

# AGENDA

## Method Schools Regular Meeting of the Board of Directors

**Tuesday, October 11, 2022, 6:00 PM**

24620 Jefferson Ave, Murrieta, California

<https://methodschools.zoom.us/j/9807801621?pwd=MVI3bjQ5YmJzN08wOHhLTUVTdndGUT09>

Meeting ID: 980 780 1621

Passcode: 24620

### Instructions for Presentations to the Board by Parents and Citizens

Method Schools ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

Agendas and "Submit a Public Comment" forms are available via the link on our website on the Board Page. If you wish to speak, please fill out the form and specify the agenda item on which you wish to speak. When addressing the Board, speakers are requested to state their name and address and adhere to the time limits set forth.

**Public Communication on Non-Agenda Issues:** This is an opportunity for members of the audience to raise issues that are not specifically on the agenda. You will be given an opportunity to speak for a maximum of three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. Non-English speakers requiring translation are allotted a maximum of six (6) minutes. Due to public meeting laws, the Board can only listen to your issue and not respond or take action. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item

**Agenda items:** To address the Board on agenda items, please specify the item on which you wish to speak on your "Public Comment". You will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.

**3. Public Records:** Any public records relating to an agenda item for an open session of the Board that are distributed to the Board members shall be available for public inspection at the School office. Minutes of each Board meeting will also be available at the School office.

**Americans with Disabilities Act (ADA):** Upon request, the School will furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate assistance in order to participate in Board meetings are invited to contact Method Board Secretary Gloria Vargas at [gvargas@methodschools.org](mailto:gvargas@methodschools.org) by noon of the business day preceding the board meeting.

**Translation services:** Translation services are available by notifying the above school office by noon of the business day preceding the board meeting.

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**1.0 Call to Order:**

**2.0 Roll Call**

**Present:**

**Absent:**

**Method Staff:**

**3.0 Public Communication on Non-Agenda Items**

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**4.0 Emergency Findings: Consideration of findings to continue to hold virtual meetings pursuant to AB 361, including without limitation that: (1) the State and local state of emergency due to the COVID-19 pandemic continues to directly impact the ability of members to meet safely in person, (2) state and local officials continue to recommend social distancing measures, and (3) meeting in person would present imminent risks to the health or safety of attendees and/or the state of emergency continues to directly impact the ability of the members to meet safely in person due to the prevalence of the Delta variant of the COVID-19 virus, the indoor setting of meeting facilities, the potential presence of unvaccinated individuals attending meetings, the potential for noncompliance with mask wearing requirements, and desire to protect the health of immuno-compromised persons.**

**5.0 Reports**

• **CEO:**

▪ **Conference Info:**

- **CSDC: 11/13 - 11/15 Sacramento & Virtual**  
<https://www.csdconference.org/2022/>
- **CCSA: 3/13 - 3/16 Sacramento**  
<https://www.charterconference.org/2023/>
- **CASBO: 4/4-4/7 Long Beach**  
<https://www.casbo.org/learn-grow/events/annual-conference/>
- **CSBA: Various Governance/Brown Act Trainings**  
<https://www.csba.org/en/TrainingAndEvents/EventCalendar>

• **CBO:**

▪ **Report on Instructional Funds**

• **Senior Director of Schools:**

▪ **Student Highlights**

**6.0 Action: WEE Pathway**

**Discussion:**

**7.0 Action: Ethnic Studies: African American**

**Discussion:**

**8.0 Action: Ethnic Studies: Chicanx & Latinx**

**Discussion:**

**9.0 Consent Items: All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board's**

# **AGENDA**

Method Schools Regular Meeting of the Board of Directors

**votes on them.**

- **Approval of September 12, 2022 Meeting Minutes**
- **September 2022 Check Register**

## **10.0 Information/ Discussion Items:**

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## **11.0 Upcoming Agenda Items**

- December: Final 21-22 Financial Statements
- December: 1st Interim report approval

## **12.0 Board Member Reports:**

## **13.0 Action: Motion to Adjourn the Meeting**

# WORK EXPERIENCE Education

## READY TO GO TO WORK?

You can volunteer, job shadow & have a part-time job -earn high school credit. (up to 40credits)



### EWEE

This EWEE course provides career guidance through non-paid observations and experiences at selected worksites. WEE is an instructional course, where students have the opportunity to observe and sample a variety of conditions of work for ascertaining their interest and suitability for the occupations they are exploring while including related classroom instruction.

EWEE provides an opportunity for a broad spectrum of students to explore career paths with the goal of clarifying career directions. Many community service opportunities qualify for Exploratory Experience credits and still receive service hours. (10 semester credits allowable for each semester with a maximum of 20-semester credits)



### GWEE

This GWEE course enables students to become productive, responsible individuals through supervised, paid employment experiences. GWEE is an instructional course, where students will acquire general and specific occupational and employability skills through a combination of supervised paid employment in any occupational field along with classroom-related instruction in WEE. The rationale for having GWEE is the changing nature of work in our society, which requires students to develop appropriate work habits and attitudes that may be transferred to a variety of employment situations. Real-world experiences through hands-on applications at the worksite are strengthened through the student's daily related class. The student's general educational background is enhanced as it relates to the student's employment. This also teaches the student the role of worker and citizen. The student must pass both classroom and employer evaluations to receive credit. Students are responsible for transportation to their worksite. (10 semester credits allowable each semester with a maximum of 20-semester credits)



### Capstone

The final piece will be completed during the senior year. Students will work with multiple aspects of their experiences and build a final portfolio with their next step plans past high school graduation. A problem-based learning experience in which students work to apply their knowledge in a discipline to a problem. A collaborative learning approach in which students tackle problems and apply their learning in groups, simultaneously navigating interpersonal challenges and learning from one another. Strong capstone experiences recognize the deep learning students have done over time and continue to challenge students in their application of those skills and sets of knowledge. Opportunities to discover relevance of learning to real-world applications. This feature is most apparent in capstone experiences that involve service-learning, community-based learning, or internship experiences.



## A-G Course Uploads

### TITLE

General Work Experience Education

### Transcript abbreviations

## GWEE 9502

Length of course

Subject area

UC Honors NO

Prereq NO

Co req NO

Integrated NO

Grade Level 9-12

Course Learning ONLINE

### Course Description:

### Course Overview:

This GWEE course enables students to become productive, responsible individuals through supervised, paid employment experiences. GWEE is an instructional course where students will acquire general and specific occupational and employability skills through a combination of supervised paid employment in any occupational field along with classroom-related instruction in GWEE. The rationale for having GWEE is the changing nature of work in our society, which requires students to develop appropriate work habits and attitudes that may be transferred to a variety of employment situations. Real-world experiences through hands-on applications at the worksite are strengthened through the student's daily related class. The student's general educational background is enhanced as it relates to the student's employment. This also teaches the student the role of worker and citizen. The student must pass both classroom and employer evaluations to receive credit. Students are responsible for transportation to their worksite. (10 semester credits allowable each semester with a maximum of 20 semester credits)

### Text:

[Succeed at Work](#) (PDF)

### Required:

[Work Experience Timesheet](#)

[Employee Evaluation](#)

[Flyer pg 1](#)

[Flyer pg 2](#)

[Agreement Plan Form 1](#)

[Training Agreement Form 2](#)

[Work Permit Form 3](#)

**Module 1: Getting a Job**

- Week 1: “Final-Job Search”
- Week 2: “Master-Resume and References”
- Week 3: “Applications”
- Week 4: “First Impressions: Interviews, Questions, and Responses”
- Week 5: “Networking: LinkedIn”
- Week 6: “Networking: LinkedIn”
- Week 7: “You're hired! Forms W-4 and I-9”

**Module 2: On the Job-Payments, and Benefits**

- Week 8: “Awareness of how to read a paycheck (withholding, etc.)”
- Week 9: “Develop a vocabulary of financial literacy.”
- Week 10: “Wages-Salary and Labor Laws”
- Week 11: “Raises and Promotions”
- Week 12: “Optional Benefits – Health, Life, and Dental Insurance”
- Week 13: “Income Taxes (W-2 Forms, 1040EZ)”

**Module 3: Work Place Situations and Final Portfolio Project**

- Week 14: “Worker’s Rights”
- Week 15: “Protect the Youth”
- Week 16: “Issues in the Workplace”
- Week 17: “Modern Work Situations”
- “Portfolio-Final”

**Module 1: On-the-Job Operations**

- Week 1: “Training, Educational Requirements”
- Week 2: “Career plan”
- Week 3: “Key operation Duties”
- Week 4: “And Business Day to Day Operations Class Project”
- Week 5: “Basic Business Operations”
- Week 6: “Business Manager guest speaker”
- Week 7: “Professional Attire and Conversation”

**Module 2: Work Safety and Financial Literacy**

- Week 8: “Cultural Acceptance”
- Week 9: “Workplace Safety (accidents, injuries, crime)”
- Week10: “Wrongful Termination and Letter of Resignation”
- Week11: “Develop a vocabulary of financial literacy.”
- Week12: “Budget Time”
- Week13: “Banking and Investing”-“Saving for a Rainy Day”
- Week14: “Personal Money Management and Credit”

**Module 3: Career Development:**

- Week15: “Developing a Career Plan Assignment – Employment”
- Week16: “Portfolio-Final”
- Week17: “Employer Evaluations, Student Presentations”

## Course Content

### Semester I

#### **Module 1: Getting a Job**

In this module Students will demonstrate knowledge of resources available including internet based web sites to locate employment opportunities.

students will obtain a work permit for each job. Students will satisfactory complete assigned related instruction, submit weekly records of work hours, call the employer in advance when absent or late for work. Will show honesty, punctuality, courtesy, cooperative attitude, proper health, and grooming habits, appropriate dress, a willingness to work. In this Module the students will learn about job hunting tips including resume writing, dress, filling applications, and building a portfolio. Students will be required to update and make a master resume and cover letter. Students understand and know how to create a properly formatted resume and reference sheet. Students will create a portfolio that demonstrates skills and experiences for use when seeking employment.

Students will practice completing applications Your Master Job Application and Resume contain all the information you need to complete most job applications. Having a Master Job Application means you won't have to go looking for the same information every time you want to fill in an application. In this module they will also learn job application vocabulary words. Students will understand how to properly compose and format a business letter and are able to compose one, such as a resume cover letter and/or an interview thank you letter. Each semester, students will develop and complete various components of a structured portfolio which shows the abilities, knowledge, and skills achieved through the Work Experience Program.

Students who satisfactorily complete the portfolio and two semesters of Work Experience Education The students will practice job interview skills both verbal and nonverbal. The importance of first impressions and three employer expectations with appearance, dependability, and skills. Students also go through a variety of problematic questions and how they should respond in a positive not a negative way. During the module students will Understand and be able to explain the purpose of LinkedIn, be able to create an account and fill out their profile information, access information in all the basic tabs: Home, Profile, Contacts, Groups, Jobs, Inbox. access and independently set LinkedIn Settings. conduct a job search on LinkedIn. Craft your profile to present yourself the way you want employers to see you—that goes for your profile picture and cover image, your headline, summary statement, and your experiences.

Students will generate a list of jobs using LinkedIn and list the position, pay, expectations, requirements, and point of contact or how to apply.



## **Module 1: Assignments**

- Student will turn in weekly time sheets with hours and a supervisor's signature.
- Student will complete the sample employment application demonstrating that they have learned how to successfully complete an employment application is an important process.
- Students will build a linkedin account, begin building their network, build a master resume, solid profile and prepare for their job search.
- Students will complete an interview assessment.

## **Module 2: On the Job-Payments, and Benefits**

Students will begin working on their Work Experience Portfolio and give examples of what could be put in it? What is a resume? What information do you include in a resume? How do you use it when looking for a job? What do employers look for when reviewing job applications to decide who to call for an interview? First impressions in a job interview are important. Describe some things an employer might look for before or during the interview. Write two examples of illegal or inappropriate interview or job application questions that could lead to discrimination and perhaps not getting hired. Why do employers complete the I-9 Form when you are hired at a new job? 7. What is the reason for completing the W-4 form before receiving your 1st paycheck? Students know the appropriate documents that can be presented to the employer for the Federal "I-9" Form immediately after being hired. Students use and demonstrate the purpose and effect of a W-4 Form for income tax withholding. Students recognize and can discuss the most common deductions on a paycheck stub. Students use and demonstrate the purpose and effect of a W-4 Form for income tax withholding. Students will create a portfolio that demonstrates skills and experiences for use when seeking employment. Itemized Statement of Paycheck Deductions o Must submit one written statement of tax deductions. Worker's Compensation Insurance - Paid by employer. No deduction. State Disability Insurance - Employer deducts .8% from wages each paycheck. Social Security Insurance - Employer deducts 6.2% from wages each paycheck. Medicare Insurance. Students will identify, describe and differentiate forms of compensation and benefits including required insurance such as: State Disability, Worker's Compensation, Unemployment, Social Security and Medicare as well as understand other forms of insurance the employee may obtain. Students will go to the web site for the Social Security Administration ([www.ssa.gov](http://www.ssa.gov)) for updates on Social Security and Medicare information. Students will examine how promotions and raises work with employers and how they determine the raises and promotions. Students learn how to develop a plan for obtaining pay raises and/or promotions, wages, taxation, benefits. Students learn how to develop a plan for obtaining pay raises and/or promotions. Students will refer to sample paycheck stub using a transparency to show these deductions when paid by the employee.



## **Module 2: Assignments**

- Students will complete an online game application and paystub comprehension test.
- Students will complete a vocabulary and financial literacy assessment.
- Students will develop a budget and utilize a variety of paystubs to stimulate their final lifestyle requirement to match their budget.
- Nextgenpersonalfinance.org with interactive games/activities An understanding of compounding interest and general banking/investing practices.
- Students will complete an example of a retirement, and investment plan.

## **Module 3: Work Place Situations and Final Portfolio Project**

In this module students will have a variety of experiences learning about ethics and what it means to “Do the right thing when no one is looking. Considering Are You Making An Ethical Decision? Are you doing something that is not legal? Are you doing something that fits the values of your employer? Are you doing something that bothers you? And Why should everyone be concerned about job safety and health? “The module will also provide awareness of the history of labor laws Awareness of Labor Law as it specifically relates to youth in the workplace and the evolution of workers' rights. Understanding of how to seek help with reporting violations and issues of concern in the workplace. Exploration of Labor Practices through various reading/websites/video content. Each year, employees in this country die from workplace injuries and even more die from illnesses caused by exposure to workplace hazards. Students will review how OSHA contributes to job safety and health? Effective job safety and health add value to the workplace and help reduce worker injuries and illnesses.

