. Students will be able to use this information to make safe and healthy decisions for themselves and their colleagues.	
Relevant Standards: Bold indicates priority	
<b>NBEA Standards 2023</b> <b>Business Law</b> <ol style="list-style-type: none"> <li>Basics of the Law Analyze the relationship between ethics and law and describe the law's sources, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.</li> <li>Agency and Employment Analyze the role and importance of agency law and employment law related to conduct of business in the national and international workplace.</li> </ol>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> <li>What regulations must employers follow for safety?</li> <li>What is my role/rights in a safe and healthy environment?</li> </ul>	<ul style="list-style-type: none"> <li>OSHA regulations laws to promote a safe and healthy work environment.</li> <li>Each worksite has different safety regulations aligned with OSHA Standards.</li> <li>Employers have policies in place for how to handle workplace emergencies.</li> <li>Employers and employees both have roles to maintain the health and safety of the workplace environment.</li> <li>Personal Protective Equipment is extremely important.</li> <li>Each organization has its own procedures for safety and health based on OSHA guidelines.</li> <li>If you are injured on the job, you are entitled to worker's compensation.</li> <li>If you think the employer is not following OSHA, you can report it.</li> </ul>
Demonstration of Learning:	Pacing for Unit
Class Discussions surrounding Case Studies Written Responses	4 Block Periods
Family Overview (link below)	Integration of Technology:
<a href="#">Intro to CWE Family Overview</a> <a href="#">Intro to CWE Family Overview - Spanish</a>	Students will use Google Docs to complete their written responses about worker safety.
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Safety, OSHA, Emergency, Rules, Procedures, Personal Protective Equipment (PPE), Policies, Worker's Compensation,	<a href="#">CT OSHA</a> <a href="#">Federal OSHA</a>
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Discussion of how OSHA & safety is involved in the school, science classes, etc.	<ul style="list-style-type: none"> <li>Safety is only a concern for people working in dangerous or physical jobs.</li> <li>If I'm not injured or affected immediately, there's no need to report a safety hazard.</li> <li>Employers are only responsible for safety during working hours.</li> <li>I don't have to report a safety issue unless I am personally hurt.</li> <li>Safety regulations are optional and employers can choose whether or not to follow them.</li> <li>If I report a safety issue, my employer can retaliate or fire me</li> <li>Safety equipment and training are only necessary for certain</li> </ul>

