



Bristol Public Schools
Office of Teaching & Learning

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|--|---|
| Department | Career and Technical Education (CTE) |
| Department Philosophy | Bristol schools believe in providing students with rich opportunities to ensure career and college readiness. These opportunities include development of skills, practices, and exploration within several career clusters and pathways. Each CTE curriculum enables students to acquire and strengthen leadership, literacy, numeracy, decision-making, computer skills, and technology skills through 11 career clusters and pathways: (1) architecture and construction, (2) business management, (3) education and training, (4) finance, (5) health science, (6) hospitality and tourism, (7) information technology, (8) manufacturing, (9) marketing, (10) transportation, distribution and logistics, and (11) STEM. Each career cluster provides students with access to hand-on experiences that will allow for students development of skills that will support successful transition to their post secondary experiences. |
| Course | Cooperative Work Experience 1 (CWE) |
| Course Description for Program of Studies | In Cooperative Work Education (CWE) 1 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. The course will meet during the last period every other day. Students who successfully complete the course with a minimum of 75 to earn the opportunity to take Cooperative Work Education (CWE) II. |
| Grade Level | 9-12 |
| Pre-requisites | N/A |
| Credit (if applicable) | 0.5 Credit |

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P indicates standard will be a priority for the unit; **S** indicates a supporting standard

| District Learning Expectations and Standards | Career Readiness | Career Acquisition | Employability Skills | Employment Laws | Worker Safety |
|--|-------------------------|---------------------------|-----------------------------|------------------------|----------------------|
| ESS01: ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster. | S | S | S | S | S |
| ESS02: COMMUNICATIONS: Use oral and written communication in creating, expressing and interpreting information and ideas including technical terminology and information. | S | S | P | S | S |
| ESS03: PROBLEM-SOLVING & CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. | S | S | P | S | S |
| ESS03: PROBLEM-SOLVING & CRITICAL THINKING: Solve problems using creativity and innovation. | S | S | P | S | S |
| ESS04: INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career cluster to access, manage, integrate and create information. | S | S | S | S | S |
| ESS06: SAFETY, HEALTH, & ENVIRONMENTAL: Understand the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. | | | | S | P |
| ESS06: SAFETY, HEALTH, & ENVIRONMENTAL: Follow organizational policies and procedures and contribute to continuous improvement in performance and compliance. | | | | S | P |

| | | | | | |
|---|---|---|---|---|---|
| ESS07: LEADERSHIP & TEAMWORK: Use leadership and teamwork skills collaborating with others to accomplish organizational goals and objectives. | S | S | P | S | S |
| ESS08: ETHICS & LEGAL RESPONSIBILITIES: Know and understand the importance of professional ethics and legal responsibilities. | S | S | S | P | P |
| ESS09: EMPLOYABILITY AND CAREER DEVELOPMENT: Know and understand the importance of employability skills. | S | S | P | | |
| ESS09: EMPLOYABILITY AND CAREER DEVELOPMENT: Explore, plan, and effectively manage careers. | P | S | | | |
| ESS10: TECHNICAL SKILLS: Use technical knowledge and skills required to pursue careers in all career clusters, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster. | S | | P | S | |

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

UNWRAPPED STANDARDS

| Advance CTE Standard | Performance Elements | Key Concepts/Big Ideas | Academic Vocabulary |
|--|--|--|---|
| <p>ESS09: EMPLOYABILITY AND CAREER DEVELOPMENT: Explore, plan, and effectively manage careers.</p> | <p>ESS09.02 Develop a personal career plan to meet career goals.</p> <ul style="list-style-type: none"> ● ESS09.02.01: Develop career goals and objectives as part of a plan for future career direction. ● ESS09.02.02: Develop strategies to reach career objectives <p>ESS09.05 Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.</p> <ul style="list-style-type: none"> ● ESS09.05.01 Compare employment opportunities to individual needs and career plan objectives. ● ESS09.05.02 Evaluate employment opportunities based upon individual needs and career plan objectives. <p>ESS09.07 Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster</p> <ul style="list-style-type: none"> ● ESS09.07.01 Locate and identify career opportunities that appeal to personal career goals. ● ESS09.07.02 Match personal interest and aptitudes to selected careers. | <p>It is important for an individual to have a personal career plan that meets their interests, learning style, lifestyle goals.</p> <p>A personal career plan should include personal career goals and strategies to reach those goals.</p> | <ul style="list-style-type: none"> ● Career Plan ● Career ● Goals ● Objectives ● Strategies ● Employment ● Compare & Contrast ● Personal Career Plan ● Career Goals ● Career Objectives ● Strategies ● Employment Opportunities ● Career Research ● Interest Surveys ● Learning Style ● Lifestyle goals |

UNIT 1: ESSENTIAL QUESTIONS

- How do I start career planning?
- How can knowing our lifestyle goals help us decide a career?

