

# **River Dell Regional School District**

## **School to Work Curriculum**

**2019**



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Superintendent  
River Dell Regional Schools**

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River Dell High School**

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Curriculum and Instruction**

**Curriculum Committee  
Ms. Jennifer Luberto**

# TABLE OF CONTENTS

<b>Rationale</b>	<b><a href="#"><u>Page 3</u></a></b>
<b>Unit One: Program Expectations</b>	<b><a href="#"><u>Page 4</u></a></b>
<b>Unit Two: Job Readiness Skills</b>	<b><a href="#"><u>Page 9</u></a></b>
<b>Unit Three: Employment Exploration &amp; Development</b>	<b><a href="#"><u>Page 16</u></a></b>
<b>Unit Four: Independent Living</b>	<b><a href="#"><u>Page 21</u></a></b>
<b>Unit Five: Employee Rights</b>	<b><a href="#"><u>Page 27</u></a></b>

## **RATIONALE**

The primary goal of school is to prepare children for responsible citizenry. This is even more evident in the age of high stakes testing. PARCC assesses both college and career readiness, reinforcing the concept that the purpose of school is to get students ready to contribute to society through their career.

The first step in equipping students to engage in meaningful work starts with developing their academic skills that allows them to think creatively and convey those ideas. Exposure to various curricula achieves that end. School also provides students opportunities to grow emotionally and socially, which is essential for them to be productive citizens. After all, skills that are necessary to the world of work include one's ability to work with others and show the emotional restraint to place the needs of the organization before oneself.

As students partake in their educational life, they gravitate to certain classes that pique their interest or that they find more success in. Their relationship to these classes may provide the direction into career. Each vocation requires certain skill sets and dedication that may be more readily attained if the employee possesses the unique interests and abilities to perform the required tasks.

Regardless of the fact that school helps prepare students for work by exposing them to different work-related content and a social milieu to interact in, the school environment is different than the work environment. A work environment is governed by different rules and regulations that dictate speech, dress, hygiene, performance, chain of command, and grievance processes, as examples. To learn about a work environment, one has to experience it directly.

The role of a responsible citizenry is related to consumerism. One works to spend, and through spending, we drive the economy by creating the demand for goods and services. Consumerism is an activity that we engage in after work as we purchase the things we need to live independently.

The School to Work curriculum provides students with the opportunity to learn about job-readiness skills and to apply them in a work environment. Students learn about their individual skills and the challenges of living independently. They learn the difference between job and career and develop an understanding of the steps required to pursue a career. Parents play a role in supporting students to excel in their school commitments and work commitment simultaneously. Students who successfully complete the course gain an understanding of themselves, the demands of a job, how to pursue a career and to live independently.

## **SCHOOL TO WORK CURRICULUM UNIT ONE: PROGRAM EXPECTATIONS**

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### **STATE STANDARDS**

- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge
- 9.1.12.A.1** Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.A.2** Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
- 9.1.12.A.3** Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries.
- 9.1.12.A.4** Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.
- 9.1.12.B.1** Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- 9.1.12.B.2** Create and respond to a feedback loop when problem solving.
- 9.1.12.B.3** Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
- 9.1.12.C.1** Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
- 9.1.12.C.2** Analyze the common traits of effective state, national, or international leaders.
- 9.1.12.C.3** Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
- 9.1.12.C.4** Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.C.5** Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
- 9.1.12.D.1** Interpret spoken and written communication within the appropriate cultural context.
- 9.1.12.D.2** Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
- 9.1.12.D.3** Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.

- 9.1.12.E.1** Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
- 9.1.12.E.2** Generate digital media campaigns in support of or opposing a current political, social, or economic issue.
- 9.1.12.E.3** Design a digital communication system to alert other countries in the event of a natural disaster.
- 9.1.12.E.4** Predict the impact of emerging media technologies on international business and globalization.
- 9.1.12.E.5** Compare laws governing the unethical use of media in different countries.
- 9.1.12.F.1** Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.
- 9.1.12.F.2** Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
- 9.1.12.F.3** Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.
- 9.1.12.F.4** Explain the impact of computer hacking on products and services.
- 9.1.12.F.5** Formulate an opinion regarding a current workplace or societal/ethical issue based on research.
- 9.1.12.F.6** Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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**NJSLSA.R9.** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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**NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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**NJSLSA.SL5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**NJSLSA.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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**CRP1** Act as a responsible and contributing citizen and employee

**CRP2** Apply appropriate academic and technical skills

**CRP4** Communicate clearly and effectively and with reason

**CRP5** Consider the environmental, social and economic impacts of decisions

**CRP6** Demonstrate creativity and innovation

**CRP7** Employ valid and reliable research strategies

**CRP9** Model integrity, ethical leadership and effective management

**CRP11** Use technology to enhance productivity

**CRP12** Work productively in teams while using cultural global competence

## **BIG IDEAS/COMMON THREADS**

In order to successfully complete any type of program, the policies, procedures, and requirements of the program must be understood and followed.