## **Module 3: Assignments**

- Students will write a report on the history of labor practices and awareness of the process to the protection of youth.
- Students will make a brochure on either a current worker's rights, or labor issues for youth.
- Students will complete research and write a final speech on issues in the workplace.

## **Semester 2**

### **Course Content:**

#### **Module 1: On-the-Job Operations**

In this module students will investigate workplace privacy (communication, technologies, camera) and work situations (scenarios and ethical decisions). Student will research their current position and the possible career opportunities within their business. During this module students will interview their supervisor for clarification on all “key operations” within their company. Students will be required to revisit their training manual or hiring pamphlets to determine all key aspects of their position. Student will list goals for the week, month, and year within their position. What steps will be required to meet their goals. Why are these goals important for their success? How will they hold themselves accountable? Student will complete a list of questions to ask their manager for a sit down interview on the key factors that make his position successful. What is required of him/her in their daily tasks and how do they maintain accountability for themselves and their staff? In addition students will watch videos in connection to professional attire, goal setting, and career planning.

#### **Module 1 Assignments**

- Employer- activity, students will develop a training brochure for your job.
- Students develop a detailed outline on the career paths that are available within their current company.
- Student will write a reflection on the key operations within their upper management for the company to progress.
- Students will make a video of themselves completing the day to day operations of their position. Describing the responsibilities and the skills required to be successful.
- Student will type up the interview in a dialogue format including a final reflection.
- Students will take a quiz on the professionalism in attire and conversations in a work environment.

#### **Module 2: Work Safety and Financial Literacy**

In this module students will identify the best way to begin a conversation on the topic of diversity. The importance of the approach to conversations on cultural diversity includes steps in implementing a zero-tolerance policy regarding insensitive actions and conversations. It is important to know what to do when things go wrong at work. The students go through a variety of scenarios that present challenging work situations and ask whether or not the problem could be considered an injury or a crime. In addition students will learn about “Workplace Safety (accidents, injuries, crime)” and the California law, which recognizes constructive termination (also called constructive discharge or constructive dismissal). The students are introduced to a variety of situations where an employer intentionally creates or knowingly permits such intolerable working conditions for an employee, that the worker reasonably feels no choice but to resign. Students will develop a vocabulary of financial literacy and gain an appreciation for

financial literacy in high school is crucial for financial stability in adulthood. A financial understanding required is key. Making and sticking to a budget is a key step towards getting a handle on your debt and working towards a savings goal, of any kind. “Banking and Investing”-“Saving for a Rainy Day” Reality Check Differentiate between needs and wants in daily spending choices

## **Module 2 Assignments**

- Students will complete a variety of scenarios and determine the proper way of handling the situation.
- Students will compose a mock letter of resignation to their employer.
- Students will complete a budget analysis using the tools provided in the lesson.
- Students will complete a mock investing and saving for the future document.
- Student will take all aspects of the budgeting experiences and make a final plan for managing personal money, credits and savings.

## **Module 3: Career Development:**

In this module students will review their final portfolios from all separate portfolios developed to this point. During this module students are finalizing their transitions from their initial career choices and pathways to their current decisions on their pathways of either; university, community college, military, trade school or workforce. A final presentation including the portfolio and the stages of growth will be finalized in the presentation. Students will be evaluated by their employer on a variety of areas; courtesy, punctuality, cooperation, reaction to criticism, neatness in work and appearance, perseverance, work attitude, initiative, ability to communicate, ability to comprehend instructions, capacity to develop. Final presentations will be in a group setting.

## **Module 3 Assignments**

- Student will write a final reflection paper on their future career plans for employment. What they will need to do to reach their goal and how will they hold themselves accountable.
- Final portfolio and speech on their experience prior the program and after. How the experience will affect their future employment positions?
- Student will complete presentation and turn in all employee evaluations.

## A-G Course Uploads

TITLE

Leadership

Transcript abbreviations

Length of course ½ a year

Subject area

UC Honors NO

Prereq NO

Co req NO

Integrated NO

Grade Level 9-12

Course Learning -ONLINE

### **Course Description:**

### **Course Overview:**

Leadership, communication, management, and planning for group collaboration are key aspects in the world of leadership. Leadership course prepares high school students for the working world. The variety of skills and assignments within the course provides the students a solid understanding of what leadership looks like, sounds like, and feels like, and establishes a strong ability to make decisions and understand how to work and manage people and resources to reach a common goal. Some of the key components to discover are; What is Leadership? Defining and understanding leadership, understanding self, discovering personality traits and how they relate to leadership. Communication: learning communication skills necessary for effective leadership. Getting Along With Others: improving interpersonal relationships. Making Decisions: learning effective decision-making methods for individuals and groups. Managing: knowing how to manage resources and people. Working With Groups: In a group situation, you can attempt tasks that could not be accomplished by an individual, combining a variety of skills and expertise to tackle more complex and larger-scale problems. Knowledge of leadership skills is crucial for success in almost any field. Employers look for people who possess leadership skills which are essential to progress and understanding of any position. It is important for the leadership course to provide a knowledge of understanding of effective leadership for students going to college, military, or in the workforce. Regardless of the position, being well equipt and understanding the role of leadership is essential.

## **Course Content**

### **Semester I**

#### **1.0 WHAT IS LEADERSHIP? Understanding leadership**

In module One students will evaluate the different theories of leadership. Establish personal definitions of leadership, describe attributes of leaders, determine their leadership style. What is leadership? As we will discuss in the activities, there is not one universally accepted definition of leadership. Numerous meanings of what leadership is and who leaders exist. Basically, leadership is a process by which one member exerts positive influence over other group members; a leader is someone who performs leadership behaviors recognized by group members as helpful to the group in achieving its goals. Awareness of our leadership weaknesses enables us to improve those qualities in order to lead others effectively. Self-esteem is also based on our perceptions of others' beliefs about us, and the value placed on those perceptions. Are our actions relative to our values dependent on the situational context? Sometimes peoples' opinions toward an action can change with varying situations. Before we can be effective leaders, we must first understand our personality traits and how those affect our leadership abilities. When we know ourselves, we can maximize our positive traits while working to improve our weaker areas, which helps us to achieve our leadership potential. Identifying personality traits and determining personality style. Creating awareness of self-esteem and building confidence are the objectives and concentrate on individual values and how they affect the decisions we make and our actions in different situations.

#### **1.0 Assignments**

- Students will take a self esteem evaluation, a personality inventory and “Colors” assessment and reflect on their findings.
- Students will write a short paper on “A leader you admire and why” while including their definition of leadership and identifying their own leadership style.
- Students will compare and interpret leadership styles with a variety of scenarios to determine their findings.
- Students will identify the areas in their life where they have had opportunities of making decisions and where they will see them in the future.

## **2.0 Communication is more than Public Speaking Improving a leader's communication**

In module two the students will discover a deeper level of communication and the competency in all areas. Public speaking isn't the only type of communication leaders use! The purpose of this lesson is to improve the leader's communication competency in all areas. In module two students will discuss the importance of nonverbal cues (facial expressions, hand movements, and eye contact) in communication, and listening while improving interpersonal communication and relationships. Demonstrate the effective use of nonverbal communication. Improve their listening ability. Use effective communication when working with others. Strengthen their public speaking skills. Practice writing for the mass media. Knowing what nonverbal cues imply can help us understand others better while enabling us to improve our communication skills. Nonverbal communication plays an important role in the overall message that is communicated. The module will also discuss the importance of the ability to communicate effectively in a small group situation. Good listening is an active skill Observing (What one does) Hearing (What one says and how one says it) Feeling (How one is feeling) =Sensing (What one has not said, but wishes to or means to say) Leaders have to be able to communicate in a variety of different situations. improving your public speaking means developing your own style. The most important thing to remember in improving your public speaking is to become your own best teacher. Of course it is also important to know your audience. Some additional topics discussed in module 2.0; space and room arrangement being important to speaking, and developing the main theme or message you want to communicate. Much of our public speaking deals with current events and issues facing our local, national, and global community. When called upon to speak in a public situation, how we say something is as important as what we say in the overall effectiveness of our speech. In addition students will begin to identify the act of vocal fillers. Vocal fillers are "um," "uhs," "likes," extreme pauses, and any other unnecessary fillers in our speech. By becoming aware of them, we can control them and improve the effectiveness of our public speaking. An interview is a formal meeting/situation that allows one person or a group of people to ask questions of an individual to attain information about that person. Interviewing is commonly used in reporting for mass media and employee searches. The purpose of job interviews is to find out if a candidate matches the qualifications of a particular job. They often include questions about the specific behavior of a person in certain situations.

### **2.0 Assignments**

- Students will evaluate and determine if they have good listening skills both determining the variety of communication skills used.
- Students will do a variety of non verbal communication
- Students will complete a "TV Talk" experiment utilizing nonverbal communication.
- Students will prepare a speech for delivery on a topic of their choice that qualifies them in a leadership role.

### **3.0 Improving interpersonal relations/Effective leadership requires the ability to make sound decisions.**

In module 3.0 students will look into the ability to affirm others and include diversity, different backgrounds and values, conflict resolution, decisions, individually and in groups. Students will work on how to get along with others and improve interpersonal relations Teaching the importance of belonging to a group and affirming others. Discussing diversity and the effect of stereotypes, because of different backgrounds and values, conflict is almost inevitable when working with others. Students will study the nature of interpersonal conflict, and finding effective communication techniques for those involved in conflict situations. Students role play and discuss conflict situations and methods of resolution. LEARNING TO LEARN Leadership often requires teaching and learning from others, and there are many different ways in which we can do this. Different learning styles and teaching methods are discussed allows students to compare the use of different resources in finding information,exploring different ways of retrieving information from others in formal situations such as meetings, interviews, and speeches. Giving clear directions, following instructions, and learning by doing. Problem-solving as a method of learning and the sandwich technique of constructive criticism. build self-esteem within themselves and others. explain the problems associated with stereotyping others. use effective conflict management and resolution strategies. determine different causes of conflict (value differences, etc.)The ability to get along with other people is another "key" to leadership.As members of groups, we understand the importance of "belonging" in order to be comfortable within the group. We are sometimes faced with potential conflicts in our interpersonal relationships with others. By learning to act assertively, we can stand up for ourselves while respecting others' rights and beliefs. Learning different communication techniques can help us in acting assertively. There is more than one way to deal with conflict or controversy. Five different management and resolution techniques Listening, seeing, and doing are some of the ways in which people learn. Most people prefer one style or another, and many times, our favorite teachers are those who employed teaching styles related to our best learning styles. The decisions we make individually are affected by a variety of factors. Our upbringing, values, and outside influences such as our peers, family, church, schools, the media, etc. play a role in the decisions that we make. Sometimes we can be influenced negatively or positively. Peer pressure is often used as an example of negative influence. Poor and unethical decisions and behaviors are often given more attention by the media than good decisions and behaviors.

#### **3.0 Assignments**

- Students will have to decided what they keep and don't when on a marooned island.



- Students will have a variety of exercises where they have to choose who should be rescued giving the scenarios.
- Students will have to delegate people according to their skills and personalities within a fallout shelter.
- Students will make a brochure that includes a wide variety of diversity.
- Students will write a paper on the topic of “Conflict vs Controversy”
- Students will prepare a speech discussing “Peer pressure and Ethical leadership”.

#### **4.0 Leaders must be able to manage, motivate and delegate resources, people, time, and budgets**

**MAKING DECISIONS** Effective leadership requires the ability to make sound decisions, individually and in groups. Often our values play an important role in the decisions we make. Students examine their personal values while making decisions, while ethics in leadership and decision making are the central ideas in the module 4 too. Students will defend decisions made based on their personal value systems. As an introduction to the remainder of the Lesson, different group decision-making methods are taught, and the democratic form of decision-making (voting) is explored. In module 4 students will practice achieving consensus along with managing leaders and being able to manage resources, including people! Module 4 teaches students how to recognize available resources. Time management is discussed and stress awareness is the focus along with discussing delegating responsibility, and goal setting. Students are able to practice financial management and how to run productive meetings and Parliamentary Procedure are themes in module 4.

**WORKING WITH GROUPS** Without a group, how can one be a leader? Module 4 focuses on effective methods for working with groups. Motivating self and others are common themes, while individuals’ roles within groups are explored. The concept of teamwork is introduced, and the importance of trust in establishing a positive group environment is examined. The effects of competition, gender, and communication on group climate are determined. Time is probably one of our most valuable resources. By learning to manage time, we are not only able to take care of our responsibilities, but we will also be less stressed. One way to manage time is to identify our goals. Good management skills are another key to effective leadership. In fact, the effective management of resources is one criterion to measure group effectiveness. Resources, in the leadership sense, are anything that can be used by a group to help accomplish its goal. Identifying resources is essential for getting the most out of a group, as group members are able to see what they can accomplish collectively. Our responsibility as leaders is to manage our group’s resources so that they can be put to good use for the betterment of the organization and to accomplish the group’s goals. Almost all of us have experienced stress at one time or another. Just as we each have different stressors, we all respond to stress in different ways. When leaders do not delegate, they undertake too much work personally and can "burn out," Delegation is the key to running a successful organization. Leaders who use parliamentary procedure can ensure meetings are run effectively. In module 4

discussion on the purpose of group goals when working with others. analyze gender differences in group interactions. discuss the purpose of group goals when working with others. analyze gender differences in group interactions. When people work well together within groups, the cooperation level is high, members communicate with each other and understand one another better, and the motivation to achieve the goal or complete a task is greater. For groups to work well with each other, members must trust each other, communicate with one another, Important for Leadership Trust is an important part of leadership. The ability to trust those you work with will make it easier to delegate responsibility and can build cohesiveness among group members.

#### 4.0 Assignments

- Students will be required to track their daily activities for a week and evaluate how they spend their time.
- Students will respond to a variety of situations where the individuals or group members are non cooperative. “Meeting Misery”.
- Students will have to prepare delegation in a real world scenario.
- Goal setting assignment
- Student will be required to take an event that has a budget and a variety of items on the list and plan out what stays and what goes to meet the demands for “Budget Planning” and “Budget Cuts”.
- Students will have a mock “Parliamentary Pro” opportunity.
- Final speech will be the focus of being a “Master Motivational Speaker”.

## Syllabus Exploratory Work Experience Education Program Plan (EWEE 9500 & 9501)

**Proposed Grade Levels: 10-12**

**Subject Area: Elective-CollegePreparatory**

**Course Length: Semester (5 cr. each)**

**Prerequisites: None**

In addition to complying with appropriate federal and state laws, California Labor Code, California Education Code, and California Code of Regulations, Work Experience Education.