| CTE Standard | Learning Targets: I can | Summative Assessment Strategy | Lesson Progression and Connection to ELA/Math CCSS | Common Learning Experiences and Assessments | | | | | | | | |
|--------------------------|--|---|--|---|---|----------------------|--|--|--|-------------|--|---|
| ESS09 | I can self-reflect on my interests, learning styles, and lifestyle goals. | <table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td>Selected Response</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table> | | Selected Response | x | Constructed Response | | Performance | | Observation | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • <i>Each of the above standards should be found throughout the unit sequences.</i> | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Self-reflection • Interest Surveys • Learning Styles • Identify future lifestyle goals |
| | | | Selected Response | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | |
| | Performance | | | | | | | | | | | |
| | Observation | | | | | | | | | | | |
| Pacing: 2 Days | | | <p>CCSS Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | <p>Assessments:</p> <ul style="list-style-type: none"> • Journaling | | | | | | | | |
| ESS09 | I can use my interest profile to develop career goals. I can create strategies for attaining my career goals. | <table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td>Selected Response</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table> | | Selected Response | x | Constructed Response | | Performance | | Observation | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • <i>Develop career goals and objectives as part of a plan for future career direction.</i> • <i>Develop strategies to reach career objectives</i> | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Career Goals • Strategies |
| | | | Selected Response | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | |
| | Performance | | | | | | | | | | | |
| | Observation | | | | | | | | | | | |
| Pacing: 1 Day | | | <p>CCSS Connections:</p> <ul style="list-style-type: none"> • | <p>Assessments:</p> <ul style="list-style-type: none"> • Personal Career Plan | | | | | | | | |
| ESS09 | I can conduct detailed career research on my chosen career. | <table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td>Selected Response</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed</td> </tr> </table> | | Selected Response | x | Constructed | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • <i>Match personal interest and aptitudes to selected careers.</i> • <i>Locate and identify career opportunities that</i> | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Research • Informational Interviews | | | | |
| | Selected Response | | | | | | | | | | | |
| x | Constructed | | | | | | | | | | | |

| | | | | |
|--------------------------|---|-------------|--|--|
| | | Response | appeal to personal career goals. | |
| Pacing: 2 Days | | Performance | CCSS Connections: <ul style="list-style-type: none"> CCSS.ELA-LITERACY.WHST.11-12.10 | Assessments: <ul style="list-style-type: none"> Career Research Presentation |
| | x | Observation | | |

ADDITIONAL CONSIDERATIONS

| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
|--|--|--|--|
| A job & a career are the same. You do not need a plan to be successful. | To be successful an individual needs to develop a clear plan based on their interests, learning styles, and goals. | | Personalized Career Plans Research based on student selected careers. |

RESOURCES

Interest Surveys (MBTI, Strong, Naviance)

[O*Net Online](#)

[DOL Occupational Outlook Handbook](#)

[CT DOL Job and Career Connection Student Resources](#) (Explore Careers Section, Job and Career Connection)

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.

UNWRAPPED STANDARDS

| Advance CTE Standard | Performance Elements | Key Concepts/Big Ideas | Academic Vocabulary |
|--|---|---|---|
| <p>ESS09 EMPLOYABILITY AND CAREER DEVELOPMENT: Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.</p> | <p>ESS09.03 Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.</p> <ul style="list-style-type: none"> ● ESS09.03.01 Use multiple resources to locate job opportunities. ● ESS09.03.02 Prepare a résumé. ● ESS09.03.03 Prepare a letter of application. ● ESS09.03.04 Complete an employment application. ● ESS09.03.05 Interview for employment. | <p>It is important to know and understand how to find job opportunities.</p> <p>An individual needs to know how to review each job opportunity posting.</p> <p>Individuals need to know how to complete an application, create a cover letter and resume.</p> <p>Individuals need to know interview questions that are acceptable and unacceptable. Individuals need to know how to dress appropriately and prepare for an interview.</p> | <p>Resume Interview Cover Letter Job Opportunity Research Application</p> |

UNIT 2: ESSENTIAL QUESTIONS

- What preparation do I need to do in order to effectively apply for a job?
- How do I prepare for an interview?

| CTE Standard | Learning Targets: I can | Summative Assessment Strategy | Lesson Progression and Connection to ELA/Math CCSS | Common Learning Experiences and Assessments | | | | | | | | |
|----------------------------|---|--|--|---|---|----------------------|--|-------------|--|-------------|--|---|
| ESS09 | I can identify and research potential job opportunities. I can determine if a potential job opportunity is right for me. | <table border="1" style="width: 100%;"> <tr> <td style="width: 20px;"></td> <td>Selected Response</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table> | | Selected Response | x | Constructed Response | | Performance | | Observation | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • Use multiple resources to locate job opportunities. | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Research Potential Job Opportunities using online resources |
| | Selected Response | | | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | |
| | Performance | | | | | | | | | | | |
| | Observation | | | | | | | | | | | |
| Pacing: 1 Day | | | <p>CCSS Connections:</p> <ul style="list-style-type: none"> • | <p>Assessments:</p> <ul style="list-style-type: none"> • Reflection | | | | | | | | |
| ESS09 | I can prepare a resume. I can identify specific accomplishments in my academic, volunteer, and work history. | <table border="1" style="width: 100%;"> <tr> <td style="width: 20px;">x</td> <td>Selected Response</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table> | x | Selected Response | x | Constructed Response | | Performance | | Observation | <ul style="list-style-type: none"> • Lesson Progression and Standards Connection: • Prepare a résumé. • Prepare a letter of application. | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Resume Writing |
| x | Selected Response | | | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | |
| | Performance | | | | | | | | | | | |
| | Observation | | | | | | | | | | | |
| Pacing: 3-4 Days | I can identify specific areas where I need to increase my skills. | | <p>CCSS Connections:</p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • CCSS.ELA-LITERACY.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | <p>Assessments:</p> <ul style="list-style-type: none"> • Resume • 3-5 SMART Goal for continued growth (completion required) | | | | | | | | |
| ESS09 | I can complete an application. | | <p>Lesson Progression and Standards Connection:</p> | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Reading and reviewing | | | | | | | | |