	<p>high-risk jobs.</p> <ul style="list-style-type: none"> <li>If an accident happens at work, the employer is always to blame.</li> </ul>
<b>Connections to Prior Units:</b>	<b>Connections to Future Units:</b>
Connects to employment law unit in which OSHA was introduced	N/A
<b>Differentiation through <i>Universal Design for Learning</i></b>	
<b>UDL Indicator</b>	<b>Teacher Actions:</b>
<p><i>Engagement</i></p> <p>7.2 Optimize relevance, value, and authenticity</p> <ul style="list-style-type: none"> <li>Use case studies of real workplace accidents and safety violations to make the lesson relevant.</li> <li>Incorporate examples of safety regulations from various industries (e.g., construction, healthcare, office environments) to show the broad applicability of worker safety.</li> </ul> <p>7.3 Minimize threats and distractions</p> <ul style="list-style-type: none"> <li>Create a safe classroom environment where all students feel comfortable asking questions or voicing concerns about worker safety.</li> <li>Ensure that all students have access to materials in various formats, minimizing potential barriers to learning.</li> </ul> <p><i>Representation</i></p> <p>1.1 Provide multiple means of representation</p> <ul style="list-style-type: none"> <li>Provide visual charts, infographics, and diagrams to explain OSHA regulations, workplace safety protocols, and workers' compensation.</li> <li>Use captioned videos and animated examples to demonstrate workplace safety procedures.</li> <li>Present real-world case studies and safety violations to illustrate the importance of workplace safety and regulations.</li> </ul> <p>1.2 Offer alternatives for auditory information</p> <ul style="list-style-type: none"> <li>Provide written summaries of safety regulations for students who may struggle with listening to long audio or video content.</li> </ul> <p>1.3 Provide options for comprehension</p> <ul style="list-style-type: none"> <li>Offer clear and simple definitions for complex terms like "OSHA," "PPE," and "worker's compensation."</li> <li>Break down safety protocols into smaller, digestible steps.</li> </ul> <p>3.1 Guide Information processing and visualization</p> <ul style="list-style-type: none"> <li>Use graphic organizers (e.g., flowcharts, Venn diagrams) to help students compare and contrast different safety procedures and regulations.</li> <li>Provide checklists for students to follow as they analyze safety situations, such as identifying hazards, assessing risks, and reporting issues.</li> </ul> <p>3.2 Support planning and strategy development</p> <ul style="list-style-type: none"> <li>Encourage students to create action plans for handling workplace safety issues, using both written and digital formats (e.g., Google Docs, Padlet, or Wakelet).</li> <li>Teach students to use decision-making frameworks for analyzing safety situations, such as pros/cons or risk-benefit assessments.</li> </ul> <p><i>Expression/Action</i></p> <p>5.1 Use multiple media for communication</p> <ul style="list-style-type: none"> <li>Allow students to demonstrate understanding through a variety of formats: oral presentations, written reports, infographics, or videos.</li> <li>Provide scaffolding for creating a safety plan or responding to a safety concern through templates or sample documents.</li> </ul> <p>6.3 Facilitate managing information and resources</p> <ul style="list-style-type: none"> <li>Offer tools like Google Keep or Padlet for students to organize resources, case studies, or safety reports for easy access and review.</li> <li>Provide structured step-by-step guides for writing reports or performing safety audits.</li> </ul>	
<b>Supporting Multilingual/English Learners</b>	
<b>Related <i>CELP standards:</i></b>	<b>Learning Targets:</b>
<p>I can understand how to read OSHA guidelines for workplace health and safety.</p> <ul style="list-style-type: none"> <li>Level 1: I can recognize that OSHA has information about staying safe at work.</li> <li>Level 2: I can identify basic parts of an OSHA guideline (e.g., headings, lists).</li> <li>Level 3: I can locate specific information within an OSHA guideline and understand basic instructions related to</li> </ul>	

workplace health and safety.

- Level 4: I can read and interpret OSHA guidelines relevant to a specific task or industry, explaining the key requirements and recommendations.
- Level 5: I can critically analyze and synthesize information from various OSHA guidelines, understanding the legal implications and applying them to complex workplace scenarios.

I can identify and explain the importance of safety regulations.

- Level 1: I can name one reason why having rules at work might be important.
- Level 2: I can identify a few examples of safety regulations and state a simple reason why they are needed.
- Level 3: I can identify and explain the importance of common safety regulations in preventing accidents and injuries in the workplace.
- Level 4: I can explain the broader importance of safety regulations in creating a safe and healthy work environment, including legal and ethical considerations.
- Level 5: I can analyze the impact of safety regulations on workplace culture, productivity, and legal liability, and advocate for their importance in diverse professional settings.

I can research OSHA safety regulations for my career of interest.

- Level 1: I can name one place where I might find information about safety for a job.
- Level 2: I can locate some OSHA information that might be relevant to a job I am interested in.
- Level 3: I can research and identify specific OSHA safety regulations that are relevant to my career of interest.
- Level 4: I can thoroughly research and explain the OSHA safety regulations that are most critical for my career of interest, including specific standards and best practices.
- Level 5: I can independently research, analyze, and synthesize complex OSHA regulations relevant to my career of interest, evaluating their impact and identifying areas for proactive safety measures.

I can explain the importance of Personal Protective Equipment (PPE).

- Level 1: I can name one type of equipment that people wear to stay safe at work.
- Level 2: I can explain a basic reason why people might need to wear PPE at work.
- Level 3: I can explain the importance of PPE in protecting workers from specific hazards in the workplace.
- Level 4: I can explain in detail the importance of selecting, using, and maintaining appropriate PPE to minimize workplace risks and injuries.
- Level 5: I can critically evaluate the role of PPE in a comprehensive safety program, considering its limitations and the importance of other hazard control measures.

I can review OSHA guidelines for PPE for my career of interest.