Exploratory Work Experience Education: EWEE 9500

This EWEE course provides career guidance through non-paid observations and experiences at selected worksites. WEE is an instructional course where students have the opportunity to observe and sample a variety of conditions of work for ascertaining their interest and suitability for the occupations they are exploring while including related classroom instruction in WEE. EWEE provides an opportunity for a broad spectrum of students to explore career paths with the goal of clarifying career directions. Many community service opportunities qualify for Exploratory Experience credits and still receive service hours. (10 semester credits allowable for each semester with a maximum of 20 semester credits)

[Flyer for Students](#) pg.1 [Flyer for Students](#) pg. 2

Text:: [Exploring Career Options](#) (PDF) [Find and Get the Right Job](#) (PDF)

Observation [Agreement](#), [Shadow Agreement Plan](#), [Job Shadowing](#), [Time Sheet](#), [Permit](#)

### Objectives:

1. Increase student retention with career interests motivated programs.
2. Provide student success when they graduate from Method high school
3. Provide the workforce with valuable employees that will retain a higher probability of longevity in their career and build stronger relationships in the community,
4. (1) help students to choose a career path based on their interests and aptitudes; (2) prepare them for college and career success; and (3) allows students to learn to work with others in ways that are successful and rewarding. The WEE program connects inputs from teachers, counselors, students, parents, and employers to achieve the following purposes:
5. Link the academic core curriculum with the world of work and promote students' school-to-career transitions.
6. Help students develop skills, habits, and attitudes conducive to job success and personal growth.
7. Assist students in career exploration and forging rewarding relationships with employers.
8. Develop a positive work ethic and acquire or refine work-related skills and job performance in actual work settings.
9. Provide career guidance to students and ascertain their interests and aptitudes for specific careers through opportunities

Module 1: Personal & Career Development

- Week 1: "What Matters to Me?"
- Week 2: "Personal character traits"
- Week 3: "Aptitude Assessment"
- Week 4: "Career Assessment & Self Exploration"
- Week 5: "Choosing My Lifestyle"
- Week 6: "Self Care and Safety"
- Week 7: "Growth Mindset"

Module 2: Entering the Workforce

- Week 8: "Hard Vs. Soft Skills"
- Week 9: "Shadowing Interviews"
- Week 10: "Career Readiness-Skills"
- Week 11: "Options; Trade, College, Military"
- Week 12: "Min. Wage vs. Living Wage"
- Week 13: "Communication Skills"

Module 3: Discovering Wages and Potential Growth

- Week 14: "Job Search"
- Week 15: "Labor Laws"
- Week 16: "What skills do I need? Dig Deeper."
- Week 17: "My Next Move"
- Week 18: "Telling my story"

Required Forms For Approved Job Shadow, Volunteer & Class Credit

· Complete the following forms

1. Observation [Agreement](#)
2. [Shadow Agreement Plan](#)
3. [Job Shadowing](#)
4. [Time Sheet](#)
5. [Permit](#)
  - Show information on the position and states responsibilities of the student, parent/guardian, employer, and Work Experience Education teacher coordinator.
  - Provides proof of job shadowing.
  - New agreement must be completed for each job held.
  - Submit a one-time sheet for each module, showing hours within the experience.
  - To receive credit, they must be complete, dated, and signed.
  - Any adult at work can sign the time sheet to verify you worked.

Shadowing Requirements

- A minimum of three job shadows or volunteers during the semester.
- One job shadow or volunteering experience a module.

Additional Classroom Information

- Attendance - One lesson a week.
- One live session a module (check-in)
- Homework -Weekly assignment for portfolio

- Final Portfolio and presentation

#### Grading

- Your semester grade is based on your cumulative semester work.
- To pass the class you must meet 60% of the weekly class requirements and have worked at an approved job for a minimum of 12 weeks. All required work forms must be on file, turned in on time, and include completed weekly time sheets for a minimum of 12 weeks.

Assignments	Points	Semester Total
Shadowing/Volunteer Logs 15 hours min. total	3 x 40 pts.	120 pts.
<b>Portfolio Assignments:</b> (1 <sup>st</sup> ) Values (2 <sup>nd</sup> ) Character Traits (3 <sup>rd</sup> ) Aptitude-" You Science" (4 <sup>th</sup> ) Career Matches (5 <sup>th</sup> ) Lifestyle-Vision (6 <sup>th</sup> ) Self Care (7 <sup>th</sup> ) Growth Mindset (16 <sup>th</sup> ) Career Specific Skills (17 <sup>th</sup> ) My Next Move (18) Final Portfolio	9 x 20 pts. 1 x 50 pts	230pts.
<b>Quizzes:</b> (15 <sup>th</sup> ) Labor Law Quiz (20 pts)	(1)	20 pts.
<b>Assignments:</b> Orientation (5 pts) (8 <sup>th</sup> ) Hard vs Soft Skills (10pts) (9 <sup>th</sup> ) Interview (10pts) (10 <sup>th</sup> ) Career Readiness Skills (10pts) (11 <sup>th</sup> ) Options;Trade,College,Military (10pts) (12 <sup>th</sup> ) Min. Wage vs. Living Wage (10pts) (13 <sup>th</sup> ) Communication Skills (25 pts) (14 <sup>th</sup> ) Job Search (10pts)	6 x 60 1x 25 1x 5	90 pts.
Total		460 pts.

#### Semester Grade Scale

460 – 410 = A  
 409 – 368 = B  
 367 – 322 = C  
 321 – 275 = D  
 271 & less = F

### Module 1: Envisioning Success: Introduction to Exploratory Work Experience Education

Standards	Titles	Activities/Lessons	Evaluations
Week 1 .50	Orientation		Email response to orientation.
<b>Week 1</b> 1.00	“What Matters to Me?”	Students will use the California CareerZone Work Importance Profiler assessment to identify their work values. They will then identify the relationship of work values with career selection.	Portfolio (pg.2-4) “Values-Careers” (20pts)
<b>Week 2</b> 1.01	“Personal character traits”	Define how personal character traits relate to the achievement of their postsecondary goal.	Character Trait Portfolio-(pg.5&6) (20pts)
<b>Week 3</b> 1.02	“Aptitude Assessment”	<ul style="list-style-type: none"> <li>● Personal Approach aptitudes-explain</li> <li>● Core Driver aptitudes</li> <li>● Work Approach and Interpersonal</li> </ul>	Aptitude-portfolio (pg 7) (20pts)
<b>Week 4</b> 1.03	“Career Assessment & Self Exploration”	<i>Complete a similar table and answer questions.</i> <i>Write a Journal Response</i> Activity following the “You Science” outcome Portfolio-3	Career Matches-portfolio (pg.8) (20pts)
<b>Week 5</b> 1.04	“Choosing My Lifestyle”	What are your lifestyle aspirations?	Assignment-portfolio (pg.9-11) “Lifestyle-Vision” (20pts)
<b>Week 6</b> 1.05	“Self Care and Safety”	How do you cope with stress?	1.05-Assignment-portfolio (pg.12) “Self-Care”
<b>Week 7</b> 1.06	“Growth Mindset Assessment”	Doing challenging work is the best way to make the brain stronger and smarter	Three Step Mindset project. (pg. 13-14) “Growth Mindset”
<b>Week 7</b>	1st Job Shadowing Due	Complete the following forms Observation	<a href="#">Agreement</a> <a href="#">Shadow Agreement Plan</a>

			<a href="#">Job Shadowing Permit</a>
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### Module 2: Assessing Skills and Career Readiness

Standards	Titles	Activities/Lessons	Evaluations
<b>Week 8</b> 2.01	“Hard vs Soft Skills that define our work environment”	Introduction to Hard and Soft Skills Understand the difference between a Hard and Soft Skill	2.01 Assignment-” Hard Skill and Soft Skills” (10pts)
<b>Week 9</b> 2.02	“Job Shadow interview”	First step toward Job shadowing. Have a few job shadow options chosen	2.02 Assignment Job Shadow Interview (10 pts)
<b>Week 10</b> 2.03	“Career Readiness-Skills”	Work habits and character traits skills are also known as soft skills, employability skills	2.03 Assignment-” Career Readiness Skills” (10pts)
<b>Week 11</b> 2.04	“Options; Trade, College, Military”	Write a reflection for each area;	2.04 Assignment; “Vocational schools, college, or the military” (10pts)
<b>Week 12</b> 2.05	“Min. Wage vs Living Wage”	Calculate a minimum wage and a living wage	Assignment: “Living Wage” (10pts)
<b>Week 13</b> 2.06	“Communication Skills”	Rate your communication skills and learn ways to improve them. & Read the following situations and write down what you think are the possible messages that are being sent	2.06 Assignment “Communication” (20pts)
	2nd Job Shadowing Due	Complete the following forms- <a href="#">Permit</a> , <a href="#">Job Shadowing</a>	<a href="#">Agreement</a> <a href="#">Shadow Agreement Plan</a>

### Module 3: Discovering Wages and Potential Growth

Standards	Titles	Activities/Lessons	Evaluations
<b>Week 14</b> 3.01	“Job Search”	Student will use a variety of job search engines to look for jobs that they can do now and jobs that could be obtained in the future with experience.	3.01 Assignment “Job Search” (10 pts)



<b>Week 15</b> 3.02	“Labor Laws”	Student will learn the labor laws and take a quiz.	3.02 Assignment- “Labor Laws” Quiz (20pts)
<b>Week 16</b> 3.03	“What skills do I need? Dig Deeper.”	Students will research the skills required for at least two careers that they would like to pursue.	3.03 Assignment- portfolio (pg. )
<b>Week 17</b> 3.04	“My Next Move”	Students will take the three careers chosen and investigate further on one of them including all steps and requirements as well as why they chose the career.	3.04 Cont’d Career research
<b>Week 18</b> 3.05	“My Skills- my story”	Final portfolio-adding, a style, colors, pictures, videos, or audios for a final project.	3.05 final portfolio
<b>Week 18</b>	3rd Job Shadowing Due	Complete the following forms <a href="#">Job Shadowing</a>	<a href="#">Agreement</a> <a href="#">Plan</a>

## Orientation

### **.50 Assignment-Orientation (10pts)**

Students will identify the course requirements and other prerequisites for success in the Work Experience Program. Please review the syllabus, and forms to be completed and attend a live session within the first week at one of the designated times, Mon-Fri. 10:00am.

Students must return forms relating to

1. Observation ASAP and respond to the orientation questions in Smart Fox.

### **Lesson 1 “What Matters to Me?”**

Students will use the California CareerZone Work Importance Profiler assessment to identify their work values. They will then identify the relationship of work values with career selection.

### **Learning Outcomes**

At the end of this lesson, students will be able to:

Describe how their values are an important part of determining what occupations would satisfy them and meet their needs

### **Language Objectives**

At the end of this lesson, students will be able to:

Verbally identify their most important work values

Verbally identify values that are important to succeed in specific occupations

### **Materials**

1. [California Career Resource Network Lesson Handout E-copies](https://californiacareers.info/#?Lesson%20Plans)  
<https://californiacareers.info/#?Lesson%20Plans>
2. **Student Handouts**

(1) Vocabulary (p. 8)

- (2) California CareerZone Student Account Set Up Instructions (p. 9)
- (3) Work Importance Profiler Instructions (p. 10)
- (4) Occupations Based on My Work Values (p. 11)
- (5) Lesson Resources (p. 12)

### 3. Watch the following videos

- What Matters to Me Start-Up Video (01:02)  
<https://youtu.be/K6fbJhZDI94>
- California CareerZone  
<https://www.cacareerzone.org/>
- Work Importance Profiler  
<https://www.cacareerzone.org/wip/>
- California CareerZone Contact/Help  
<https://www.cacareerzone.org/help/reportissue>

### 4. Additional Resources

California Career Center:

- Discovering Your Interests and Skills  
<https://www.calcareercenter.org/Home/Content?contentID=121>
- Exploring Jobs that Interest You  
<https://www.calcareercenter.org/Home/Content?contentID=85>
- Skills & Qualities for the 21<sup>st</sup> Century World of Work  
<https://www.calcareercenter.org/Home/Content?contentID=122>
- Career Options Web Links  
<https://www.calcareercenter.org/Home/Content?contentID=326>
- Quick Guide to Exploring Career Options  
<https://www.calcareercenter.org/Home/Content?contentID=255>
- Career Options  
<https://www.calcareercenter.org/Home/Content?categoryID=166>

## 1.00 Assignment-Portfolio pg. 2-4 “Values-Careers” (20pts)

Complete the California CareerZone Work Importance Profiler, identify three most important work values, select three occupations that align with your values, then write a summary for each occupation. California CareerZone Student Account Set Up Instructions (p. 9)

The work values inventory is a simple and powerful tool. The results help you choose the best occupation for you where you’ll be happier and have increased job satisfaction. Job satisfaction is important because it creates:

- Positive attitude,

- Increased motivation
- Better performance

The California CareerZone Work Importance Profiler helps you:

- Identify what's important to you in work.
- Identify more satisfying occupations based on the similarity between your values and an occupation's characteristics.

(1) Go to the California CareerZone and sign in to your student account (link in the Materials section).

(2) Look at your "Stuff" section on your homepage. Select the "I Want To" button.

(3) In your "I Want To" section, select "Work Importance Profiler."

(4) select "New Profile."

(5) select "View Occupations".

Completing the Work Important Profiler activity can take anywhere from 25–35 minutes.

- Were you surprised when you saw your top two values? Why/why not?
- Which values did you think would score higher than they did?
- Which values did you think would score lower than they did?
- Do you feel the results are valid? Why? Why not?
- How would you reorder your values to reflect their level of importance to you?
- How does knowing your work values help you explore careers?

### **Vocabulary**

**Values** are basic and fundamental beliefs that guide or motivate your attitudes and actions.

**Personal Values** are your beliefs about what is good, important, desirable, beneficial, etc. Your values influence the choices you make.

**Work Values:** are aspects of work that are important to your job satisfaction and happiness. They are the beliefs, attitudes, and judgments you prize.

### **Six Work Importance Profiler Value Definitions\***

**Achievement:** involves the need to use your individual abilities and have a feeling of accomplishment.

**Independence:** refers to the need to do tasks on your own and use creativity in the workplace. It also involves the need to get a job where you can make your own decisions.

**Recognition:** involves the need to have the opportunity for advancement, obtain prestige, and have the potential for leadership.

**Relationships:** includes the need for friendly co-workers, to be able to help others, and not be forced to go against your sense of right and wrong.

**Support:** involves the need for a supportive company, be comfortable with management's style of supervision, and a competent, considerate, and fair management.

**Working Conditions:** refers to the need to have your pay compared to others and have job security and good working conditions. You also need to be busy all the time and have many different types of tasks on the job.

\*Work Importance Profiler definitions are adapted from [O\\*NET Work Importance Profiler User Guide](#) (PDF) Version 3, Employment and Training Administration, United States Department of Labor, 2002.