| | | | | | | | | | | | | |
|--------------------------|---|---|--|---|---|--|---|--|---|-------------|---|---|
| | | <table border="1"> <tr> <td>x</td> <td>Selected Response</td> </tr> <tr> <td>x</td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table> | x | Selected Response | x | Constructed Response | | Performance | | Observation | <ul style="list-style-type: none"> • Complete an employment application. | various applications |
| x | Selected Response | | | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | |
| | Performance | | | | | | | | | | | |
| | Observation | | | | | | | | | | | |
| Pacing: 1 Day | | | CCSS Connections: <ul style="list-style-type: none"> • | Assessments: <ul style="list-style-type: none"> • Completed Application for selected industry of choice | | | | | | | | |
| ESS09 | I can develop a well-written cover letter. | <table border="1"> <tr> <td></td> <td>Selected Response</td> </tr> <tr> <td>x</td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table> | | Selected Response | x | Constructed Response | | Performance | | Observation | Lesson Progression and Standards Connection: <ul style="list-style-type: none"> • Prepare a résumé. • Prepare a letter of application. | Mandatory Lessons/Activities: <ul style="list-style-type: none"> • Cover Letter |
| | Selected Response | | | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | |
| | Performance | | | | | | | | | | | |
| | Observation | | | | | | | | | | | |
| Pacing: 2 Days | | | CCSS Connections: <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | Assessments: <ul style="list-style-type: none"> • Cover Letter | | | | | | | | |
| ESS09 | I can manage my online presence to promote a professional appearance. | <table border="1"> <tr> <td>x</td> <td>Selected Response</td> </tr> <tr> <td></td> <td>Constructed Response</td> </tr> <tr> <td>x</td> <td>Performance</td> </tr> <tr> <td>x</td> <td>Observation</td> </tr> </table> | x | Selected Response | | Constructed Response | x | Performance | x | Observation | Lesson Progression and Standards Connection: <ul style="list-style-type: none"> • | Mandatory Lessons/Activities: <ul style="list-style-type: none"> • Managing your social media privacy settings • Creating a professional presence online |
| x | Selected Response | | | | | | | | | | | |
| | Constructed Response | | | | | | | | | | | |
| x | Performance | | | | | | | | | | | |
| x | Observation | | | | | | | | | | | |
| Pacing: 2 Days | | | CCSS Connections: <ul style="list-style-type: none"> • | Assessments: <ul style="list-style-type: none"> • Simple website portfolio that includes job search materials | | | | | | | | |
| ESS09 | I can complete a mock-interview. | <table border="1"> <tr> <td>x</td> <td>Selected Response</td> </tr> <tr> <td></td> <td>Constructed Response</td> </tr> </table> | x | Selected Response | | Constructed Response | Lesson Progression and Standards Connection: <ul style="list-style-type: none"> • Interview for employment. | Mandatory Lessons/Activities: <ul style="list-style-type: none"> • Interviewing • Mock Interviews | | | | |
| x | Selected Response | | | | | | | | | | | |
| | Constructed Response | | | | | | | | | | | |
| Pacing: 3 Days | I can use the PAR (L) (Problem, Action, Result, Learn) method to answer behavioral interview questions. | <table border="1"> <tr> <td></td> <td>Constructed Response</td> </tr> </table> | | Constructed Response | CCSS Connections: <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.SL.11-12.1.C • Propel conversations by posing and | Assessments: <ul style="list-style-type: none"> • Mock-Interview • Self-reflection on | | | | | | |
| | Constructed Response | | | | | | | | | | | |

| | | | | | | | | |
|---|-------------|---|---|-------------|---|-------------|---|------------|
| | | <table border="1"> <tr> <td>x</td> <td>Performance</td> </tr> <tr> <td>x</td> <td>Observation</td> </tr> </table> | x | Performance | x | Observation | <i>responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</i> | interviews |
| x | Performance | | | | | | | |
| x | Observation | | | | | | | |

| ADDITIONAL CONSIDERATIONS | | | |
|--|---|---|--|
| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
| <p>Students do not need to prepare for a job interview.</p> <p>Job applications can be completed in pencil.</p> <p>A resume is not needed.</p> | <p>You must research and prepare for all job opportunities.</p> | | <p>Reflections</p> <p>Development of individual resumes, cover letters.</p> <p>Development of responses for potential interview questions.</p> |
| RESOURCES | | | |
| Gateway Community College Career Handbook | | | |

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.

UNWRAPPED STANDARDS

| Advance CTE Standard | Performance Elements | Key Concepts/Big Ideas | Academic Vocabulary |
|--|--|--|---|
| <p>ESS02: COMMUNICATIONS: Use oral and written communication in creating, expressing and interpreting information and ideas including technical terminology and information.</p> | <p>ESS02.07 Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.</p> <ul style="list-style-type: none"> ● ESS02.07.01 Interpret verbal behaviors when communicating with clients and coworkers. ● ESS02.07.02 Interpret nonverbal behaviors when communicating with clients and coworkers. <p>ESS02.08 Apply active listening skills to obtain and clarify information.</p> <ul style="list-style-type: none"> ● ESS02.08.01 Interpret a given verbal message/information. ● ESS02.08.02 Respond with restatement and clarification techniques to clarify information. | <p>It is a key skill to be able to understand and interpret verbal and nonverbal cues.</p> <p>Active listening is a part of effective communication.</p> | <p>Communication Nonverbal communication Verbal Communication Interpreting Listening Active listening</p> |
| <p>ESS03: PROBLEM-SOLVING & CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams.</p> | <p>ESS03.01 Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate).</p> <ul style="list-style-type: none"> ● ESS03.01.01 Identify common tasks that require employees to use problem-solving skills ● ESS03.01.08 Critically analyze information to determine value to the problem-solving task. ● ESS03.01.04 Create ideas, proposals, and solutions to problems. ● ESS03.01.07 Generate new and creative ideas to solve problems by brainstorming possible solutions. | <p>Problem solving is an important skill in the workplace.</p> <p>Working independently and in teams to solve problems can be challenging.</p> <p>It is important to evaluate all possible solutions for a problem before deciding on one.</p> | <p>Problems Solutions Critical Thinking</p> |