## **ENDURING UNDERSTANDINGS**

Attendance is paramount because a significant amount of learning takes place through participation. Being accountable to school requirements, work responsibilities, and program demands ensures an individual's success. The knowledge gained through the program will be the foundation for future career successes.

## **ASSESSMENTS**

- Submission of paystubs
- Student monthly logs
- Mentor evaluations
- Contract submission
- Class Participation

## **ESSENTIAL QUESTIONS**

- What are the requirements for employment?
- How am I assessed/evaluated at work?
- What is my monthly required paperwork?
- What happens if I fail another class, get fired, miss work, cut classes, miss assignments, or have detention/suspension?
- How am I graded in the class?
- What is the attendance policy?
- Why do I receive two grades for School to Work?
- What is structured learning?

- What are the common difficulties other students face in the School to Work program?
- What is the role of parents & their involvement in the program?

## **LESSON OBJECTIVES**

Students will be able to...

- understand that professionalism, responsibility, critical thinking, problem solving, communication, & accountability are requirements for employment.
- understand that employers evaluate employee's performance, attentiveness, punctuality, attire, appropriateness, work efficacy, cooperation with coworkers and supervisors, ability to stay on task, ability to take initiative, & ability to effectively communicate.
- understand that submission of paystubs and hours is required on a monthly basis.
- understand that failure in any class results in removal from the program so that the student can focus on core classes. If fired students must actively seek employment. If none is obtained they are removed from the course and given a full schedule if applicable. Behavioral issues may result in removal depending on severity.
- understand that grades are earned in two sections. The work grade is based on job performance, employer evaluation, timesheets, and paystubs. The class grade is earned based on projects, quizzes, class assignments, and the completion of their professional portfolio.
- understand that attendance is mandatory. Any absences must be legitimate absences with a note from a parent or doctor.
- understand that structured Learning is an experiential, supervised educational activity linked to the Core Curriculum Content Standards that is designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groups, and is intended to assist them in gaining employment skills and making career and educational decisions. A structured learning experience may be either paid or unpaid, depending on the type of activities in which the student is involved.
- understand that students often have difficulty maintaining employment due to circumstances outside their control i.e. scheduling, downsizing, seasonal, job availability, limited experience, new age restrictions of 18 and older.
- understand that parents are asked to support the students to meet their professional expectations and responsibilities as well as understand the nature of the program as a transitional course which helps students develop independence and professionalism.
- develop expertise through research about a problem and make a claim to support a solution
- work as a contributing member of a team to achieve specific outcomes
- show respect for divergent points of view by acknowledging them
- recognize how digital media impacts a person's perspective
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality



- apply technology to enhance meaning, communication and productivity

## **LEARNING ACTIVITIES**

- Review Contract
- Discuss classroom expectations
- Discuss state requirements
- Review River Dell, employer, and school to work attendance policies
- Discuss employer expectations
- Discuss role of parents in the program

## **RESOURCES**

- NJ Department of Education Structured Learning Experience Guidelines
- River Dell Attendance policy

# **SCHOOL TO WORK CURRICULUM UNIT TWO: JOB READINESS SKILLS**

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- |                   |  |
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## **BIG IDEAS/COMMON THREADS**

Job preparedness includes a multitude of factors that include job expectations, individual disposition, and an ability to communicate and advocate that they are the most qualified for a position.

## **ENDURING UNDERSTANDINGS**

Individuals will be required to research and secure employment throughout their lives. It will require the ability to navigate job/careers as a result of economic trends. Additionally, individuals will challenge themselves by taking on new tasks and responsibilities. Resilience and flexibility are dispositions that will help them through the process.