### California CareerZone

#### Student Account Set Up Instructions

1. Go to [California CareerZone](#) (link in Lesson Resources handout).
2. Scroll down and choose “Register Now”.
3. In the account window, fill in your basic information. Select “Next”.
4. Now fill in the “Tell us a bit more about yourself”.
5. Select the “Register” button. You’re now on your account homepage.

If you need help with your account, or want to delete it, send an email to [CareerZone Contact/help](#)

#### Work Importance Profiler Instructions

The Work Importance Profiler helps you pinpoint what’s important to you in a career and helps you find occupations based on the similarities between what’s important to you and the occupations’ characteristics.

Go to the [California CareerZone](#),

1. Sign in to your CareerZone account: If you don’t have an account, get the set-up instructions from your instructor.
2. On the “Welcome to Your Career Hub” page, look at the “Stuff” section and select the “I Want To” button.
3. Select “Work Importance Profiler”.
4. Select the “GO” button next to “Start a New Work Importance Profiler.”
5. When you finish the last question, select “Next”.
6. Complete the “Preferences” page, then select “View Summary.”
7. Select “View Occupations” and explore the list of occupations aligned with your work values.

#### Occupations Based on My Work Values

After completing your Work Importance Profiler and reviewing your scores, select “View Occupations”. This list of occupations matches your work values.

1. Write down your top 4 work values shown on your Work Importance Profiler summary page.
2. Select “View Occupations”. From the occupations list, select 3 occupations you like. (Open an occupation’s profile, read it and review the work values section.)

## Lesson 2: “Personal character traits”

### LEARNING GOALS/OUTCOMES

- Identify their ten top character traits.
  - Identify the character traits of a person they admire.
  - Define how personal character traits relate to the achievement of their postsecondary goal.
1. **Students identify the character traits of famous people.** *My Top Ten Character Traits.* Think of a celebrity and quickly jot down three or four words that describe the character traits of that person.
  2. **Students explain the importance of character traits.** Define the value of character traits. How do character traits differ from motivations or skills? Define situations where people consider their character.
  3. [Jung Typology Test](#)

**Character is regarded by some as the most important consideration for choosing someone for something.**

4. **Students identify their ten top character traits.** Review *My Top Ten Character Traits*. After reviewing all the words, choose the ten words that best define the person that you are.
5. **Students compare the character traits of an admired person to their personal traits.** Think of someone you admire. This person could be a celebrity or could be someone you know (such as a teacher, a mentor, or a family member). Think about why you admire this person, specifically the character traits this person possesses that they would aspire to for themselves. Review the list of character traits and select the ten words that best define that person. Review, and compare yourself to the person you admire. Do you notice common character traits, as well as traits that they would like to develop?

Defining the character traits they admire helps to define the character's wish to become

6. **Students relate selected character traits to post-secondary success.** write your name and present-day post-secondary goal, and select five of your top character traits and write them down. Write a sentence describing how each trait will prepare you for post-secondary success.
7. **Students identify character traits that support post-secondary success.** Identify any character trait that supports education and career success. List them.labeled education and career success.
8. **Students reflect on the character they would like to become.** After comparing your top character traits to those identified as important for education and career success, reflect on the character traits you would like to develop.
9. What character would I like to become? How will I get there?

## My Top Ten Character Traits

Active	Encouraging	Open-Minded
Adaptable/Flexible	Enterprising	Optimistic
Adventurous	Enthusiastic	Patient
Ambitious	Fair	Persistent
Amiable	Faithful	Positive
Attentive	Fearless	Practical
Brilliant	Focused	Precise
Calm	Friendly	Rational
Careful	Funny	Refined
Caring	Generous	Reliable
Charismatic	Goal-Oriented	Resourceful
Cheerful	Happy	Responsible
Clever	Hard-Working	Responsive
Compassionate	Helpful	Risk-Taking
Competitive	Honest	Self-Directed
Confident	Hopeful	Selfless
Conscientious	Humble	Self-Reliant
Considerate	Imaginative	Sensitive
Constructive	Independent	Sincere
Cooperative	Industrious	Social
Cultured	Influential	Strong
Curious	Innovative	Studious
Decisive	Insightful	Tactful
Dedicated	Intelligent/Smart	Tenacious
Dependable	Interested	Thoughtful
Detail-Oriented	Involved	Thrifty
Determined	Logical	Tireless
Diligent	Loyal/Devoted	Trustworthy
Directed	Mature	Unselfish
Dynamic	Meticulous	Versatile
Easygoing	Motivated	Warm-Hearted
Efficient	Objective	Wise

## Character Traits

### 1.01 Assignment-portfolio pg.5-6 “Character Traits”

What do your character traits tell other people about you? Do you have the traits needed to succeed in your choice of the post-secondary path? Select five of your top ten character traits. Then write a sentence or two about how each trait will help you to achieve your chosen post-secondary goal.

1. **CHARACTER TRAIT #1:** \_\_\_\_\_

2. This trait will help me achieve my goal because \_\_\_\_\_

3. **CHARACTER TRAIT #2:** \_\_\_\_\_

4. This trait will help me achieve my goal because \_\_\_\_\_

5. **CHARACTER TRAIT #3:** \_\_\_\_\_

6. This trait will help me achieve my goal because \_\_\_\_\_

7. **CHARACTER TRAIT #4:** \_\_\_\_\_

8. This trait will help me achieve my goal because \_\_\_\_\_

9. **CHARACTER TRAIT #5:** \_\_\_\_\_

10. This trait will help me achieve my goal because \_\_\_\_\_

11. Identify the character traits that support educational and career success.

12. Write a paragraph relating your chosen post-secondary path to the character traits you will need to succeed in that path. If you believe your present-day character may prevent you from achieving your goals, explain how you plan to expand your character to be more supportive of your future goals.



## **Lesson 3 : “Aptitude-SCOIR You Science**

### **What is an aptitude?**

*An aptitude is a natural talent or ability to do something. Aptitudes — unlike interests — don’t change. According to the Johnson O’Connor Research Foundation, aptitudes are set by age 14. Before then, they’re still forming and may change.*

*Everyone has aptitudes. They’re innate — people are born with them. It’s like being right- or left-handed. You’re born that way. And like trying to do things with your left hand if you’re right-handed is hard, doing things that you’re not naturally talented at is hard too. It can also be exhausting.*

*“Students discovering their aptitudes early is key to their making the right college and career choices. Students who know their aptitudes can make smarter decisions. They can take high school classes that they’re interested in instead of because they have to. And they can enter college or a career planning on a future they’re confident knowing they’ll find fulfilling.*

*It’s known that 80% of college students change their major at least once. Some change majors as many as six times. When students plan their future based on their aptitudes, they know which career is right for them and are more likely to stick with a major.”*

*“And sticking with one major can reduce total college costs a lot. And if a student picks a future that doesn’t require college, they can have that confidence too. Thirty-six percent of jobs in 2020 didn’t require a college degree.”*

### **High school students benefit from knowing their aptitudes**

*High school students are often surprised at how accurate their results from an aptitude test are. Most are excited to look at classes and careers that play to their aptitudes too. Knowing how their minds work and what strengths they have lets students know who they are and what they’re capable of. It opens their thinking to focus on their potential.*

*And that helps students answer, “What’s after high school?”*

### **What YouScience Discovery shows**

**Students who complete YouScience Discovery receive a report of their results that shows them:**

- How their mind works and how they process information
- Their innate strengths based on their aptitudes
- Real-world in-demand careers that match their aptitudes and interests as well as any certifications they’ve earned.
- Potential future employers who need their aptitudes and certifications, if applicable
- Post-secondary school options including technical, 2-year, and 4-year options
- Affirming language to use on resumes and college applications

## Personal Approach aptitudes

*reveal how someone approaches work on the job, in a class or personal endeavors.*

- Timeframe Orientation affects the kinds of goals a person sets and how they approach those goals.
- Personal Vocabulary conveys how a person exchanges ideas, expresses opinions and relays information.
- Work Approach indicates how someone thinks about, processes, and performs work tasks.
- Interpersonal Style is how someone initiates interactions and replenishes mental energy.

## Core Driver aptitudes

*Core drivers are the aptitudes that best predict effectiveness and contentment at a particular type of work — in a job, class or elsewhere. They're the natural gifts people feel driven to use. The Core Drivers in Discovery are listed here.*

- Visual Comparison Speed is a measure of visual dexterity, which is how quickly and accurately someone processes visual information.
- Idea Generation shows if thoughts flow in several directions at once or if single ideas follow a more linear pattern.
- Numerical Reasoning reflects the ability to logically process complex mathematical problems.
- Inductive Reasoning shows how information gathering and how someone's problem solves — how quickly and intentionally conclusions are drawn.
- Spatial Visualization is the ability to look at a two-dimensional figure and visualize what it will look like expanded into three dimensions.
- Sequential Reasoning is a problem-solving ability that reflects how someone arranges information mentally in a logical, linear order.

## 1.02 Assignment-portfolio pg. 7 “You Science-Aptitude outcome” (20pts)

List:

1. Personal Approach aptitudes-explain
2. Core Driver aptitudes
3. Personal Approach
4. Work Approach and Interpersonal

Core Drivers	Aptitudes that are highly influential driving forces in your life		
Visual Comparison Speed	Visual Scanner	List Checker	Double Checker
Numerical Reasoning	Numerical Detective	Numerical Predictor	Numerical Checker
Spatial Visualization	3D Visualizer	Space Planner	Abstract Thinker
Sequential Reasoning	Sequential Thinker	Collaborative Planner	Process Supporter
Idea Generation	Brainstormer	Idea Contributor	Concentrated Focuser

Inductive Reasoning	Diagnostic Problem Solver	Investigator	Fact Checker
<b>Personal Approach</b>	How you approach life - how you are in group settings - how you seek knowledge		
Timeframe Orientation	Future Focuser	Balanced Focuser	Present Focuser
Vocabulary	Masterful	Accomplished	Solid
Work Approach	Generalist	Liaison	Specialist
Interpersonal Style	Extrovert	Blended Energizer	Introvert
Interests	Realistic	Artistic	Enterprising
	Investigative	Social	Conventional
<b>Practical Amplifiers</b>	Aptitudes that are part of all aspects of your daily life		
Numerical Computation	Advanced Numerical Computer	Accomplished Numerical Computer	Solid Numerical Computer
Associative Memory	Information Acquirer	Conscious Memorizer	Cue User
<b>Visual Amplifiers</b>	Aptitudes that speak to visual capabilities and associations		
Hand-Eye Coordination	Coordinated Mover	Synchronized Mover	Experiential Mover
Visual Memory	Data Magnet	Data Reviewer	Note User
Pattern Memory	Human Camera	Map Reviewer	Note Taker
<b>Career Matches</b>			

***Lesson 4: “Career Assessment & Self Exploration”***

**1.03 Assignment-portfolio (pg. 8) “Career Matches” (20pts)**

*Complete a similar table and answer questions.*

*Write a Journal Response*

Activity following the “You Science” outcome

Portfolio-3

Write down 4-6 careers

Career	Discussion Points-(how it relates to their aptitudes, core tasks, etc)

## Lesson 5: “Choosing My Lifestyle”

A great lifestyle is defined differently by every person. To help young people crystallize their own lifestyle aspirations, it’s important to get them thinking and talking about what they want their future to look like. Here are some questions to kickstart that discussion:

- Do you want to have a family someday?
- Where do you want to live?
- Do you want to take vacations every year?
- Where would you want to go?
- What kind of cars/clothes/whatever do you want to own?
- Is there someone famous that you admire, whose lifestyle is appealing to you?
- What can’t you afford right now that you want to be able to afford someday?

### **What is your desired lifestyle?**

When thinking about your future plans after high school (& maybe after college), what type of lifestyle do you envision for yourself?

- ★ Life-style - *A style of living that reflects the attitudes and values of a person or group. The definition of lifestyle is the way you live, including your style, attitudes, and possessions. When you have all luxury items and can buy whatever you want, this is an example of your lifestyle.*

What types of things come to your mind when you think about your future lifestyle?

## 1.04-Assignment-portfolio (pg.9-11) “Lifestyle-Vision” (20pts)

Answer the following questions; **portfolio pg.9**

1. How old will you be in ten years?
2. Which job did you choose from your original research?
3. How much will that job pay in ten years? (Please go [here](#) and plug in the current salary)
4. What is the current federal tax rate for that salary? Write your answer in percent. (Click [here to see](#) that information)
5. Multiply the gross annual salary by the federal tax rate, and write the answer
6. Multiply the gross annual salary by 6.20% to find the social security tax rate and write it.
7. Multiply the gross annual salary by 1.5% to find the Medicare tax rate and write it
8. Multiply the gross annual salary by 10% to account for insurance (health, life, dental, etc.) and write the answer.
9. Multiply the gross annual salary by 10% to find your savings rate for retirement etc., and write it here
10. Subtract the gross annual salary from the answers in questions 5-9 to determine your net annual income, and write the answer
11. The net amount is the amount that you will have to spend on food, shelter, clothing, transportation, child care, and other bills for the month. Now, it is time for the fun part. Go to <http://www.realtor.com/> to find a home that you would like to rent or buy, and choose a house

payment that is no more than 35% of your net take-home pay. Multiply 35% of your net take-home pay and write it down

12. Your house note can't be above this amount. Next, open up a Google Slide or PowerPoint, and save that house with the total price and the monthly payment on the slide (the projected monthly payment is below the home under "payment options). Next, write down the monthly payment of the home right here
  13. Go to <http://www.carsdirect.com/>, and find a car that you like. Then, copy and paste the total price and the monthly payment. Write down the monthly payment
  14. Do you plan to be married in ten years? \_\_\_\_\_ Do you plan to have children in ten years? \_\_\_\_\_ If so, take about 10-15% of your net income away for expenses related to having a family and write it.
  15. The factor is about \$400 a month for gas and insurance for your car.
  16. Factor about 15% of your net monthly income to go to utility bills for your home, such as the electric bill, water bill, phone bill, gas bill, cable bill, etc., and write your answer.
  17. Subtract your net monthly income from questions 13-16, and write your answer.
  18. This is your monthly spendable income after living expenses and tax.
  19. How do you feel about your future now? What did you learn from this project?
  20. **Portfolio pg. 10** For the final aspect of the *Lifestyle assignment*, create a *Vision Board* that represents your desired lifestyle for the future. A future job/career choice will impact the type of lifestyle you ultimately want to enjoy. Choose a minimum of *15-20 pictures, words, quotes, etc.* that visually affirm your lifestyle goals and dreams in your digital portfolio.
  21. **Portfolio pg. 11** *type a paragraph on a third slide* summarizing your desired lifestyle and all of the steps 1019 above on a separate slide.
- Have fun showcasing your lifestyle for the future!