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|--|--|--|---|
| <p>ESS07: LEADERSHIP & TEAMWORK: Use leadership and teamwork skills collaborating with others to accomplish organizational goals and objectives.</p> | <p>ESS07.03 Employ teamwork skills to achieve collective goals and use team members' talents effectively.</p> <ul style="list-style-type: none"> • ESS07.03.04 Demonstrate teamwork skills through working cooperatively with coworkers, supervisory staff, and others, both in and out of the organization, to achieve particular tasks. • ESS07.03.08 Take responsibility for shared group and individual work tasks • ESS07.03.09 Assist team members in completing their work. | <p>Teamwork is an essential skill in the workforce to ensure a successful business.</p> <p>Leaders are essential to help teams run smoothly.</p> | <p>Teamwork Characteristics</p> |
| <p>ESS09: EMPLOYABILITY AND CAREER DEVELOPMENT: Know and understand the importance of employability skills.</p> | <p>ESS09.01 Identify and demonstrate positive work behaviors and personal qualities needed to be employable.</p> <ul style="list-style-type: none"> • ESS09.01.02 Demonstrate flexibility and willingness to learn new knowledge and skills • ESS09.01.07 Identify positive work-qualities typically desired in each of the career cluster's pathways. | <p>A positive attitude and enthusiasm in your job, makes it more enjoyable.</p> <p>Handling criticism, workplace pressure, and managing stress can impact your positive attitude, but you can develop skills to change that.</p> | <p>Positive attitude Enthusiasm Criticism Stress Pressure</p> |
| <p>ESS10: TECHNICAL SKILLS: Use technical knowledge and skills required to pursue careers in all career clusters, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.</p> | <p>ESS10.01 Employ information management techniques and strategies in the workplace to assist in decision-making.</p> <ul style="list-style-type: none"> • ESS10.01.01 Use information literacy skills when accessing, evaluating and disseminating information. | <p>Technology is a vital part of employment from applying to jobs to performing jobs. Technology is constantly changing. Individuals need to be willing to learn new technology to be successful in their jobs.</p> | <p>Technology</p> |

UNIT 3: ESSENTIAL QUESTIONS

- Why are employability skills so important?
- How has technology impacted the workplace?

| CTE Standard | Learning Targets: I can | Summative Assessment Strategy | Lesson Progression and Connection to ELA/Math CCSS | Common Learning Experiences and Assessments | | | | | | | | |
|-------------------------|--|---|---|---|---|--|--|-------------|---|-------------|---|--|
| ESS02 | <p>I can identify key communication elements.</p> <p>I can interpret verbal and nonverbal cues.</p> <p>I can demonstrate active listening.</p> | <table border="1"> <tr> <td style="text-align: center;">x</td> <td>Selected Response</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Observation</td> </tr> </table> | x | Selected Response | x | Constructed Response | | Performance | x | Observation | <p>Lesson Progression and Standards Connection: ESS02.07 Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.</p> <ul style="list-style-type: none"> • ESS02.07.01 Interpret verbal behaviors when communicating with clients and coworkers. • ESS02.07.02 Interpret nonverbal behaviors when communicating with clients and coworkers. <p>ESS02.08 Apply active listening skills to obtain and clarify information.</p> <ul style="list-style-type: none"> • ESS02.08.01 Interpret a given verbal message/information. • ESS02.08.02 Respond with restatement and clarification techniques to clarify information. | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Case Studies • Role Play for Active Listening |
| x | Selected Response | | | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | |
| | Performance | | | | | | | | | | | |
| x | Observation | | | | | | | | | | | |
| Pacing: 1 Day | | | <p>CCSS Connections: CCSS.ELA-LITERACY.SL.11-12.1</p> <ul style="list-style-type: none"> • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | <p>Assessments:</p> <ul style="list-style-type: none"> • Case studies • Journaling | | | | | | | | |
| ESS07 | I can demonstrate effective teamwork and problem solving skills. | <table border="1"> <tr> <td></td> <td>Selected Response</td> </tr> </table> | | Selected Response | <p>Lesson Progression and Standards Connection: ESS07.03 Employ teamwork skills to achieve</p> | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Teamwork Activities • Effective Leaders | | | | | | |
| | Selected Response | | | | | | | | | | | |