## **ASSESSMENTS**

- Career interest inventories
- Attitude inventories
- Class Participation
- Career Exploration Research Project
- Web Job Board Quest & Presentation
- Transferable skills project
- Career verses job comparison assignment
- Mock employment tests
- Resume & cover letter
- Role Play

## **ESSENTIAL QUESTIONS**

- What are employers looking for in an employee & how do I fit those expectations?
- How do I dress for success?
- How do I research the position I am applying for?
- How do I find a job?
- What are my strengths & weaknesses?
- How do I better understand myself as an employee?
- What is a career identity?
- How can my transferable skills benefit me at work?
- What is the difference between a career & a job?
- How do I take an employment test?
- How can I be a better interviewee/ how can I prepare for an interview?
- How do I turn my interests into a career?
- How do I communicate more effectively with colleagues and supervisors?
- What is constructive criticism and how do I use it?
- How do I change jobs?
- How do I write a resume?
- How do I write a cover letter?
- How do I complete working papers?
- How do I demonstrate cultural sensitivity in the workplace?

## **LESSON OBJECTIVES**

Students will be able to...

- understand that employers expect adaptability, conformity, personal responsibility, & a strong work-ethic.
- dress clean, neat, modest, and appropriately for the work environment.
- use numerous search engines, networking, and public employment sites to locate job opportunities. Use the internet i.e. [careeronstop.org](http://careeronstop.org) to research occupations.
- familiarize themselves with online application processes, search company websites for career opportunities, and navigate multiple career search engines.

- identify strengths and weakness using interest inventories, Naviance personality assessments, O\*NET inventories, and identify transferable skills as well as hard & soft skill sets using sites.
- understand that having awareness of strengths and weaknesses as an employee will help them develop an understanding of the role of an employee.
- understand that career identity evolves over time by opening a dialogue about interest, abilities and how it relates to the world of work.
- understand that transferable skill like written and oral communication, meeting deadlines, ability to delegate, being results orientated, being able to take responsibility and problem solve, can be used across occupations.
- understand that career is the pursuit of a lifelong ambition or the general course of progression towards lifelong goals. That pursuing a career usually requires special learning that includes individualized components that develop abilities beyond that which training is capable of. A job is an activity through which an individual can earn money. It is a regular activity in exchange of payment. Additional education or special training may or may not be required.
- understand that engaging in mock interviews, developing interview questions, and learning to be ready to answer questions and to speak clearly, will help them be better prepared to interview in a professional setting.
- understand that when careers and interests are aligned, students may be more likely to feel satisfied in their job placement. Exploring interests and making connections to careers and career clusters helps students better prepare for post-secondary decision making.
- understand that how classroom activities, like discussing best practices and trouble-shooting strategies, can help them in developing strong and clear communication skills that they can apply in the field.
- understand that Constructive Criticism is the process of offering valid and well-reasoned opinions about the work of others, usually involving both positive and negative feedback, in a constructive manner rather than an oppositional one.
- understand that criticism, when given from a positive place, is often a valuable tool in enhancing and/or maintaining performance standards.
- understand that changing jobs involves multiple steps. These steps include securing another job, communicating start dates with a new employer, providing a written or verbal resignation to a current employer, completing any work required if applicable, offering two weeks' notice to a current employer, and leaving on a positive note with the intention of using them as a reference.
- understand that resume design begins with knowing your audience, selecting the appropriate resume format, and writing in a fashion that is clear to the reader. The content includes a list of educational experiences, professional/work experiences, volunteer activities, and any qualifications or skills that would be relevant to a career/job.
- understand that cover letters accompany resumes and follow a particular format that employers expect to see.
- understand that working papers are required in order for minors to work and need to be filled out completely and accurately.

- understand that coworkers come from different cultures and that their customs dictate protocols that they need to be aware of. Students will recognize different beliefs and act respectfully and professionally at all times.
- develop expertise through research about a problem and make a claim to support a solution
- work as a contributing member of a team to achieve specific outcomes
- show respect for divergent points of view by acknowledging them
- recognize how digital media impacts a person's perspective
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- apply technology to enhance meaning, communication and productivity

## **MODIFIED LEARNING OBJECTIVES**

Students will be able to...