## Lesson 6: “Self Care”

It can take some time to figure out what kinds of self-care work best for you. Try [here](#) for an awesome text game you can try when you’re feeling really, really bad and want to feel better.

### 1. How do you cope now?

Identify what you do *now* to manage the stress in your life.

Watch the following youtube;

<https://www.youtube.com/watch?v=VUKPrSMmbzc>

And review the following document; The [Lifestyle Behaviors \(pdf\)](#)

(86 KB) ([Transcript of Lifestyle Behaviors](#)

(23 KB)) (“Is your life causing you stress?”) assessment can help you to identify the coping strategies you currently use and whether they are likely to be good (or not so good) for your well-being. Decreasing or eliminating at least one “negative” coping strategy can be one of the goals of your maintenance self-care; employing more “positive” strategies can be another.

### 2. What do you do for self-care now?

The [Self-Care Assessment](#)

(60 KB) (pdf) will help you highlight the good things you are already doing for yourself and whether there is an imbalance in the areas in which you practice self-care.

The items in this assessment can also give you some ideas for additional things you may want to do in the future to help prevent stress and burnout and to maintain and enhance your well-being. Make a note of the items that you would like to add (or add more of) to your self-care practice. In considering this, try to be sure that each domain of self-care is well represented. If you think of things that are not included in this list, just add them at the end.

### 3. Maintenance self-care: Adding self-care practices and eliminating obstacles

"Maintenance self-care" refers to the activities that you have identified as important to your well-being and that you have committed to engage in on a regular basis to take care of yourself.

[My Maintenance Self-Care Worksheet \(pdf\)](#)

(69 KB) ([Transcript of My Maintenance Self-Care Worksheet](#)

(17 KB)) provides an opportunity for you to identify the activities you would like to add to your self-care practice in each self-care domain (“new practice”).



It is also useful to identify possible barriers or obstacles that could get in the way of implementing and/or maintaining these new activities. Think about what you anticipate these barriers/obstacles to be (try to list at least 3 or 4 in the spaces provided), how you can address them, and how you can remind yourself to follow your plan. Write these solutions on the last page of the My Maintenance Self-Care Worksheet. If you have chosen to limit or eliminate a negative coping strategy that you currently use, note this as well.

You can revisit this topic and revise your list as the demands of your personal and professional life change.

#### **4. Emergency self-care: Be prepared**

So far we have focused on maintenance self-care: the kinds of things one does regularly to reduce stress and maintain and enhance well-being. But planning out what you would do under extremely trying circumstances, even though they are rare, is also important. To do this, develop a framework using your [Emergency Self-Care worksheet \(pdf\)](#)

[\(156 KB\)](#) *before* you are faced with a crisis or feel overwhelmed. This is not to suggest that you will invariably face such a situation; the idea is to be prepared *just in case*.

Think of developing your emergency self-care plan in the way you would think about preparing for other possible emergency situations: it is important to figure out your plan in advance when you have the time, wherewithal, and concentration to do so effectively!

#### **5. Make a commitment to yourself**

Remember: Just like the flight attendant says, you need to put on your own oxygen mask first before you can be of help to others. So, take a moment, think it over, and then make your personal commitment to your own self-care. **You deserve it!**

If you find making a commitment to be a challenge, then take some time to explore your reservations. Do you have a tendency to put the needs of others first? The truth is that your self-care is not only essential to your well-being, but it is also a necessary element for you to be effective and successful in honoring your professional and personal commitments.

Preparing a plan is important; it identifies your goals and the strategies to achieve them. However, your success in implementing your plan is ultimately based on the level of commitment you make to your self-care.

#### **6. Share your plan**

Once you have developed your plan and made your commitment, remember that *friends, family, peers, and/or colleagues* may be good additional resources for exchanging new self-care ideas/strategies and to provide support and encouragement.

Consider taking your commitment a step further by joining or starting a support or discussion group (see [Tips for Starting a Support or Discussion Group](#)

[\(81 KB\)](#)).

#### **7. Follow your plan**

Now that you have completed the assessments and worksheets described above, you have identified the core elements of your personal Self-Care Plan. **The final step is to implement your plan and keep track of how you are doing.** Keeping track of your progress will help you recognize your successes and identify and address any difficulties you may not have anticipated. Don't forget that you can revise your plan as needed. Remember, also, to employ your emergency plan should emotionally difficult circumstances arise.

Self-care is a practice that will help you limit the stresses and strains that you are bound to encounter in your academic and professional career and cope with those that do arise.

### What is Self-Care?

Self-care is an essential social work survival skill. Self-care refers to activities and practices that we can engage in on a regular basis to **reduce stress and maintain and enhance our short- and longer-term health and well-being**. Self-care is necessary for your effectiveness and success in honoring your professional and personal commitments.

Practicing self-care will help you:

- **Identify and manage the general challenges** that all hard-working professionals face, such as the potential for stress and burnout or interpersonal difficulties.
- **Be aware of your own personal vulnerabilities**, such as the potential for retraumatization (if you have a trauma history), vicarious or secondary traumatization (if you work with individuals who report their own traumatic experiences), and compassion fatigue (which you can develop from a combination of burnout and vicarious traumatization).
- **Achieve more balance in your life** by maintaining and enhancing the attention you pay to the different domains of your life in a way that makes sense to you.

### Aims of Self-Care

Self-care is not simply about limiting or addressing professional stressors. It is also about **enhancing your overall well-being**. There are common aims to almost all self-care efforts:



- Taking care of physical and psychological health
- Managing and reducing stress
- Honoring emotional and spiritual needs

- Fostering and sustaining relationships
- Achieving an equilibrium across one's personal, school, and work lives

Each of us may differ in the domains we emphasize and the balance we seek among them.

Each life is unique and has its own unique demands. Consequently, we each must determine what self-care means for us and how to apply it in our life.

Once you have developed your self-care plan, we hope you will explore the many other resources on self-care:

- [Self-care assessments, activities, and exercises](#)
- [Developing your Support System](#)
- [Inspirational materials and additional resources](#)
- [Self-care readings from experts and professionals in the field](#)
- [Online resources](#)
- [UB and regional resources](#)
- <https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/mhteen-self-care-plans.pdf>

### **1.05-Assignment-portfolio (pg.12) “Self-Care”**

**Complete the following questions from the videos and pdfs provided.**

Emergency Self-Care Worksheet

1. What is an Emergency Self Care?
2. Why do I need to do this?

It is very hard to think of what to do for yourself when things get tough.

It is best to have a plan ready for when you need it.

3. What should be in it?

You need to consider 3 general areas:

**what to do, what to think, and what to avoid.**

4. Make a list of what you can do when you are upset that will be good for you.

5. What will help me relax?

6. What do I like to do when I'm in a good mood?

• List all the things you like to do so you remember what they are when you need to think of something to do.

c. What can I do that will help me throughout the day?

7. Make a list of people you can contact if you need support or distraction.

a. Divide the list of people into categories by asking yourself the following questions:

• Who can I call if I am feeling depressed or anxious?

- Who can I call if I am lonely?
- Who will come over to be with me if I need company?
- Who will listen?
- Who will encourage me to get out of the house and do something fun?
- Who will remind me to follow my self-care plan?

8. . Next, make a list of positive things to say to yourself when you are giving yourself a hard time.

Example of negative self-talk:

- “I got a B- on the paper; that proves that I shouldn’t be in graduate school.” CHANGE to: “That is a good grade. I will work on getting a better one.”
- “I do not understand research methods; I am so dumb.” CHANGE to: “A lot of students are having a problem with this course. Maybe we should start a study group to help each other.”
- “I can’t get all this work done. I should just drop out.” CHANGE to: “I will develop a schedule so that I can get this all done.” “I can check with other students for ideas.” “I can get some feedback from the professors that might help me do the assignments.”

9. Next, make a list of who and what to avoid when you are having a hard time.

Examples of people to avoid:

- I didn’t get my assignment in on time, and I’m worried about my grade. I will not call my dad. He is a stickler for doing things in advance so that they are never late. He’ll just give me a hard time.
- I am discouraged about my grades. I won’t call my best friend because she’ll just tell me not to worry about it and to quit school if it’s such a hassle.

Examples of things to avoid:

- I should not stay in the house all day.
- I should not stay in bed all day.
- I should open the shades and let the light in.

10. Write this plan on a 3x5” card. Keep it in your purse/wallet (and on your phone if you can). Look at it often. Add any good ideas to it whenever you can. USE IT

## Lesson 7: “Growth Mindset Assessment”

Objectives By the end of this lesson, you will understand:

- Intelligence can be developed
- The brain is malleable
- Doing challenging work is the best way to make the brain stronger and smarter

**What is growth and Fixed mindset?**

Fixed Mindset vs. Growth Mindset Reactions	
Fixed Mindset	Growth Mindset
Basic qualities are fixed	Basic abilities can be developed
Avoids challenges	Embraces challenges
Easily gives up when faced with obstacles	Persists through obstacles
Effort is seen as a waste of time	Effort is seen as a path to mastery
Ignores criticism or takes it personally	Sees criticism as an opportunity to learn
Feels threatened by others' success	Sees others' success as motivation and inspiration

What are the behaviors/thoughts of people that believe intelligence can be developed when:

- ...they fail a test?
- ...they put a lot of effort into practicing for a basketball game but still lose?
- ...they don't understand a math problem?
- ...they are not putting any effort into their class but are passing?

Watch [“The Power of Belief” TEDTalk \(10:52\)](#)

**Stop at 1:57** Briefly consider Josh’s story and the quote • “The moment we believe that success is determined by an ingrained level of ability, we will be brittle in the face of adversity.” - Josh Waitzkin

**Stop at 4:20** Briefly consider the study about 7th graders with both fixed and growth mindsets • What is growth and fixed mindset? • What happened to the 7th graders’ scores over the next two years?

**Stop at 5:36** Briefly consider the differences in Growth and Fixed Mindsets • What do people with fixed mindsets focus the most on? How do both mindsets view effort? • How do both mindsets view obstacles?

- The concept of a growth mindset was developed by psychologist Carol Dweck and her work focused on students’ attitudes about failure and their response to it. Some students rebounded well from failure, and others were devastated by even the smallest setback.
- According to Dweck, in a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort.
- In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

### 1.06 Assignment Step 1: portfolio (pg.13) “Take one of the two mindset quizzes”

Write your final scores and outcome.

1. <https://www.positivityguides.net/test-your-mindset-quiz/>
2. [https://cdn2.sportngin.com/attachments/document/8ab2-2573672/Carol\\_Dwecks\\_Growth\\_vs.\\_Fixed\\_Mindset.pdf](https://cdn2.sportngin.com/attachments/document/8ab2-2573672/Carol_Dwecks_Growth_vs._Fixed_Mindset.pdf)

### **Assignment Step 2: Watch the following videos**

1. Watch [“Growing your mind”](#) by Khan Academy (3:04).

**Answer the following questions.**

- How do people become more intelligent?
  - How does the diagram of the neurons “At birth vs. At age 6” demonstrate this?
  - What about the second diagram of the nerves of the animal living in a cage vs. an animal living with other animals and toys?
  - How are our brains like muscles?
  - When do our brains grow the most?
2. Watch [“Neuroplasticity”](#) by Sentis (2:03). This is a good visual introduction to the concept of how the brain can be rewired as we learn and think differently.

**Answer the following questions.**

- What is neuroplasticity?
- How does neuroplasticity work?
- How can you “rewire” your brain?

### **1.06 Assignment Step 3-portfolio (pg.14) “A letter learning-related struggle”**

Write a short story about a struggle you had when they were learning. How did it make you feel? How did you overcome it, and what did it teach you? Write a letter to a future student to tell them about their struggle, what you learned from it, and any advice you could give for the student.

## **Lesson 8: “Hard vs. Soft Skills”**

What are soft skills? Soft skills usually fall into four categories: Personal Qualities: personal qualities like feeling good about yourself and your work, being responsible, being polite, and being motivated to do a good job. Communication Skills: communication skills include the ability to speak well, listen well, give and understand instructions, and communicate in ways appropriate to the situation and audience. Teamwork Skills: teamwork skills are those needed to work well with others, participate as a member of a team, and resolve conflicts maturely. Problem Solving Skills: problem-solving involves the identification of problems and the formulation and evaluation of alternative solutions by weighing risks and benefits.

Hard skills are learnable. Hard skills are generally listed in job postings or job descriptions. Hard skills are closely associated with a specific program of study (major) or career field, so often, hard skills are referred to as “Discipline Related” or “Content-Specific” skills. They are the Technical Skills necessary for success in the workplace. Such as pharmacy skills, biology skills, architecture skills, computer skills, math skills, therapeutic skills, teaching skills, graphic design skills, etc . . . Hard skills are often learned in schools and from books. A nursing student learns how to give a shot to a patient, an architect learns to draw building plans, a therapist learns how to counsel patients. They may be easy to observe, quantify, and measure. Typically, there is a direct path as to how one would excel at each hard skill. A person may take accounting courses, then take advanced accounting courses, then work to get experience, then take an exam to become a CPA. Hard skills are often consistent regardless of which company you work for, what circumstances you may be in, or who you work with.

Soft skills are not closely associated with a specific program of study (major) or career field. They are applicable to all workplaces or careers and can “transfer” across all disciplines; so often, soft skills are referred to as transferable skills. They are the Non-Technical Skills

necessary for success in the workplace. Such as interpersonal skills, human relations skills, social skills, organizational management skills, time management skills, critical thinking skills, problem-solving skills, etc.. Soft skills may be referred to as “transferable” skills. They are more of your “people” skills. Where rules change depending on the company culture or the people you work with. Soft skills are hard to observe, quantify, or measure. They are typically associated with behaviors and personality traits.

## **2.01 Assignment-” Hard Skill and Soft Skills” (10pts)**

Watch the following videos and answer the following questions.

<https://resumegenius.com/blog/resume-help/hard-skills-vs-soft-skills>

<https://www.thebalancecareers.com/hard-skills-vs-soft-skills-2063780>

1. What is a hard skill?
2. What is a soft skill?
3. List some examples of hard skills.
4. List some examples of soft skills
5. What are some soft skills you need to work on?
6. What can you do to improve these soft skills?

Assignment: <https://interviewfocus.com/soft-skills-interview-questions-answers/>

Answer five of the following questions using the 10 soft skills as a guide to your answers.

Tell me about yourself—what is your experience?

What is your biggest strength?

What is your biggest weakness?

Tell me about a challenging situation you’ve experienced at work. How did you handle it?

How would your friends describe you?

What are some things you like to do outside of work?

Why did you apply for this job?