| | | | | | | | | | | | | |
|--------------------------|--|---|--|--|---|----------------------|---|-------------|---|-------------|--|--|
| | <p>I can identify different communication styles and adapt to improve team communication and productivity.</p> <p>I can identify characteristics of effective leaders.</p> | <table border="1"> <tr> <td>x</td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td>x</td> <td>Observation</td> </tr> </table> | x | Constructed Response | | Performance | x | Observation | <p>collective goals and use team members' talents effectively.</p> <ul style="list-style-type: none"> ● ESS07.03.04 Demonstrate teamwork skills through working cooperatively with coworkers, supervisory staff, and others, both in and out of the organization, to achieve particular tasks. ● ESS07.03.08 Take responsibility for shared group and individual work tasks ● ESS07.03.09 Assist team members in completing their work. | | | |
| x | Constructed Response | | | | | | | | | | | |
| | Performance | | | | | | | | | | | |
| x | Observation | | | | | | | | | | | |
| Pacing: 2 Days | | | <p>CCSS Connections: CCSS.ELA-LITERACY.SL.11-12.1</p> <ul style="list-style-type: none"> ● Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | <p>Assessments:</p> <ul style="list-style-type: none"> ● Teamwork Activity ● Reflection ● Effective Leaders ● Presentations | | | | | | | | |
| ESS03 | <p>I can identify the six steps in the problem solving process.</p> <p>I can apply the Six Step Problem Solving Process to different scenarios.</p> <p>I can develop solutions to a proposed challenge..</p> | <table border="1"> <tr> <td></td> <td>Selected Response</td> </tr> <tr> <td>x</td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table> | | Selected Response | x | Constructed Response | | Performance | | Observation | <p>Lesson Progression and Standards Connection: ESS03.01 Employ critical thinking skills independently and in teams to solve problems and make decisions</p> <ul style="list-style-type: none"> ● ESS03.01.01 Identify common tasks that require employees to use problem-solving skills ● ESS03.01.08 Critically analyze information to determine value to the problem-solving task. ● ESS03.01.04 Create ideas, proposals, and solutions to problems. ● ESS03.01.07 Generate new and creative ideas to solve problems by brainstorming possible solutions. | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Case Studies |
| | Selected Response | | | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | |
| | Performance | | | | | | | | | | | |
| | Observation | | | | | | | | | | | |
| Pacing: 1 Day | | | <p>CCSS Connections: CCSS.ELA-LITERACY.SL.11-12.1.B</p> <ul style="list-style-type: none"> ● Work with peers to promote civil, democratic discussions and decision-making, set clear goals and | <p>Assessments:</p> <ul style="list-style-type: none"> ● Case Studies | | | | | | | | |

| | | | | | | | | | | | | |
|--------------------------|--|---|--|-------------------|---|----------------------|--|-------------|--|-------------|---|---|
| | | | deadlines, and establish individual roles as needed. | | | | | | | | | |
| ESS09 | I can explain the importance of a positive attitude in the workplace. I can analyze the workplace experiences of others and apply to an explanation for the importance of positive attitudes in the workplace. | <table border="1"> <tr> <td></td> <td>Selected Response</td> </tr> <tr> <td>x</td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table> | | Selected Response | x | Constructed Response | | Performance | | Observation | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> Identify positive work-qualities typically desired in each of the career cluster's pathways. <p>CCSS Connections: CCSS.ELA-LITERACY.SL.11-12.3</p> <ul style="list-style-type: none"> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> Attitudes in the Workplace Case Studies <p>Assessments:</p> <ul style="list-style-type: none"> Case Studies Journaling |
| | Selected Response | | | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | |
| | Performance | | | | | | | | | | | |
| | Observation | | | | | | | | | | | |
| Pacing: 1 Day | | | | | | | | | | | | |
| ESS10 | I can explain how technology is used in the workplace (generally and industry specific). I can describe my abilities in using these technologies. I can describe the skills I need to develop to meet the technology needs for my chosen career field. | <table border="1"> <tr> <td></td> <td>Selected Response</td> </tr> <tr> <td>x</td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table> | | Selected Response | x | Constructed Response | | Performance | | Observation | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> <p>CCSS Connections:</p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. CCSS.ELA-LITERACY.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> Research in career field <p>Assessments:</p> <ul style="list-style-type: none"> Team Presentation Add technology section to website (created previously) |
| | Selected Response | | | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | |
| | Performance | | | | | | | | | | | |
| | Observation | | | | | | | | | | | |
| Pacing: 2 Days | | | | | | | | | | | | |

ADDITIONAL CONSIDERATIONS

| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO | ADVANCED STANDARDS FOR | OPPORTUNITIES FOR |
|-----------------------|---------------------------|------------------------|-------------------|
|-----------------------|---------------------------|------------------------|-------------------|

| | MASTER STANDARDS FOR THIS UNIT | STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
|---|---|---|--|
| Everyone has employability skills. Employability skills do not need to be developed. | Communication, Critical Thinking, Teamwork, & Technology are key skills for success in the workplace. | | Research within a student's chosen career field. Self-reflection. |
| RESOURCES | | | |
| DOL Soft Skills Curriculum PBL Works Collaboration Rubric PBL Works Presentation Rubric | | | |

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.

UNWRAPPED STANDARDS

| Advance CTE Standard | Performance Elements | Key Concepts/Big Ideas | Academic Vocabulary |
|--|---|--|--|
| <p>ESS08: ETHICS & LEGAL RESPONSIBILITIES: Know and understand the importance of professional ethics and legal responsibilities.</p> | <p>ESS08.01 Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions.</p> <ul style="list-style-type: none"> ● ESS08.01.01 Evaluate alternative responses to workplace situations based on legal responsibilities and employer policies. ● ESS08.01.02 Evaluate alternative responses to workplace situations based on personal or professional ethical responsibilities. ● ESS08.01.03 Identify personal and long-term workplace consequences of unethical or illegal behaviors. ● ESS08.01.04 Explain personal and long-term workplace consequences of unethical or illegal behaviors. ● ESS08.01.05 Determine the most appropriate response to workplace situations based on legal and ethical considerations. ● ESS08.01.06 Explain the most appropriate response to workplace situations based on legal and ethical considerations. <p>ESS08.02 Interpret and explain written organizational policies and procedures to help employees perform their jobs according to employer rules and expectations.</p> <ul style="list-style-type: none"> ● ESS08.02.01 Locate information on organizational policies in handbooks and manuals. ● ESS08.02.02 Discuss how specific | <p>Workplaces have a legal responsibility to provide a safe work environment.</p> <p>Workplaces must follow certain laws to protect employees.</p> <p>Employees need to follow their moral compass.</p> <p>Each employer has an employee handbook/manual.</p> <p>Employees should review the employee handbook/manual.</p> | <p>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</p> |

| | | | |
|--|---|--|--|
| | organizational policies and procedures influence a specific work situation | | |
|--|---|--|--|