- Level 1: I can recognize that OSHA has information about things people wear to stay safe at work.
- Level 2: I can locate some basic information about PPE on the OSHA website or in OSHA materials.
- Level 3: I can review OSHA guidelines related to PPE that are relevant to my career of interest and identify general recommendations.
- Level 4: I can thoroughly review and interpret specific OSHA guidelines for PPE relevant to the hazards present in my career of interest, including selection, use, and maintenance requirements.
- Level 5: I can critically analyze and synthesize information from various OSHA PPE guidelines relevant to my career of interest, evaluating their effectiveness and identifying best practices beyond the minimum requirements.

I can describe the PPE required for a given scenario to ensure safety.

- Level 1: Given a simple picture of a work situation, I can point to something someone is wearing for safety.
- Level 2: Given a basic work scenario, I can name one piece of PPE that might be needed.
- Level 3: Given a specific workplace scenario, I can describe the essential PPE required to address the identified hazards and ensure safety.
- Level 4: Given a more complex workplace scenario with multiple hazards, I can describe the combination of PPE needed and explain why each piece is necessary for comprehensive safety.
- Level 5: Given a detailed and potentially hazardous workplace scenario, I can analyze the risks and prescribe a comprehensive set of PPE, justifying my choices based on OSHA guidelines and best safety practices.

I can explain the role of the employer & employee in maintaining workplace safety.

- Level 1: I can state one thing that a boss might do to keep workers safe.
- Level 2: I can state one thing that a worker should do to stay safe at work.
- Level 3: I can explain the basic roles and responsibilities of both employers and employees in maintaining a safe workplace.
- Level 4: I can thoroughly explain the distinct yet interconnected roles of employers (e.g., providing training, ensuring safe conditions) and employees (e.g., following procedures, reporting hazards) in creating and maintaining a strong safety culture.
- Level 5: I can analyze the shared responsibility model of workplace safety, evaluating the effectiveness of employer and employee contributions and identifying strategies for enhancing collaboration in promoting a safe environment.

I can explain my rights as an employee in regard to workplace safety.

- Level 1: I can say that workers have the right to be safe at work.
- Level 2: I can name one or two basic rights that employees have related to safety at work.
- Level 3: I can explain some key rights that employees have regarding workplace safety, such as the right to a safe workplace, training, and reporting hazards.
- Level 4: I can thoroughly explain a range of employee rights related to workplace safety under OSHA, including the right



to information, participation, and protection from retaliation.

- Level 5: I can critically analyze and articulate the full scope of employee rights regarding workplace safety, including the legal basis for these rights and how employees can exercise them effectively.

I can identify when a workplace situation (safety) needs to be reported and the channels required for completing the report.

- Level 1: I can say that if something looks dangerous at work, you should tell someone.
- Level 2: I can identify a few examples of unsafe situations at work that should be reported.
- Level 3: I can identify common workplace safety hazards that need to be reported and explain the typical channels for reporting them (e.g., supervisor, safety officer).
- Level 4: I can identify a variety of workplace safety situations that require reporting, including imminent dangers, injuries, and potential hazards, and explain the appropriate internal and external reporting procedures.
- Level 5: I can analyze complex workplace scenarios to determine when a safety issue necessitates reporting, understand the legal obligations for reporting, and navigate various reporting channels effectively, including emergency procedures and OSHA reporting requirements.