Where do you see yourself in five years?

How would your current/previous manager rate your performance?

What questions do you have for me?



## Lesson 9: “Career Shadowing Interview”

Activity; Begin thinking about a Job Shadowing position. Read about Job Shadowing and write a response about how you will utilize this piece in the course? What questions will you ask? The final assignment should be the actual interview you have with the person you shadow or plan to shadow.

**Job Shadowing is a method for learning** about a particular job or career by spending time following (or “shadowing”) a professional as they work. Accompanying and observing this person as they complete the tasks related to their job can provide a deeper understanding of their career and the particular job. Job shadowing experiences look good on resumés and college applications and provide valuable learning experiences.

**JOB SHADOWING How to Arrange a Job Shadowing Experience** Job shadowing experiences are a great way to get a real sense of a particular career or company and whether or not it might be a good fit for you.

Working to arrange a job shadowing experience (or more than one, depending on the length of time of each one) could be a great use of your summer break. It will provide you an immersive opportunity to “try on” the career(s) you are interested in. It doesn’t take much to arrange a job shadowing experience, and in most cases, you will be able to follow these steps:

- 1) Research Companies:** Spend some time researching local companies in the industry you’re interested in. You can use the Company Research Worksheet to guide your research and help you take notes about each one. If you aren’t sure where to find companies, you can check with your school’s guidance department or other adults you know for places where you might be able to set up job shadowing based on your career interests and goals.
- 2) Contact the Company:** If you know someone who works at a particular company on your list, begin with those. Reach out to your contact and ask about job shadowing opportunities. If you don’t know anyone at the company, contact the Human Resources (HR) department via phone or email to inquire about these opportunities. If you are unable to reach anyone in HR, call or email someone directly in the department in which you’re interested.
- 3) Make the Ask:** Explain that you are a student who is interested in their particular field or career and that you are looking for an opportunity to shadow someone for a period of time, whatever is best for the company, and ask them if that would be possible at their company. Be prepared to answer any questions and let them know

why you're interested in their particular company or industry. You want to be perceived as confident and enthusiastic but not overbearing.

**4) Figure Out the Logistics:** Once you've received permission to set up a job shadowing experience, the first thing you should find out is when and for how long you will be able to shadow. This may be for a few hours, a whole day, a couple of weeks, or the full summer. • It may turn out that you are only able to schedule an informational interview with someone at the company. This would be a great opportunity to ask someone in your desired career or industry about their education, career path, and specific responsibilities on the job. This might seem less desirable than a full job shadowing experience, but any opportunity you have to learn more about a job from people who actually do that job is good, and any chance you have to make a connection with a professional is worth it.

**5) Schedule More:** After you've scheduled your first job shadowing experience, don't be afraid to schedule others. As long as they don't create scheduling conflicts for things you're already committed to, schedule a few, particularly if they are only one-day experiences.

**How to Prepare for a Job Shadowing Experience** Once you've got a job shadowing experience scheduled, it's time to focus on preparing.

- 1) Conduct More Research:** Dig a little deeper to find more information on the company. What else can you learn about them, their culture and values, their initiatives, or their reputation in the industry or the community? Learn more about the specific job you will be shadowing. What don't you know? The more you know, the better you'll be able to follow along with what happens during your shadowing experience. You don't want to come off as a "know it all," but you want to be knowledgeable on the job basics and the company.
- 2) Send a Reminder:** Two or three days before your scheduled visit, call or email your contact to make sure it is still taking place. Ask if there are any details you need to know about gaining access to the building or where to go when you get there. Let them know you are looking forward to the experience. If it has been a while since you've scheduled the visit or if it has slipped their mind, this will also serve as a nice reminder and will let them know that you still plan to attend.
- 3) Show Up & Be On Time:** A job shadowing experience is less structured than an internship or an actual job, but don't let that sway you. Show up for your scheduled visit about 10 minutes prior to the scheduled time. Do everything in your power to avoid having to reschedule, but if you must, make sure you give them as much notice as possible and apologize for the inconvenience. You want to take this seriously and share your best self because this could lead to the company being a reference for you or offering you an internship or employment in the future.

- 4) Dress Professionally:** Try to match the attire required by the company. If you are unsure about their preferences or dress code, you can ask your contact about how you should dress for the experience. Otherwise, business casual attire should be fine; slacks and a button-down shirt, a tie, a dress, etc..
- 5) Ask Questions & Take Notes:** Be ready to ask questions about the specifics of the job, things you don't understand, or are confused about from your research, or things that come up throughout your experience. You don't want to overdo it with your questioning, but you definitely want to appear engaged in the experience and curious about what you're observing. Be sure to have a notebook handy to take notes or jot down questions as you go through the visit. You can also take some time before you arrive to write down some of your questions.
- 6) Be Gracious:** Make sure to thank your contact and the person/people you've met and shadowed throughout the experience. Follow up after the visit with a thank you note or email to express your gratitude and, hopefully, leave a good lasting impression. What to Expect During Your Job Shadow Length of Time: These types of activities may take between a couple of hours and a few weeks, depending on the job and responsibilities. Activities: You may be invited to take part in a variety of job-related activities and responsibilities such as observing meetings, touring the space, interdepartmental

## ***2.02 Assignment Job Shadow Interview (10 pts)***

*An information interview can help you learn more about a career. Here are some **sample questions**. Complete one interview with either a job shadow manager, volunteer experience or other can be determined.*

Adult's Name: \_\_\_\_\_ Business: \_\_\_\_\_

Job Title: \_\_\_\_\_ Job Area: \_\_\_\_\_

How long have you held this job?  
How did you learn about the job, and how did you get it?  
When did you become interested in this type of career?  
What education did you get after high school?  
Do you think you need more education? Or less?  
Did you do anything during high school to prepare?  
What do you do in your job every day?  
What is best about your job?  
Can you describe a challenge you faced on the job and how you solved it

[https://www.cals.vt.edu/content/dam/cals\\_vt\\_edu/alumni/mentoring/Job-Shadowing-Questions.pdf](https://www.cals.vt.edu/content/dam/cals_vt_edu/alumni/mentoring/Job-Shadowing-Questions.pdf)

## **Lesson 10: “Exploring Career Options”**

<https://www.californiacareers.info/documents/qStart/dExploringrOptions2020.pdf>

### **Career Readiness skills.**

a broad set of knowledge, skills, work habits, and character traits needed to be successful in the 21<sup>st</sup> Century world of work. These skills are also known as soft skills, and employability skills.

**Communication:** successful exchange of information.

**Critical Thinking:** unbiased analysis of facts to form a judgment.

**Employability Skills:** abilities, skills, and personal qualities essential for job success (for example, teamwork skills).

**Job-specific Skills:** skills needed in some jobs that other jobs don’t require. For example, being able to drive or scuba dive isn’t needed for all jobs.

**Skill:** ability to do something well; expertise.

**Time Management:** choosing how to spend your time and creating a schedule to meet your goals.

**Transferable Skills:** skills needed in almost every job. Skills like professionalism and critical thinking.

**Personal Qualities:** characteristics you possess that can also benefit you as an employee. For example, honesty.

**Workplace:** any place where people work

### Self-management skills

- being able to evaluate and monitor your own performance
- taking responsibility
- working ethically
- working under pressure
- demonstrating resilience

### Technology skills

- having a range of basic IT skills
- using IT to organize data
- being willing to learn new IT skills

### Learning skills

- managing your own learning
- sharing knowledge and experience in the workplace
- having enthusiasm for ongoing learning
- being willing to learn in any setting – on and off the job
- being open to new ideas and techniques
- acknowledging the need to learn in order to accommodate change

### Planning and organizational skills

- establishing clear and attainable project goals and deliverables
- planning the use of resources, including time, people, finances and materials
- managing time and priorities – setting milestones
- managing tasks – delegating, coordinating, monitoring
- collecting, analyzing and organizing information
- reporting on progress and outcomes

### Initiative and enterprise skills

- identifying customer or client requirements
- being creative, initiating ideas and innovative solutions
- using a range of business communication methods
- being resourceful, taking initiative and making decisions

### Problem-solving skills

- analyzing facts and testing assumptions

- defining the problem and contributing factors
- showing initiative and developing creative, innovative and/or practical solutions
- applying a range of strategies to problem solving
- developing and evaluating a range of options
- using mathematical skills to solve problem

### Teamwork skills

- working effectively with people of all ages, gender, race, religion or political persuasion
- recognizing own strengths and limitations
- clarifying team roles and performing agreed tasks
- giving and receiving constructive feedback
- resolving differences of opinion

### Communication skills

- listening, understanding, and speaking clearly
- writing appropriately for different audiences
- understanding the needs of customers/clients
- establishing relationships and using networks
- sharing information and proposing ideas
- logically summarizing information or data

### Qualities Employers Look For

Confidence  
 Dependability  
 Determination  
 flexibility  
 Honesty  
 Curiosity  
 Integrity  
 Positivity  
 Enthusiasm  
 Resourcefulness  
 Self-disciplined  
 Self-reliant  
 Strong work ethic  
 Open-mindedness  
 Persistence  
 Creativity

## 2.03 Assignment-"Career Readiness Skills" (10pts)

## Identify Your 21<sup>st</sup> Century Skills & Qualities Instructions

You have lots of skills and qualities; you just haven't identified them. Use the following method to see what skills and qualities you already have.

List activities you're doing (or have done) in school, outside school, volunteer, and work.

- Activity examples:
  - § Choir member (in school)
  - § Foodbank (volunteer)
  - § Dog walker (work)

Include activities like working on research projects, interesting assignments, organizing events, on teams, in clubs, and even your home chores!

Directions; For each activity, write down: Be as specific as you can: avoid vague language.

- What you are (or were) responsible for
- The skills you used to carry out your responsibilities
- The qualities you demonstrated

Here's a breakdown using the Choir member example:

- o **Responsibilities**
  - ® Attend rehearsals
  - ® Manage the sheet music
- o **21<sup>st</sup> Century Skills used**
  - ® Time management
  - ® Organizational
- o **Qualities demonstrated**
  - ® Reliability
  - ® Honesty

Use the Activities Worksheet to identify your activities, responsibilities, skills, and qualities.

List your activities (in school, outside school, volunteer, home, and work):

1. **Activity 1** \_\_\_\_\_

Responsibilities I had	Skills I used	Qualities I demonstrated
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**2. Activity 2** \_\_\_\_\_

Responsibilities I had	Skills I used	Qualities I demonstrated

**3. Activity 3** \_\_\_\_\_

Responsibilities I had	Skills I used	Qualities I demonstrated

**4. Activity 4** \_\_\_\_\_



Responsibilities I had	Skills I used	Qualities I demonstrated

5. List the Career Readiness Skills you have now. From the strongest (10) to the weakest (1).
6. Name 3 things you can do to make your weakest skill stronger:

## **Lesson 11: “What are my options? A Closer Look.”**

### **2.04 Assignment; “Vocational schools, college, or the military” (10pts)**

Read the following and watch the videos, and after writing a reflection for each area; Trade, Community College, University, and the Military response on your overall feeling about attending either community college or a University.

For many students, attending a four-year college or university is the typical and expected path after high school graduation. For other students, going into a trade or enlisting in the military is standard. The best fit depends on the individual student – each postsecondary opportunity can pose some drawbacks or challenging aspects. For example, the increasingly high costs associated with a college education are

leading students to consider alternatives like a trade school, as meeting the requirements for admission and securing the financial aid, grants, and/or scholarship funds can pose an insurmountable obstacle for some.

Similarly, the strict requirements of the military, including passing the Armed Services Vocational Aptitude Battery (ASVAB) and meeting physical and moral qualifications, can deter students from pursuing that opportunity after high school graduation. Even though the responsibility, focus, and discipline that both military and college impart on students can benefit them for life, they may be more likely to opt to attend a trade school that offers the ability to learn about their career in a direct, hands-on manner. However, it's important to note that trade school isn't inherently better or worse than college, it is simply an alternative. When deciding what's next after graduation, it's important to learn more about every path.

## **Trade**

Common misconceptions or a lack of knowledge can deter both parents and students from considering trade programs, but vocational training could be the best path to job stability for many students. For students that want to start working shortly after graduation, trade school might be the best option. Trade schools focus on teaching skills for specific jobs for aspiring cosmetologists, dental hygienists, pharmacy technicians, and more. Accordingly, trade school is best for students that already have an idea of what specific career they want to pursue, so they likely won't get value out of spending time or money to complete a four-year college degree.

Trade schools are typically much smaller than colleges or universities and can offer a smaller student-to-teacher ratio. In addition to hands-on training and education, trade or vocational schools also may provide job placement for students finishing their program or certification. Today, many jobs now require specialized training in technology that college or university programs do not address, leading to more "last mile" trade or vocational programs after completion of a college degree.

## **College or University**

Visit the following website and write a reflection on what you found out about attending California Community Colleges <https://www.cccco.edu/>

“COMMUNITY COLLEGE VS. UNIVERSITY: PROS AND CONS”

Make a T chart and list the pros and cons and write a short summary of your reaction to the article.

<https://mwcc.edu/blog/community-college-vs-university/#:~:text=Community%20colleges%20today%20have%20quality,boost%20on%20your%20academic%20career.>

## **Military**

Many students are attracted to the military by the G.I. Bill, which will pay up to 100 percent of tuition and expenses based on the amount of time spent on active duty. A considerable benefit of enlisting in the armed services is the tuition payment services that are provided to veterans. Additionally, service in the military provides leadership experience and job skills that are transferable after the fulfillment of military duties. Employers may be more likely to offer higher starting salaries to those with military backgrounds

than to those without. The military also provides people with an opportunity to see the world. A career in the military can provide the life and security some people seek for themselves and their families. However, it's important to have a thorough understanding of the risks that military service can pose and the commitment that military service entails.

Choosing the right career is a big decision, and it all starts with deciding the postsecondary opportunity that fits the student best. The right path depends on goals, interests, and considerations regarding time and cost. Whether it's learning a trade, entering the military, or attending college (community college or a four-year institution),

The following videos are for more information on the military.

<https://www.military.com/join-armed-forces/top-10-things-you-should-know-before-you-join-the-military.html>

<https://www.military.com/join-armed-forces/recruiting-10-tips.html>

<https://secure.military.com/Recruiting/first?lpid=asvab&asvab=yes>

<https://play.howstuffworks.com/quiz/is-a-career-the-military-right-you>

## **Lesson 12: “Minimum Wage vs. A Living Wage”**

### **Part 1: “Minimum Wage”**

Should the federal government increase the federal minimum wage?

- Describe the impact of minimum wage laws on workers.
- Analyze the effect an increase in the minimum wage would have on businesses.
- Understand the difficult choices a minimum wage worker has to make in managing their

household budget.