UNIT 4: ESSENTIAL QUESTIONS

- What laws do employers need to follow?
- What are my rights as an employee?
- How are laws and ethics similar and different?

| CTE Standard | Learning Targets: I can | Summative Assessment Strategy | Lesson Progression and Connection to ELA/Math CCSS | Common Learning Experiences and Assessments | | | | | | | | |
|--------------------------|---|--|---|---|--|---|--|-------------|---|-------------|---|---|
| ESS08 | I can identify and explain the purpose of each of the laws employers must follow. | <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">x</td> <td>Selected Response</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Observation</td> </tr> </table> | x | Selected Response | x | Constructed Response | | Performance | x | Observation | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● ESS08.01.01 Evaluate alternative responses to workplace situations based on legal responsibilities and employer policies. ● ESS08.01.02 Evaluate alternative responses to workplace situations based on personal or professional ethical responsibilities. ● ESS08.01.03 Identify personal and long-term workplace consequences of unethical or illegal behaviors. ● ESS08.01.04 Explain personal and long-term workplace consequences of unethical or illegal behaviors. ● ESS08.01.05 Determine the most appropriate response to workplace situations based on legal and ethical considerations. ● ESS08.01.06 Explain the most appropriate response to workplace situations based on legal and ethical considerations. | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Research ● Case Study ● Discussions |
| x | Selected Response | | | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | |
| | Performance | | | | | | | | | | | |
| x | Observation | | | | | | | | | | | |
| Pacing: 3 Days | | | <p>CCSS Connections:</p> <ul style="list-style-type: none"> ● | <p>Assessments:</p> <ul style="list-style-type: none"> ● Test ● Case Study ● Presentation | | | | | | | | |
| ESS08 | I can explain the difference between unethical and illegal behavior in the workplace. | <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">x</td> <td>Selected Response</td> </tr> </table> | x | Selected Response | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ● ESS08.01.01 Evaluate alternative responses to workplace situations based on legal | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> ● Case Studies ● Role Play ● Discussion | | | | | | |
| x | Selected Response | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---------------------------------|---|--|--|---|---|----------------------|--|-------------|--|-------------|---|---|
| | I can analyze examples of workplace behaviors to determine if they are ethical and legal. | <table border="1"> <tr> <td data-bbox="695 118 741 212">x</td> <td data-bbox="741 118 1014 212">Constructed Response</td> </tr> <tr> <td data-bbox="695 212 741 272"></td> <td data-bbox="741 212 1014 272">Performance</td> </tr> <tr> <td data-bbox="695 272 741 332"></td> <td data-bbox="741 272 1014 332">Observation</td> </tr> </table> | x | Constructed Response | | Performance | | Observation | <p>responsibilities and employer policies.</p> <ul style="list-style-type: none"> ESS08.01.02 Evaluate alternative responses to workplace situations based on personal or professional ethical responsibilities. ESS08.01.03 Identify personal and long-term workplace consequences of unethical or illegal behaviors. ESS08.01.04 Explain personal and long-term workplace consequences of unethical or illegal behaviors. ESS08.01.05 Determine the most appropriate response to workplace situations based on legal and ethical considerations. ESS08.01.06 Explain the most appropriate response to workplace situations based on legal and ethical considerations. | | | |
| x | Constructed Response | | | | | | | | | | | |
| | Performance | | | | | | | | | | | |
| | Observation | | | | | | | | | | | |
| <p>Pacing: 1 Day</p> | | | <p>CCSS Connections: CCSS.ELA-LITERACY.SL.11-12.4</p> <ul style="list-style-type: none"> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | <p>Assessments:</p> <ul style="list-style-type: none"> Case Studies | | | | | | | | |
| <p>ESS08</p> | <p>I can analyze a workplace situation and explain the most appropriate response based on legal and ethical considerations.</p> <p>I can use a variety of modalities to communicate a professional response to a workplace situation.</p> | <table border="1"> <tr> <td data-bbox="695 1136 741 1196">x</td> <td data-bbox="741 1136 1014 1196">Selected Response</td> </tr> <tr> <td data-bbox="695 1196 741 1291">x</td> <td data-bbox="741 1196 1014 1291">Constructed Response</td> </tr> <tr> <td data-bbox="695 1291 741 1351"></td> <td data-bbox="741 1291 1014 1351">Performance</td> </tr> <tr> <td data-bbox="695 1351 741 1411"></td> <td data-bbox="741 1351 1014 1411">Observation</td> </tr> </table> | x | Selected Response | x | Constructed Response | | Performance | | Observation | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> ESS08.01.05 Determine the most appropriate response to workplace situations based on legal and ethical considerations. ESS08.01.06 Explain the most appropriate response to workplace situations based on legal and ethical considerations. | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> Case Studies Role Play Discussion |
| x | Selected Response | | | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | |
| | Performance | | | | | | | | | | | |
| | Observation | | | | | | | | | | | |
| <p>Pacing: 1 Day</p> | | | <p>CCSS Connections: CCSS.ELA-LITERACY.SL.11-12.1.D</p> | <p>Assessments:</p> <ul style="list-style-type: none"> Case Studies | | | | | | | | |

