



Rochester City School District
Career and Technical Education Program
Scope and Sequence
Class: General Education Work Experience Program
Unit of Study: Introduction to Work Based Learning

| Time Frame Unit of Study | Essential Questions | Learning Targets (Knowledge and Skills) | Assessments | Standards | Resources |
|--------------------------------|---|---|---|---|---|
| Quarter 1 | <input type="checkbox"/> What would make a good work based learning student and employee? | <input type="checkbox"/> The student will complete the required documents and portfolio to participate in GEWEP. <input type="checkbox"/> The student will explain the laws that relate to legal work for their age and work site. | <input type="checkbox"/> WBL Documents <input type="checkbox"/> Workers Comp <input type="checkbox"/> Hours worked <input type="checkbox"/> Job Description <input type="checkbox"/> Organizational chart <input type="checkbox"/> Updated Resume <input type="checkbox"/> Journal reflection <input type="checkbox"/> Health & Safety <input type="checkbox"/> Labor law | Career Development & Occupational Studies <input type="checkbox"/> Standard 1: Self-Awareness <input type="checkbox"/> Standard 2: Integrated Learning <input type="checkbox"/> Standard 3a: Universal Foundation Skills | <input type="checkbox"/> www.labor.ny.gov <input type="checkbox"/> https://www.cdc.gov/niosh/talkingsafety/states/ny/2015-138/pdfs/Talking_Safety_NY.pdf |



Rochester City School District
Career and Technical Education Program
Scope and Sequence
Class: General Education Work Experience Program
Unit of Study: Career Development

| Time Frame Unit of Study | Essential Questions | Learning Targets (Knowledge and Skills) | Assessments | Standards | Resources |
|-----------------------------|---|--|---|--|------------------------------|
| Quarter 2 | <ul style="list-style-type: none"> <input type="checkbox"/> How can I be a more efficient and effective employee? <input type="checkbox"/> How can I connect with other people to learn more about careers? | <ul style="list-style-type: none"> <input type="checkbox"/> Students will be able to explain the value of time management and setting SMART goals <input type="checkbox"/> Students will be able to create a schedule to help manage their time. <input type="checkbox"/> Students will be able to evaluate their own career options based on their individual strengths and weaknesses. <input type="checkbox"/> Student will be able to connect with other people to learn about other career opportunities within their organization. | <ul style="list-style-type: none"> <input type="checkbox"/> Create a spreadsheet of weekly activities. <input type="checkbox"/> Identify the SMART goals and construct personal goals <input type="checkbox"/> Use Naviance to assess personal skills and strengths and identify career options. <input type="checkbox"/> Create a slideshow explaining career options within their organization. | <ul style="list-style-type: none"> <input type="checkbox"/> Standard 1: Career Development <input type="checkbox"/> Standard 2: Integrated Learning <input type="checkbox"/> Standard 3a: Universal Foundation Skills | SchooLinks -RCSD Career Plan |



Rochester City School District
Career and Technical Education Program
Scope and Sequence
Class: General Education Work Experience Program
Unit of Study: Communication

| Time Frame Unit of Study | Essential Questions | Learning Targets (Knowledge and Skills) | Assessments | Standards | Resources |
|-----------------------------|---|--|---|--|--|
| Quarter 3 | <ul style="list-style-type: none"> <input type="checkbox"/> How are listening, speaking, and non-verbal communication vital to your work experience? <input type="checkbox"/> How can I communicate effectively through electronic communication? <input type="checkbox"/> What are the components of effective conflict resolution? <input type="checkbox"/> What customer service skills are most desired by employers/customers? | <ul style="list-style-type: none"> <input type="checkbox"/> Students will create a professional (proper) email <input type="checkbox"/> Students will create (update) social media account(s) to portray professional appearance <input type="checkbox"/> Students will analyze effective conflict resolution <input type="checkbox"/> Students will analyze desired customer service skills | <ul style="list-style-type: none"> <input type="checkbox"/> Students will design and create an email using professional email etiquette (rubric) <input type="checkbox"/> Students will critique and revise their personal social media accounts to meet identified professional (rubric) <input type="checkbox"/> Design and create conflict resolution model for their workplace <input type="checkbox"/> Non-verbal communication <input type="checkbox"/> Create customer service skills training scenario that highlights identified skills (their use) | <ul style="list-style-type: none"> <input type="checkbox"/> Standard 1: Self-Awareness <input type="checkbox"/> Standard 2: Integrated Learning <input type="checkbox"/> Standard 3a: Universal Foundation Skills | <ul style="list-style-type: none"> <input type="checkbox"/> http://www.huffingtonpost.com/joyce-marter/-conflict-resolution_b_4565052.html <input type="checkbox"/> http://www.vocalcom.com/en/blog/customer-service/7-rules-for-effective-customer-service-communication/ |



Rochester City School District
Career and Technical Education Program
Scope and Sequence
Class: General Education Work Experience Program
Unit of Study: Personal Finance

| Time Frame Unit of Study | Essential Questions | Learning Targets (Knowledge and Skills) | Assessments | Standards | Resources |
|--------------------------------|---|--|--|---|---|
| Quarter 4 | <input type="checkbox"/> How can I make good decisions that are beneficial and financially sound? | <input type="checkbox"/> Students will create a personal budget and savings plan. <input type="checkbox"/> Students will identify the components of a paycheck and the use of each tax deduction <input type="checkbox"/> Students will be able to complete a tax form based on their W2 | <input type="checkbox"/> Journal <input type="checkbox"/> Paycheck <input type="checkbox"/> Budget I & II <input type="checkbox"/> Savings & Investment <input type="checkbox"/> Personal checks <input type="checkbox"/> Check register <input type="checkbox"/> Credit loans I & II <input type="checkbox"/> Tax Returns I & II | <input type="checkbox"/> Standard 2: Integrated Learning <input type="checkbox"/> Standard 3a: Universal Foundation Skills | <input type="checkbox"/> http://www.gcfllearnfree.org/workplacebasics/understanding-your-pay-benefits-and-paycheck/full/ <input type="checkbox"/> www.moneyinstructor.org <input type="checkbox"/> https://www.irs.gov/individuals/students |