Learn about the history of wage policy in the U.S., including the role of Henry Ford and the passage of the Fair Labor Standards Act. Understand the difference between “minimum wage” and “living wage”. Calculate what amounts to a living wage in their community. Understand the kinds of things they can do to increase their ability to earn a living wage

Henry Ford • On January 5, 1914, Henry Ford announced his \$5/day program for autoworkers at his factory. In this program, which Ford called “profit-sharing,” workers over the age of 22 who had been at Ford for at least 6 months would be guaranteed a minimum of \$5 for an 8 hour work day. • For many Ford workers, this policy more than doubled their pay and made them the highest paid workers in the industry. • At the time, there were no minimum wage laws in the U.S. Other industrialists scoffed at Ford for raising production costs unnecessarily. • The main purpose of Ford’s policy was to reduce high turnover and the associated costs of having to constantly train new workers. It was so successful in addressing the turnover problem that the policy actually saved the company money. Those savings led others to follow Ford’s lead. • Ford’s policy was also likely motivated by a desire to discourage workers from organizing a union and to fend off government regulation (which Ford adamantly opposed). • One outcome often attributed to Ford’s policy was the creation of the American middle class, because he was the first manufacturer of a “luxury” item to pay his workers enough to afford the product they built. Because Ford’s high wage policy raised the standard of living for the working poor, his approach is sometimes labeled “welfare capitalism.”

### Questions to Consider:

Why was a federal minimum wage law established originally?

How is a minimum-wage worker’s life changed as a result of lifting the minimum wage from \$7.25 per hour to \$10.10 per hour?

View Waging a Living Let students know that you are going to show clips from a documentary called Waging a Living. One of the people featured in the film is a security guard from San Francisco named Jerry Longoria. They will see his story. As they watch, ask students to pay attention to how much he earns and what it buys him. Show the film clips: CLIP 1: 8:52 - 12:27 Jerry’s story begins, see him living in a single person residence hotel, learn how much he pays for rent 10:10 Talks about being homeless, living paycheck to paycheck, only able to manage \$10 in the bank, \$30 in his pocket 10:58 See him working as a security guard 11:27 Discloses the amount of money he makes 12:16 Shopping at Goodwill 12:27 His section ends with a poverty statistic CLIP 2: 38:18 - 42:40 Jerry talks about wanting to see his kids again, hasn’t seen them in 9 years, talks about being a recovering alcoholic 39:46 Pays \$200/month in child support 39:57 Gives the homeless men on the corner some money 40:18 Pays \$50/month for the gym – goes to stay out of trouble, worth the extra cost 41:18 Marching with union in regards to contract negotiations 42:25 Expensive health benefits, no coverage 42:40 Health insurance statistic CLIP 3: 51:46 - 54:01 Union meeting, approve new contract with health benefits and \$.25 raise CLIP 4: 54:02 - 56:41 Goes to see his kids CLIP 5: 56:42 - 58:58 Lost his job, has a new one where he is paid less 58:20 Talks about being stuck where he is at, life might be easier if he was in a relationship, wants to go to Disneyworld with his kids 58:39 Believes that his dreams will come true if he works hard at it, but makes the comment that some people’s dreams get torn down

Does the current minimum wage meet its intended goal of helping workers avoid poverty? Who benefits the most from keeping the current level where it is? Consider the impact on the following groups: employers, consumers, heads of household, teens, and part-timers earning supplemental income.

<https://pov-tc.pbs.org/pov/downloads/2006/pov-wagingaliving-lesson-plan.pdf>

View the following link and complete the assignment connected to the link.

<https://www.econedlink.org/resources/minimum-wage-the-challenge-of-living-on-it/>

## 2.05 Assignment: “Minimum Wage” (10pts)

read the scenario representing the typical life of a laborer on activity 1 & 2 earning the current federal minimum wage. The financial details of money earned and spent are highlighted in the reading. Using the information from Activity 1, on Activity 2, create a budget for this individual tracking the income from work and food stamps (Supplemental Nutrition Assistance Program known as SNAP) and the expenses revisited every month. Calculate the totals and the amount left for all that has been left out of the story. Follow Slide 11. Total net monthly income is \$1,365.12 and monthly expenses should total \$1,360.50, leaving a surplus of approximately \$1 a week.

- Slides 1-16 (PPT or PDF)
- Activity 1, one per student
- Activity 2, one per student
- Activity 4, one per student

## Part 2: “A Living Wage”

View the following links to learn more about the Living Wage.

[https://resources.corwin.com/sites/default/files/lesson\\_6.6\\_student\\_task\\_cards.pdf](https://resources.corwin.com/sites/default/files/lesson_6.6_student_task_cards.pdf)

[https://resources.corwin.com/sites/default/files/lesson\\_6.6\\_worksheet\\_1.pdf](https://resources.corwin.com/sites/default/files/lesson_6.6_worksheet_1.pdf)

## 2.05 Assignment: “Living Wage” (10pts)

CALCULATE A LIVING WAGE FOR YOUR COMMUNITY: Fill in the monthly costs in your community for each item on the grid. Include any items that you think are essential and have added to the grid. Add all the costs and divide by the numbers of hours per month that an average worker would work to find the hourly living wage for your community. BEFORE YOU BEGIN, define “family.” Most formulas assume a family of four (2 adults, 2 children), but you might want to define a family as including a single parent and children, or as a couple with children and an elderly relative, or use your family as the standard, etc.

Complete the following diagram with how much you believe will be spent as a single person and as a family (size of your choice) Use the link to help provide a salary and answer the question; How much will one need to earn per hour to live comfortably in a certain city or town?

<https://livingwage.mit.edu/>

<https://www.labormarketinfo.edd.ca.gov/OccGuides/FastGrowingOcc.aspx>

Living Wage	Single	Family
Food		
toilitries		
Utilities		

Transportation		
Insurance		
Taxes		
Health Insurance		
Clothing		
Taxes		
Phone		
Cable/Cell phone		
Housing		
Per Month		
Per Year x 12		
Per Hour (Divide monthly total by 160)		

### **Lesson 13: “Communication Skills”**

The number one skill that employers are seeking is good communication skills.. The most surprising thing is that we are not taught communication skills in school. We all need to learn to communicate effectively, with our families, friends, at work and in the community. When we speak clearly and listen to others we are able to get our message across in a way that people understand. One definition for communication skills is below: Communication skills is the set of skills that enables a person to convey information so that it is received and understood. Communication skills refer to speaking, listening, writing, presenting, and body language. So how do you measure up? Go through the activities in this section to rate your

communication skills and learn ways to improve them.

Your Turn! Fill in the chart below and tally up your communication score at the end.

## 2.06 Assignment “Communication” (10 pts)

### Part 1:

	Often	Sometimes	Never
I can detect the mood of others by looking at them when we talk.			
I can tell when someone doesn't understand what I am saying.			
I am able to discuss issues without getting upset.			
I find it easy to understand someone else's point of view.			
When talking to people, I pay attention to their body language.			
When I am angry, I admit it.			
I express my ideas clearly			
I change the way I talk depending on who I'm speaking to.			
I express my opinions even if others do not agree			
I can talk about my feelings.			
When I know what someone is going to say I finish the sentence for them.			
I have difficulty putting my thoughts into words			
I fidget while listening to someone talk.			
People don't understand what I am talking about.			
I find it hard to express my			

feelings to others.			
People tend to misinterpret what I say.			
I have to repeat myself often because people don't understand what I am saying the first time.			
I find it difficult to understand someone when they have a different point of view from mine.			
If I have something relevant to add, I'll interrupt someone to make certain my views are heard.			
When other people become emotional around me, I'm not sure how to react.			
If I find a conversation boring, I'll let my mind drift away.			
I will stop a speaker in mid-sentence if I disagree with a statement he or she has made.			
.People complain that I don't appear to be listening when they speak to me.			
I tend to do most of the talking in conversations.			
I find myself struggling to find the right words to express myself.			

### Calculate your score!

Questions 1 - 10

3 points for Often \_\_\_\_\_  
 2 points for Sometimes \_\_\_\_\_  
 0 points for Never \_\_\_\_\_  
 Total A \_\_\_\_\_

Questions 11- 25

0 points for Often \_\_\_\_\_  
 2 points for Sometimes \_\_\_\_\_  
 3 points for Never \_\_\_\_\_  
 Total B \_\_\_\_\_

Total A \_\_\_\_\_ plus Total B \_\_\_\_\_ = \_\_\_\_\_

50 - 75: You are an excellent communicator!

25 - 50: You have fairly good communication skills but still need some help.



0-25: You need some help with your communication skills!

## 2.06 Assignment “Communication” (15 pts)

### Part 2:

It is important to communicate well at work. You often send messages through your tone of voice, facial expressions or body language. Your Turn! Read the following situations and write down what you think are the possible messages that are being sent.

1. A customer approaches the counter where you are standing. You greet the customer by smiling and saying, “Good morning.” The customer does not look at you or respond to your greeting.

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2. As you approach a table of two in your restaurant, you notice one of the customers looking at his watch. His movements appear hurried and he is talking very quickly.

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3. You greet your boss and she smiles back at you.  
. You ask a customer how her meal was and she says, “OK,” with a strange look on her face.

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5. Four customers are sitting at the bar laughing and talking loudly.

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6. You come in late for work and you say hello to your boss. He grunts a quick greeting and then returns to his work.

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7. You forgot to turn off a valve at work. Your co-worker comes in and turns off the valve and then grins and shrugs his shoulders.

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Communication in any job situation need to have good communication skills. You may be working with the public or working on a team to get a project done. You need to be able both to listen and communicate your ideas so that work gets done or your customer is happy. Sometimes good communication skills can mean life and death depending on what you are communicating! Your Turn!

8. Read each scenario and each statement. Decide if each statement shows good or poor communication skills. If you identify that the statement uses poor communication skills, write a statement that would improve it.

1. Your co-worker politely asks you to help clean up a mess that another coworker made. You return to

your own tasks, making the following statement: "It's not my fault the mess was made and I can't help clean up right now anyway because I don't have time."

Good communication skills \_\_\_\_\_ Poor communication skills \_\_\_\_\_

9. You are trying to explain where the supply room is located to a newly hired employee who does not understand English well. You show him by pointing with your right hand as you say very loudly: "You have to turn right at the end of the hall."

Good communication skills \_\_\_\_\_ Poor communication skills \_\_\_\_\_

10. A customer is checking in at the hotel where you work. You pass her a form to fill out and say: "Please fill in the top part of the form, dear."

Good communication skills \_\_\_\_\_ Poor communication skills \_\_\_\_\_

11. As a customer is leaving, you say the following with a smile and a wave: "Thank you for coming in and I hope to see you again."

Good communication skills \_\_\_\_\_ Poor communication skills \_\_\_\_\_

12. You need to talk to the hotel manager about booking several rooms for a conference. You ask to speak to the manager, but you are told that she is away on vacation for two weeks. You sigh and say: "Well I really need to talk to someone in charge about booking some rooms. Who should I speak to?"

Good communication skills \_\_\_\_\_ Poor communication skills \_\_\_\_\_

## **Lesson 14: "Job Search"**

### **Work Experience Content Standard:**

Students will demonstrate knowledge of resources available, including internet-based websites to locate employment opportunities.

"Employment Development Department" [www.edd.ca.gov](http://www.edd.ca.gov)

### **Using The Internet:**

The following Web sites post job openings and, in some cases, allow you to post your resume for businesses to see:

1. Monster.com (monster.com)
2. HotJobs.com (hotjobs.com)
3. Headhunter.net (headhunter.net)
4. Craigslist (craigslist.org)
5. Dice.com (dice.com)
6. JobsOnline (jobsonline.com)
7. FlipDog.com (flipdog.com) .
8. CareerBuilder (careerbuilder.com)
9. Vault.com (vault.com)
10. Net-Temps (nettemps.com)
11. Employment Development Dept. (caljobs.ca.gov)

Note: Be careful if posting your resume on a Web site. Do not put your home phone number or home address. Ask potential employers to e-mail you or use an address such as a P.O. Box.

### **Traditional Methods Of Locating Job Openings:**

1. Register with the State Employment Development Dept. local office. It's free!
2. Register with a privately owned Employment Agency or Temporary Employment Agency. Ask about fees?
3. Check the "want-ads" of the local newspaper.
4. Place a "situation wanted" ad in the local newspaper.
5. Referrals. Ask friends, family, neighbors, and current/past employers for job contacts.
6. Use the direct mail approach. Mail your resume with a cover letter to potential employers.
7. Use direct contact. Phone or visit an in-person company of interest to you and ask about openings. If applications are not given, ask if you can send or deliver your resume.
8. Follow up all contact with a phone call or re-visit in person within a few days to express continued interest in working for them.
9. Attend job Fairs. Usually sponsored by Chambers of Commerce, large companies, colleges, etc.
10. Trade Directories. Public Library has directories listing businesses by industry.
11. Trade Journals. Most occupations publish trade journals. The Public Library may subscribe to these. Journals list companies and have help-wanted sections.
12. State Indexes. Most states publish indexes of registered businesses in their state. The Public Library should have these.
13. Chamber of Commerce. Your local Chamber should publish lists of employers.
14. Yellow Pages. The phone book will list businesses by their specialty.

### **Job Hunting Tips**

1. Follow-up on all contacts. When visiting employers, make a list of where you went to get job applications and whom you saw. Get the phone number and name of the manager or person who does the hiring. Call that person in a few days or revisit the business and ask if they read your application, have any questions, and express your sincere interest in working for them.
2. Job Applications. Take a pen with blue or black ink to complete applications. Print all information. Take a data sheet with you containing all information needed to complete a job application such as

the name and address of your school, work experience information such as business addresses and dates of employment, and names, and addresses of 2 or 3 personal references. Never take an application home or ask to borrow a pen, as you will give a bad impression of not being prepared to apply for work.

3. Take a Resume. If an employer is not giving out job applications, ask if you can leave your resume. A job might open up, and the employer would have your resume to see. If you are given a job application, ask if you can attach your resume anyway as it shows you took the extra effort to develop one. Resumes can be mailed to out-of-town companies and are a more time and cost-effective way to apply for jobs farther away.
4. Dress Appropriately. Even if just visiting to complete job applications, always assume you might meet the manager who does the hiring and possibly even get an immediate interview. If scheduled for a job interview, dress as nice as you can.
5. Consider making a Portfolio. Make a personal portfolio containing materials you could show a potential employer that demonstrates your skills and experiences. You could include your resume, a list of references, your personal data sheet used to complete job applications, letters of recommendation, samples of your work or responsibilities at past jobs, high school grade/course transcripts, etc.
6. No previous work experience. You might consider volunteering with organizations that use volunteers to gain experience.