| | | | | | | | | | | | | |
|--------------------------|---|--|---|---|---|----------------------|---|--|--|-------------|--|--|
| | | | <ul style="list-style-type: none"> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>CCSS.ELA-LITERACY.SL.11-12.2</p> <ul style="list-style-type: none"> Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. | | | | | | | | | |
| ESS08 | <p>I can explain what an employee handbook is.</p> <p>I can explain the purpose of an employee handbook.</p> <p>I can analyze a workplace situation and select the best course of action using the employee handbook.</p> | <table border="1"> <tr> <td>x</td> <td>Selected Response</td> </tr> <tr> <td>x</td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table> | x | Selected Response | x | Constructed Response | | Performance | | Observation | <p>Lesson Progression and Standards Connection:</p> <p>ESS08.02 Interpret and explain written organizational policies and procedures to help employees perform their jobs according to employer rules and expectations.</p> <ul style="list-style-type: none"> ESS08.02.01 Locate information on organizational policies in handbooks and manuals. ESS08.02.02 Discuss how specific organizational policies and procedures influence a specific work situation. | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> Discussion Review of an example of an employee handbook Case Study |
| x | Selected Response | | | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | |
| | Performance | | | | | | | | | | | |
| | Observation | | | | | | | | | | | |
| Pacing: .5 Day | | | <p>CCSS Connections:</p> <p>CCSS.ELA-LITERACY.SL.11-12.1.D</p> <ul style="list-style-type: none"> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. | <p>Assessments:</p> <ul style="list-style-type: none"> Test | | | | | | | | |
| ESS08 | <p>I can identify when my workplace rights have been violated.</p> <p>I can explain what to do if my rights are violated.</p> | <table border="1"> <tr> <td>x</td> <td>Selected Response</td> </tr> <tr> <td>x</td> <td>Constructed</td> </tr> </table> | x | Selected Response | x | Constructed | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> Research Discussion | | | | |
| x | Selected Response | | | | | | | | | | | |
| x | Constructed | | | | | | | | | | | |
| Pacing: | | | <p>CCSS Connections:</p> | <p>Assessments:</p> | | | | | | | | |

| | | | | |
|---------|--|-------------|---|--------------------|
| 0.5 Day | | Response | CCSS.ELA-LITERACY.SL.11-12.4 ● Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | ● Written Response |
| | | Performance | | |
| | | Observation | | |

| ADDITIONAL CONSIDERATIONS | | | |
|---|---|---|---|
| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
| Ethics are concrete in nature. Everyone's ethics are the same. | Ethics and laws are different. Ethics are abstract. Employers must follow certain laws for their employees. | | Law Research Group Work Reflection |
| RESOURCES | | | |
| **Websites for each of the laws. | | | |

UNIT 5: JOB 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.

UNWRAPPED STANDARDS

| Advance CTE Standard | Performance Elements | Key Concepts/Big Ideas | Academic Vocabulary |
|--|---|---|---|
| ESS06: SAFETY, HEALTH, & ENVIRONMENTAL: Understand the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. | <p>ESS06.02 Complete work tasks in accordance with employee rights and responsibilities and employers obligations to maintain workplace safety and health.</p> <ul style="list-style-type: none"> ESS06.02.01 Identify rules and laws designed to promote safety and health in the workplace. ESS06.02.02 State the rationale of rules and laws designed to promote safety and health. | <p>OSHA regulations laws to promote a safe and healthy work environment.</p> | <p>Safety OSHA Emergency Rules Procedures</p> |
| ESS06: SAFETY, HEALTH, & ENVIRONMENTAL: Follow organizational policies and procedures and contribute to continuous improvement in performance and compliance. | <p>ESS06.01 Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.</p> <ul style="list-style-type: none"> ESS06.01.05 Select appropriate personal protective equipment as needed for a safe workplace/jobsite. ESS06.01.08 Employ a safety hierarchy and communication system within the workplace/jobsite. | <p>Each worksite has different safety regulations aligned with OSHA Standards.</p> <p>Employers have policies in place for how to handle workplace emergencies.</p> <p>Employers and employees both have roles to maintain the health and safety of the workplace environment.</p> <p>Personal Protective Equipment is extremely important.</p> | <p>Personal Protective Equipment</p> |
| ESS08: ETHICS & LEGAL RESPONSIBILITIES: Know and understand the importance of professional ethics and legal responsibilities. | <p>ESS08.02 Interpret and explain written organizational policies and procedures to help employees perform their jobs according to employer rules and expectations.</p> <ul style="list-style-type: none"> ESS08.02.01 Locate information on | <p>Each organization has its own procedures for safety and health based on OSHA guidelines.</p> <p>If you are injured on the job, you are</p> | <p>Policies Worker's Compensation</p> |

| | | | |
|--|---|--|--|
| | <p>organizational policies in handbooks and manuals.</p> <ul style="list-style-type: none">• ESS08.02.02 Discuss how specific organizational policies and procedures influence a specific work situation. | <p>entitled to worker's compensation.</p> <p>If you think the employer is not following OSHA, you can report it.</p> | |
|--|---|--|--|

UNIT 5: ESSENTIAL QUESTIONS

- What regulations must employers follow for safety?
- What is my role/rights in a safe and healthy environment?