- find applications
- follow up on job applications
- telephone and email prospective employers using proper language
- demonstrate interviewing skills
- resolve conflicts appropriately

## **LEARNING ACTIVITIES**

- Dress for success activity
- Employer expectation sheet role play activity
- Use the web job boards to locate employment and apply for positions
- Match individual strengths with careers
- Discussion on career clusters
- Career identity survey
- Transferable skills activity & discussion
- Career vs Job discussion and activity
- Discussion and/or activities on understand employer expectations
- Mock interviews
- Researching careers
- Role Play scenarios related to job challenges

## **DIFFERENTIATED LEARNING ACTIVITIES**

- HAND OUT SHOWING STRONG AND WEAK APPLICATIONS
- MODELING
- SCHEDULING 1:1 TIME WITH STUDENT

## **RESOURCES**

- Websites related to career exploration
- list career interest and attitude inventories
- Holland Interest inventory and personality traits

- NY Times & Bergen Record Articles on job trends and career related pieces
- National Career Development Association Articles

### **Differentiated Resources**

- Monster
- Indeed
- LinkedIn
- Shoprite/Whole Foods online application
- Guest Speaker

### **Civil Rights Connection**

Discussions on how minority groups face discrimination in the workforce internationally and in different parts of the country. Discussion on the origins of labor unions and the historical treatment of employees

## **SCHOOL TO WORK CURRICULUM UNIT THREE: EMPLOYMENT EXPLORATION & DEVELOPMENT**

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### **STATE STANDARDS**

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**CRP4** Communicate clearly and effectively and with reason

**CRP5** Consider the environmental, social and economic impacts of decisions

**CRP6** Demonstrate creativity and innovation

**CRP7** Employ valid and reliable research strategies

**CRP9** Model integrity, ethical leadership and effective management

**CRP11** Use technology to enhance productivity

**CRP12** Work productively in teams while using cultural global competence

## **BIG IDEAS/COMMON THREADS**

Competence and success in a career is contingent upon that career aligning to a person's passions, interests and abilities.

## **ENDURING UNDERSTANDINGS**

Not everyone is able to find the passion and connection to a career. Passions and connections can occur through nonworking activities. Different career opportunities can be created or arise at a later point in time.

## **ASSESSMENTS**

- Career research projects
- Class participation

## **ESSENTIAL QUESTIONS**

- How do I research a career?
- What is next for me after high school?
- What is a career interest inventory & how do I take one?
- How do I assess & utilize the results of a career interest inventory?
- What colleges, technical schools, or training opportunities fit my needs?
- How do employment trends affect me?
- What are the numerous alternative methods I can use to reach a career goal?
- What tools can I use to research careers?
- What is a global economy?
- How do I become employable?
- How can I use a specific college degree?
- What jobs fit my interests?

## **LESSON OBJECTIVES**

Students will be able to...

- understand that career research methods include navigating career websites, exploring company listings and using career opportunity tabs.
- understand the benefit from numerous professional speakers from colleges, trade-schools, armed forces, and employers that will provide real life insight and experiences that will aid in their post-secondary decision making.
- utilize career interest inventories in their career planning.
- engage in self-exploration, career exploration, and career planning and management activities to understand the relevance of how courses in high school and college connect to self-defined career and life goals
- recognize the direct correlation between skills, interests, personality and desired post-secondary plans and develop an awareness of which post-secondary path is the appropriate fit and matches their goals.
- understand that employment trends and job availability change in a global economy and how cognizance of job trends is important when looking to secure work.
- understand the differences between on the job training, associates degrees, bachelor's degrees, higher education, certificate programs, and no further training.
- understand the correlation between education levels and job opportunity, salary, and movement within a company/job.
- understand that a global or world economy is based on economies of all of the world's countries and national economies.
- understand that employers look for specific skills which make an individual employable like being well-rounded, an ability to adapt to different situations, an ability to work with others and who can advocate for themselves.
- link degrees and/or training into sustainable careers.

- understand that information gained through research, personality assessments, and interest inventories will provide them with a better idea of their interests and what careers correspond to those interests.
- develop expertise through research about a problem and make a claim to support a solution
- work as a contributing member of a team to achieve specific outcomes
- show respect for divergent points of view by acknowledging them
- recognize how digital media impacts a person's perspective
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- apply technology to enhance meaning, communication and productivity

## **LEARNING ACTIVITIES**

- School visitations
- Guest Speakers from various post-secondary educational institutions & armed services
- Discussion on quality of life and the connection to careers
- Discussion on indicators for career change
- Discussion on post-secondary planning

## **RESOURCES**

- Guest speakers
- School websites
- School catalogues
- Articles related to job satisfaction and career mobility