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	I can understand how to read OSHA guidelines for workplace health and safety.	<ul style="list-style-type: none"> <li>• I can identify and explain the main sections of OSHA guidelines (e.g., standards, regulations, and safety protocols).</li> <li>• I can accurately interpret OSHA terminology and use it to understand specific workplace safety regulations.</li> <li>• I can explain how to apply OSHA safety regulations to different workplace environments.</li> <li>• I can find specific OSHA guidelines related to a particular industry or safety concern using available resources.</li> </ul>	
	I can identify and explain the importance of the safety regulations.	<ul style="list-style-type: none"> <li>• I can describe the purpose of OSHA regulations in ensuring workplace health and safety.</li> <li>• I can explain how following safety regulations helps prevent workplace accidents and promotes well-being.</li> <li>• I can explain the consequences of not following safety regulations for both employers and employees.</li> <li>• I can connect OSHA regulations to broader legal and ethical standards in the workplace.</li> </ul>	
	I can research OSHA safety regulations for my career of interest.	<ul style="list-style-type: none"> <li>• I can identify OSHA regulations relevant to my career field by researching industry-specific guidelines.</li> <li>• I can analyze the specific safety requirements needed for my chosen career and explain why they are important.</li> <li>• I can apply OSHA regulations to a potential workplace situation within my career of interest.</li> <li>• I can summarize and present my findings on OSHA regulations related to my career, highlighting the most important rules and standards for safety.</li> </ul>	
2	I can explain the importance of Personal Protective Equipment (PPE).	<ul style="list-style-type: none"> <li>• I can define what Personal Protective Equipment (PPE) is and explain its role in maintaining safety at the workplace.</li> <li>• I can describe how PPE reduces the risk of injury and exposure to workplace hazards.</li> <li>• I can explain different workplace scenarios where PPE is required and how it contributes to a safer environment.</li> <li>• I can identify and explain the different types of PPE, including gloves, helmets, goggles, and respirators, and their specific purposes.</li> </ul>	
	I can review OSHA guidelines for PPE for my career of interest.	<ul style="list-style-type: none"> <li>• I can locate and review OSHA guidelines for PPE related to my specific career or industry.</li> <li>• I can explain why it is important for employers and employees to comply with OSHA PPE regulations in my career of interest.</li> <li>• I can identify workplace hazards in my career field and explain which PPE is recommended or required to protect against these risks.</li> </ul>	



	I can describe the PPE required for a given scenario to ensure safety.	<ul style="list-style-type: none"> <li>• I can summarize the key OSHA regulations regarding PPE in my career field and explain how they help ensure worker safety.</li> <li>• I can assess a given workplace scenario and identify the appropriate PPE required for that specific environment or task.</li> <li>• I can explain how each piece of PPE in a given scenario works to protect the worker from specific hazards (e.g., chemical spills, falling objects, respiratory risks).</li> <li>• I can match specific types of PPE (e.g., gloves, helmets, safety glasses) to common workplace hazards presented in a scenario.</li> <li>• I can justify my choice of PPE for a scenario by explaining how it addresses the identified safety risks and complies with OSHA regulations.</li> </ul>
3	I can explain the role of the employer & employee in maintaining workplace safety.	<ul style="list-style-type: none"> <li>• I can clearly identify and describe the specific responsibilities employers have (e.g., providing PPE, training, maintaining a safe work environment) and the responsibilities of employees (e.g., following safety procedures, reporting hazards).</li> <li>• I can provide accurate real-world examples of how both employers and employees contribute to a safe workplace.</li> <li>• I can explain how laws and OSHA regulations define the legal roles of both employers and employees in promoting safety.</li> <li>• I can explain how cooperation between employers and employees creates a safer work environment and why shared responsibility is important for injury prevention and overall workplace health.</li> </ul>
4	I can explain my rights as an employee in regard to workplace safety.	<ul style="list-style-type: none"> <li>• I can list my basic safety rights under OSHA, including the right to a safe workplace, to receive safety training, and to report hazards without retaliation.</li> <li>• I can explain how laws like OSHA protect workers from unsafe conditions and what legal protections exist if those rights are violated.</li> <li>• I can provide examples of situations where an employee's safety rights are being upheld or violated.</li> <li>• I can compare my rights as an employee to the legal responsibilities employers have in ensuring workplace safety.</li> </ul>
	I can identify when a workplace situation (safety) needs to be reported and the channels required for completing the report.	<ul style="list-style-type: none"> <li>• I can identify various safety violations or hazardous conditions that require reporting (e.g., blocked emergency exits, lack of PPE, chemical spills).</li> <li>• I can describe the correct process for reporting a safety issue, including who to report to (e.g., supervisor, OSHA, HR) and what information should be included.</li> <li>• I can identify the tools and resources available for reporting (e.g., OSHA hotline, online complaint forms, internal reporting systems).</li> <li>• I can explain that I am protected from retaliation for reporting a workplace safety concern and describe the steps to take if retaliation occurs.</li> </ul>