| CTE Standard | Learning Targets: I can | Summative Assessment Strategy | Lesson Progression and Connection to ELA/Math CCSS | Common Learning Experiences and Assessments | | | | | | | | |
|--------------------------|---|--|--|---|---|----------------------|--|-------------|--|-------------|---|--|
| ESS06 | <p>I can understand how to read OSHA guidelines for workplace health and safety.</p> <p>I can identify and explain the importance of the safety regulations.</p> <p>I can research OSHA safety regulations for my career of interest.</p> | <table border="1"> <tr> <td style="text-align: center;">x</td> <td>Selected Response</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table> | x | Selected Response | x | Constructed Response | | Performance | | Observation | <p>Lesson Progression and Standards Connection: ESS06.02 Complete work tasks in accordance with employee rights and responsibilities and employers obligations to maintain workplace safety and health.</p> <ul style="list-style-type: none"> • ESS06.02.01 Identify rules and laws designed to promote safety and health in the workplace. • ESS06.02.02 State the rationale of rules and laws designed to promote safety and health. | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Case Studies |
| x | Selected Response | | | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | |
| | Performance | | | | | | | | | | | |
| | Observation | | | | | | | | | | | |
| Pacing: 2 Days | | | <p>CCSS Connections: CCSS.ELA-LITERACY.W.11-12.2.F</p> <ul style="list-style-type: none"> • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | <p>Assessments:</p> <ul style="list-style-type: none"> • Test • Case Studies | | | | | | | | |
| ESS06 | <p>I can explain the importance of Personal Protective Equipment (PPE).</p> <p>I can review OSHA guidelines for PPE for my career of interest.</p> <p>I can describe the PPE required for a given scenario to ensure safety.</p> | <table border="1"> <tr> <td style="text-align: center;">x</td> <td>Selected Response</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table> | x | Selected Response | x | Constructed Response | | Performance | | Observation | <p>Lesson Progression and Standards Connection: ESS06.01 Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.</p> <ul style="list-style-type: none"> • ESS06.01.05 Select appropriate personal protective equipment as needed for a safe workplace/jobsite. | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Case Studies |
| x | Selected Response | | | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | |
| | Performance | | | | | | | | | | | |
| | Observation | | | | | | | | | | | |
| Pacing: 1 Day | | | <p>CCSS Connections:</p> <ul style="list-style-type: none"> • | <p>Assessments:</p> <ul style="list-style-type: none"> • Test | | | | | | | | |

| | | | | | | | | | | | | |
|---------------------------|--|--|---|--|---|----------------------|--|-------------|--|-------------|---|---|
| | | | | <ul style="list-style-type: none"> • Case Studies • Journaling | | | | | | | | |
| ESS08 | I can explain the role of the employer & employee in maintaining workplace safety. | <table border="1"> <tr> <td>x</td> <td>Selected Response</td> </tr> <tr> <td>x</td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table> | x | Selected Response | x | Constructed Response | | Performance | | Observation | <p>Lesson Progression and Standards Connection:</p> <p>ESS06.01 Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.</p> <ul style="list-style-type: none"> • ESS06.01.08 Employ a safety hierarchy and communication system within the workplace/jobsite. <p>ESS08.02 Interpret and explain written organizational policies and procedures to help employees perform their jobs according to employer rules and expectations.</p> <ul style="list-style-type: none"> • ESS08.02.01 Locate information on organizational policies in handbooks and manuals. • ESS08.02.02 Discuss how specific organizational policies and procedures influence a specific work situation. | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Discussion • Case Studies |
| x | Selected Response | | | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | |
| | Performance | | | | | | | | | | | |
| | Observation | | | | | | | | | | | |
| Pacing: .5 Days | | | <p>CCSS Connections:</p> <ul style="list-style-type: none"> • | <p>Assessments:</p> <ul style="list-style-type: none"> • Journaling • Tests • Case Studies | | | | | | | | |
| ESS08 | <p>I can explain my rights as an employee in regard to workplace safety.</p> <p>I can identify when a workplace situation (safety) needs to be reported and the channels required for completing the report.</p> | <table border="1"> <tr> <td>x</td> <td>Selected Response</td> </tr> <tr> <td>x</td> <td>Constructed Response</td> </tr> <tr> <td></td> <td>Performance</td> </tr> <tr> <td></td> <td>Observation</td> </tr> </table> | x | Selected Response | x | Constructed Response | | Performance | | Observation | <p>Lesson Progression and Standards Connection:</p> <ul style="list-style-type: none"> • ESS06.01.08 Employ a safety hierarchy and communication system within the workplace/jobsite. <p>ESS08.02 Interpret and explain written organizational policies and procedures to help employees perform their jobs according to employer rules and expectations.</p> <ul style="list-style-type: none"> • ESS08.02.01 Locate information on organizational policies in handbooks and manuals. • ESS08.02.02 Discuss how specific organizational policies and procedures influence a specific work situation. | <p>Mandatory Lessons/Activities:</p> <ul style="list-style-type: none"> • Worker's Compensation • OSHA Reporting |
| x | Selected Response | | | | | | | | | | | |
| x | Constructed Response | | | | | | | | | | | |
| | Performance | | | | | | | | | | | |
| | Observation | | | | | | | | | | | |

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|---------------------------|--|--|-------------------------------|-------------------------------|
| Pacing: .5 Days | | | CCSS Connections: • | Assessments: • Test |
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| ADDITIONAL CONSIDERATIONS |
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| COMMON MISCONCEPTIONS | PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT | ADVANCED STANDARDS FOR STUDENTS WHO HAVE DEMONSTRATED PRIOR MASTERY | OPPORTUNITIES FOR STUDENT-DIRECTED LEARNING WITHIN THE UNIT |
|---|---|--|--|
| The employer is the only one responsible for providing a safe and healthy work environment. | The employee and employer are both responsible for a safe and healthy work environment. | | Reflection Discussion Debate |

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| RESOURCES |
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| OSHA Worker's Compensation |
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