# **SCHOOL TO WORK CURRICULUM UNIT FOUR: INDEPENDENT LIVING**

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## **STATE STANDARDS**

- |                   |  |
|-------------------|--|
| <b>8.1</b>        | Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge |
| <b>9.1.12.A.1</b> | Apply critical thinking and problem-solving strategies during structured learning experiences.                                 |
| <b>9.1.12.A.2</b> | Participate in online strategy and planning sessions for course-based, school-based, or outside projects.                      |

- 9.1.12.A.3** Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries.
- 9.1.12.A.4** Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.
- 9.1.12.B.1** Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- 9.1.12.B.2** Create and respond to a feedback loop when problem solving.
- 9.1.12.B.3** Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
- 9.1.12.C.1** Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
- 9.1.12.C.2** Analyze the common traits of effective state, national, or international leaders.
- 9.1.12.C.3** Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
- 9.1.12.C.4** Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.C.5** Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
- 9.1.12.D.1** Interpret spoken and written communication within the appropriate cultural context.
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## **BIG IDEAS/COMMON THREADS**

Financially responsible and aware adults are individuals with the ability to make wise financial decisions. These individuals will manage their money and utilize resources to create financial independence.

## **ENDURING UNDERSTANDINGS**

Individuals will recognize the relationship between their income and expenses. Income should also be dedicated towards future expenses. There are other methods to increase personal income besides salary.

## **ASSESSMENTS**

- Accurately calculating time sheets and pay stubs
- Tax assignments and quiz
- Budget project
- Completion of mock tax forms
- Credit quiz
- Money management quiz
- Class participation

## **ESSENTIAL QUESTIONS**

- How do I read my paycheck?
- What are taxes & why do I have to pay them?
- What is a budget?
- How do I develop a budget?
- What are the different savings plans available to students & young adults?
- What is the difference & purpose of a w2 and a w4?
- What is credit?
- How do I manage my money?
- What are some common unexpected life events that young adults are challenged with?
- What is the average cost of independent living?
- How do I research it?
- What are some recreational costs associated with independent living?
- How do I develop better coping skills?
- What are sources of support available?

## **LESSON OBJECTIVES**

Students will be able to...

- read & understand the following items on a personal paycheck: deductions, contributions, earnings including: net pay, gross, pay, pay period, earned income, rate of pay, calculate gross, fees, issuing bank, warrant number and pay location.

- identify state and federal taxes. Differentiate between sales, excise, property, regressive, & progressive taxes. Identify the services that are funded by taxes.
- budget through exposure to practical examples.
- select a base salary using the results from their careeronestop.org career research project, create a budget using an excel spreadsheet to calculate spending, research current cost of living amounts including: rent or mortgage, insurance, utilities, credit cards, entertainment, automotive, gas, food, and toiletries, and present their findings for class discussion.
- understand that financial literacy includes knowing the types of savings options available and how to manage those funds and accounts.
- benefit from a brief introduction into the different types of accounts and their requirements followed by presentations from financial officers
- gain an understanding of the purpose, the differences, and the necessity of W2 & W4 forms for both employer and employee.
- develop a clear concept of credit as it pertains to personal credit, responsible acquirement of credit, how to avoid having bad credit, what and APR (annual percentage rate) means and how it affects them, and be able to identify common pitfalls that revolve around credit.
- gain exposure through practical application of money management through budgeting, saving, managing credit effectively, and recognizing the need to have a sustainable income to work with.
- discuss life events such as death, sickness, accidents, natural disasters, divorce, children, and overall loss and how these events can impact you emotionally and financially
- calculate the average cost of living for a select state using average salary of their desired career field for the selected state and comparing findings.
- calculate the average cost of recreational activities such as eating out, going to theme parks, movies, parties, clubs, vacations, and incidental cost associated with recreational events.
- engage in open discussion about coping skills pertaining to conflict, stress, challenges, and difficulties
- learn about the different services available to help individuals cope or improve their coping skills.
- develop expertise through research about a problem and make a claim to support a solution
- work as a contributing member of a team to achieve specific outcomes
- show respect for divergent points of view by acknowledging them
- recognize how digital media impacts a person's perspective
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- apply technology to enhance meaning, communication and productivity

## LEARNING ACTIVITIES

- Demonstration on how to breakdown a paycheck

- Demonstration on how to create a personal budget
- Speakers from UBS financial and Merrill Lynch
- Discussion on expected and unexpected life expenses.

## RESOURCES

- Guest Speakers
- Videos and journal articles on life expenses
- Tax, payroll, and budget forms
- Great Source School to Work Textbook

## SCHOOL TO WORK CURRICULUM UNIT FIVE: EMPLOYEE RIGHTS

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### STATE STANDARDS

- |                   |   |
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| <b>9.1.12.B.1</b> | Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.              |
| <b>9.1.12.B.2</b> | Create and respond to a feedback loop when problem solving.   |

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## **BIG IDEAS/COMMON THREADS**

Individuals need to advocate for themselves by understanding their rights as a human and worker.

## **ENDURING UNDERSTANDINGS**

There are policies and procedures that protect your rights. There are appropriate ways to utilize the process while maintaining a professional relationship. Due Process exists beyond the workplace.

## **ASSESSMENTS**

- Class Participation
- Know your rights quiz
- Reaction paper on OSHA presenter

## **ESSENTIAL QUESTIONS**

- What is New Jersey's minimum wage?
- What are fringe benefits?
- What is overtime & how do I get paid?
- What are payroll deductions?
- What are my rights as an employee?
- How do I navigate the Department of Labor Website?
- How do I file a claim?
- How do I learn about the grievance procedures?
- What types of matters warrant the initiation of the grievance process?
- What do I do if my rights have been violated?
- What is OSHA?
- Why is it important to receive job safety training?

## **LESSON OBJECTIVES**

Students will be able...

- utilize the following website to survey wage and hour regulations.  
[http://lwd.dol.state.nj.us/labor/wagehour/wagehour\\_index.html](http://lwd.dol.state.nj.us/labor/wagehour/wagehour_index.html)
- understand and identify the fringe benefits and how to utilize them.  
Fringe Benefits i.e. (vacation, sick time, personal days, health, dental, retirement benefits, daycare, tuition reimbursement, wellness programs, flexible allowances, travel expenses, & stock options.)
- understand there are maximum allotted hours they can work before they are entitled to overtime pay and how much they will earn during the hours of overtime.
- understand that payroll deductions will vary between jobs and how to calculate them. They will recognize deductions and calculate them using the following resource: <http://www.cpasitesolutions.com/content/calcs/Payroll.html>
- develop an understanding of laws and regulations of the workplace by navigating through the NJ The Division of Wage and Hour Compliance website:  
[http://lwd.dol.state.nj.us/labor/wagehour/lawregs/wage\\_and\\_hour\\_laws.html](http://lwd.dol.state.nj.us/labor/wagehour/lawregs/wage_and_hour_laws.html)

- gain exposure of the NJ Department of Labor website by navigating the site, asking related questions and researching the answers using the sites many functions.
- understand the process of filing a claim through the Department of Labor website: [http://lwd.dol.state.nj.us/labor/wagehour/complnt/filing\\_wage\\_claim.html](http://lwd.dol.state.nj.us/labor/wagehour/complnt/filing_wage_claim.html) Additionally, the student will be able to identify the difference between a legitimate and false claim and the process to initiate a legitimate claim
- recognize that the grievance process is different in each new job and understand how to access a company's policies, procedures, and employee handbook.
- understand the importance of staff orientation, training, the human resources process, and communication with superiors to gain an understanding of employee rights.
- understand common and non-grievance related workplace stresses, responsibilities, conflicts, & interactions among peers & superiors as opposed to what qualifies as a legitimate grievance or reportable grievance.
- understand that once the need for a grievance is identified, the importance of following the company's policies for reporting a grievance by communicating to appropriate staff, completing the appropriate paperwork, and following through with necessary meetings, reports, or documentation.
- develop an understanding of the role of the Occupational Safety & Health Administration.
- identify safety requirements, policies, procedures, and reporting.
- recognize the importance of on the job safety and training.
- recognize violations and compliance of OSHA policies.
- develop expertise through research about a problem and make a claim to support a solution
- work as a contributing member of a team to achieve specific outcomes
- show respect for divergent points of view by acknowledging them
- recognize how digital media impacts a person's perspective
- show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- apply technology to enhance meaning, communication and productivity

## **LEARNING ACTIVITIES**

- Guest speaker
- Role play
- Class discussion
- Labor Law Research

## **RESOURCES**

- NJ Department of Labor and Workforce Development
- OSHA
- Bureau of Labor and Statistics