### **3.01 Assignment “Job Search” (10 pts)**

Choose 3 ways to look for jobs. Find at least two jobs in each search engine that you would consider applying for now.

Choose 3 jobs you would consider working in the future once you had experience. A Goal job.

For each job type, the following:

1. Name of the company?
2. Position Applying for?
3. How much do they pay?
4. What are some of the job duties?
5. What skills are they requesting?
6. How much experience do they require?
7. What is the minimum expectation to apply?

#### **Search Engine #1**

Job #1

Job #2

#### **Search English #2**

Job #1

Job #2

#### **Search Engine #3**

Job #1

Job #2

#### **Goal Career Position**

Career #1

Position

Career #2

Position

Career #3

Position

## **Lesson 15: “Labor Laws”**

### **Work Experience Content Standards:**

Students understand basic labor laws and know how to contact government agencies when necessary.

Students understand basic labor laws including safety regulations, sexual harassment,

employment contracts, union agreements, etc.

Students know how to recognize sexual harassment when it occurs and knows the appropriate actions that need to be taken to have a non-offensive work environment.

**Read about the “Labor Laws”**

**Sources for Updates & Other Related Materials:**

- "Department of Industrial Relations" [www.dir.ca.gov](http://www.dir.ca.gov)
- "U.S. Department of Labor" [www.dol.gov](http://www.dol.gov)
- 

### **3.02 Assignment-“Labor Laws” Quiz (20pts)**

1. In California, what agency would you call first if you had questions about wages, breaks, uniforms, etc?
2. What is the name of the insurance that all employers in California must have to cover all employees in case they are injured on the job?
3. The maximum number of hours a 16 - 17-year-old student enrolled in Work Experience may work any day of the week is?
4. The California minimum wage currently is how much per hour?
5. If you work a split shift (2 shifts in a day) how many extra hours at \$8.00 an hour) of pay does the employer owe you?
6. If you report to work and are told you are not needed, don't clock in, go back home. The employer will owe you how many hours of pay anyway?
7. You should get a paid 10-minute rest break at work when you are scheduled to work how many hours in a day?
8. When are employers required to pay for and provide uniforms for employees?
9. Can minors under the age of 18 sell alcohol in closed containers to customers to consume off the property?  
Yes,        No
10. Give 1 example of occupations or specific equipment that minors under the age of 18 are prohibited from doing:

**Teachers Answer Key**

1. In California, what agency would you call first if you had questions about wages, breaks, uniforms, etc.? Department of Industrial Relations
2. What is the name of the insurance that all employers in California must have to cover all employees in case they are injured on the job? Worker's Compensation Insurance
3. The maximum number of hours a 16 –17-year-old student enrolled in Work Experience may work any day of the week is? 8 hours
4. The California minimum wage currently is how much per hour? (\$8.00 as of Jan 2008)
5. If you work a split shift (2 shifts in a day) how many extra hours (at \$8.00 an hour) of pay does the employer owe you? 1 hour
6. If you report to work and are told you are not needed, don't clock in, go back home. The employer will owe you how many hours of pay anyway? 2 hours
7. You should get a paid 10-minute rest break at work when you are scheduled to work how many hours in a day? 4 hours
8. When are employers required to pay for and provide uniforms for employees? When it is distinctive in color or design & cannot be worn as normal clothing When the company name is on it.
9. Can minors under the age of 18 sell alcohol in closed containers to customers to consume off the property? No
10. Give 1 example of occupations or specific equipment that minors under age 18 are prohibited from doing: Any from a list of 17 hazardous occupations – Federal FLSA

Points:            20-18 = A      17-16 = B      15-14 = C      13-12 = D      11 =F

## **Lesson 16: “Career Specific Skills”**

### **3.03 Assignment-portfolio (pg. )**

“What skills do I need? Read the following article and research 2 careers and identify the skills required for the job. List skills and write a paragraph explaining your research findings.

<https://www.thebalancecareers.com/employment-skills-listed-by-job-2062389>

## **Lesson 17: “My Next Move”**

“Dig Deeper.” <https://www.mynextmove.org/>

### **3.04 Assignment-portfolio (pg)**

Match the career with the career matching in You Science and identify what areas were identified as your strengths and go into description between the article and You science. This assignment will go into your portfolio.

## **Lesson 18: “Telling my story”**

### **3.05 Final Portfolio Include the following;**

- (1<sup>st</sup>) Values
- (2<sup>nd</sup>) Character Traits
- (3<sup>rd</sup>) Aptitude-” You Science”
- (4<sup>th</sup>) Career Matches
- (5<sup>th</sup>) Lifestyle-Vision
- (6<sup>th</sup>) Self Care
- (7<sup>th</sup>) Growth Mindset
- (16<sup>th</sup>) Career Specific Skills
- (17<sup>th</sup>) My Next Move

Portfolio Rubric



## Work Experience Education Program Plan (WEE 9502)

**Proposed Grade Levels: 11-12**

**Subject Area: Elective-College Preparatory**

**Course Length: Semester (5 cr)**

**Prerequisites: WEE a job in the community**

In addition to complying with appropriate federal and state laws, California Labor Code, California Education Code, and California Code of Regulations, Work Experience Education.

WEE 9503

This WEE course enables students to become productive, responsible individuals through supervised, paid employment experiences. WEE is an instructional course where students will acquire general and specific occupational and employability skills through a combination of supervised paid employment in any occupational field along with classroom-related instruction in WEE. The rationale for having WEE is the changing nature of work in our society, which requires students to develop appropriate work habits and attitudes that may be transferred to a variety of employment situations. Real-world experiences through hands-on applications at the worksite are strengthened through the student's daily related class. The student's general educational background is enhanced as it relates to the student's employment. This also teaches the student the role of worker and citizen. The student must pass both classroom and employer evaluations to receive credit. Students are responsible for transportation to their worksite. (10 semester credits allowable each semester with a maximum of 20 semester credits)

**Text:**

[Succeed at Work](#) (PDF)

**Required:**

[Work Experience Timesheet](#)

[Employee Evaluation](#)

[Flyer pg 1](#)

[Flyer pg 2](#)

[Agreement Plan Form 1](#)

[Training Agreement Form 2](#)

[Work Permit Form 3](#)

Elective Course Credits:

One period (5 credits): Must be scheduled to work a minimum of 5 hours a week. Two periods (10 credits): Must be scheduled to work a minimum of 10 hours a week. Work Experience is a graded course counting towards high school graduation and college. Enrollment is limited to a maximum of 10 credits a semester. The class can be repeated. A maximum of 20 credits can be earned toward graduation. (11<sup>th</sup> & 12<sup>th</sup> grade elective)

### Qualifying Employment

- You are an employee, not an independent contractor.
- You receive an official paycheck stub showing that taxes are withheld from wages.
- Your employer has Worker's Compensation Insurance.
- If under age 18, you have a Work Permit for each job held.
- The employer's business is not located on or within private residential property.
- The business is open to the public and allows indiscriminate access to the visiting WEE teacher coordinator during school hours (8:00 – 3:00, Monday – Friday).
- Working conditions are safe, moral, and legal.
- Student has direct adult supervision.
- A supervisor is present at the business during school hours Monday – Friday.

### Job Requirement

Your job must be teacher-approved and meet all requirements:

- You are an employee, not self-employed or an independent contractor.
- You are paid and receive an itemized statement of tax deductions when paid. (Check Stub)
- The business has Workers Compensation Insurance.
- You are scheduled to work a minimum of 5 or 10 hours a week.
- The business is open to the public and allows indiscriminate access to the visiting WEE teacher coordinator during school hours (8:00 - 3:00, Monday - Friday)
- A supervisor is present at the business Monday - Friday before 3 p.m.
- The business is not located on or within the private residential property (home business).
- Working conditions are considered safe, moral, and legal. (You have constant supervision)
- Your paid position has the probability of lasting the entire semester.
- You do not work for a temporary employment agency.
- Your employer provides a learning situation, keeps records of your attendance, and agrees to all of the above conditions.
- If under age 18, you do not work more than 8 hours on any day, more than 48 hours a week, and only between the hours of 5 a.m. and 10 p.m. unless after 10 p.m. permit filed.
- If under age 18, you have or will immediately obtain a Work Permit.
- If under age 18, you do not operate prohibited equipment.

### Examples of unacceptable jobs

- Babysitting/child care, housekeeping (no paycheck stub & home-based business), street sign-holding, or door-to-door sales (unsafe, no supervision).

### Prohibited Equipment on worksite

- Motor vehicle driving – May not drive a vehicle on public roads for an employer.
- Power-driven woodworking machines - May not operate or assist in cleaning or off-bearing material.
- Power-driven hoists – May not operate forklifts or hydraulic hoists such as auto type.
- Power-driven metal forming, punching, and shearing machines – May not operate.
- Power-driven bakery machines – May not operate dough mixer, bread/vegetable/meat slicer.
- Power-driven paper-products machines – Box crushers, etc.

- Power-driven circular saws, band saws, shears – May not operate.
- Roofing operations – Certain work is not allowed on or about roofs.
- Pits – State law prohibits minors from working below ground in pits (auto work).

#### Required Forms For Approved Job & Class Credit

- [Training Agreement / Training Plan](#)
  - o Shows employment information and states the responsibilities of the student, parent/guardian, employer, and Work Experience Education teacher coordinator. Provides proof of employment.
  - o New agreement must be completed for each job held.
- Itemized Statement of Paycheck Deductions
  - o Must submit one written statement of tax deductions (Sept. paycheck stub) during the first 15 days of the semester to prove employment at a legally paid job.
  - o Submit a paycheck stub for new jobs obtained during the semester.
  - o [Weekly Time Sheet](#) (12 minimum to pass the class)
  - o Submit one time sheet each week showing hours worked the previous week at the job.
  - o Submit all hours employed from Monday - to Sunday no matter how many.
  - o To receive credit, they must be complete, dated, and signed.
  - o Any adult at work can sign the timesheet to verify you worked.
  - o Time sheets must be turned in by Friday at 3:00 p.m.
- [Work Permit](#)
  - o A new permit is required until age 18 for each job held, even if employed by a parent.
  - o Use only permit applications signed by the WEE teacher coordinator.
  - o Employer and parent must sign the application. Instructions are attached to the application.
- [Permission To Work After 10 P.M.](#) (Optional Form)
  - o Required if under age 18 to work after 10 p.m. evenings before a school day.
  - o Parent/Guardian, employer, and Work Experience Education teacher coordinator must sign the application.
- [Notification Of Job Change](#)
  - o Complete a Notice of Job Change form to notify the teacher coordinator of a change or loss of job. New training agreement and work permit forms must be attached and must be returned to receive credit for a new job plus your first paycheck stub. Credit for weeks of employment (including weekly time sheets) begins when all forms (agreement and work permit) are submitted.

### Grading

- Your semester grade is based on your cumulative semester work.
- To pass the class you must meet 60% of the weekly class requirements and have worked at an approved job for a minimum of 10 weeks. All required work forms must be on file, turned in on time, and include completed weekly time sheets for a minimum of 10 weeks.

Assignments	Points	Semester Total
Weekly Time Sheets	(10 x 13)	130 pts.
<b>Portfolio Assignments:</b> (1.04) Day to Day-Video (40) (1.05) Basic Business Operations-Goal setting (2.03) Letter of Resignation (2.05) Budget Time (2.06) Saving for a Rainy Day (2.07) Personal Money Management and Credit (3.00) Developing a Career Plan Assignment (3.02) Employer Evaluations	(1x 60) (7 x 20)	60 pts. 140 pts.
<b>Quizzes:</b> (1.07) Professional attire and conversation (2.02) Workplace Safety-accidents, injuries, crime (2.04) Vocabulary of financial literacy.	(3 x 15)	45 pts.
<b>Assignments:</b> (1.01) Training brochure (1.02) Career path-outline (1.03) Key operation-Reflection (1.06) Business Manager-Interview (2.01) Cultural Acceptance	(5 x 25)	125 pts.
Total		500 pts.

### Semester Grade Scale

500 – 450 = A 449 – 400 = B 399 – 350 = C 349 – 300 = D 299 & less = F
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### Work Requirement

- All students must work (paid hours, on the schedule) at a job a minimum of 10 out of 16 weeks (63% of the semester) in the semester to be eligible for credits and a passing grade. Students must turn in a minimum of 10 weekly time sheets signed by employers verifying hours of paid, scheduled work. This allows for up to 6 weeks of not working due to accidents, illness, injuries, layoff, dismissal, etc. If off work for 8 weeks or more or fail to turn in 10 completed weekly time sheets, the final grade in all periods enrolled will be an "F."

### Unemployed / Unable to work / Other situations and penalties

- If quitting, give your boss notice, do not quit the same day you tell them. Avoid no-shows and no calls. If unemployed or unable to work for any reason (fired, quit, illness, injury, etc.), you are permitted up to 7 weeks of not working in a semester.
- Students not working or not reporting hours worked for more than 7 weeks automatically fail the class regardless of class points. This elective course requires both job experience and classroom experience.
- Credit for weeks of employment if starting a new job begins when the required Notice of Job Change, new Training Agreement, and a new Work Permit are turned in. Until all forms are completed and turned in, no credit will be given for weekly timesheets or any weeks counted toward the course required 12 minimum weeks of employment. Unauthorized/unapproved jobs will not count for class credit. Ask before changing.

## **Year 2 Semester 2**

### **Module 1: On-the-Job Operations**

Week 1: "Training, Educational Requirements"  
Week 2: "Career plan"  
Week 3: "Key operation Duties"  
Week 4: "And Business Day to Day Operations Class Project"  
Week 5: "Basic Business Operations"  
Week 6: "Business Manager guest speaker"  
Week 7: "Professional Attire and Conversation"

### **Module 2: Work Safety and Financial Literacy**

Week 8: "Cultural Acceptance"  
Week 9: "Workplace Safety (accidents, injuries, crime)"  
Week10: "Wrongful Termination and Letter of Resignation"

Week11: “Develop a vocabulary of financial literacy.”  
 Week12: “Budget Time”  
 Week13: “Banking and Investing”-“Saving for a Rainy Day”  
 Week14: “Personal Money Management and Credit”

**Module 3: Career Development:**

Week15: “Developing a Career Plan Assignment – Employment”  
 Week16: “Portfolio-Final”  
 Week17: “Employer Evaluations, Student Presentations”

**Semester 2**

**Module 1: On-the-Job Operations**

Week #	Titles	Activities/Lessons	Evaluations
<b>Week 1</b> 1.01	“Training, Educational Requirements”	Work situations (scenarios and ethical decisions) Workplace privacy (communication, technologies, camera)	You are the employer-activity, develop a training brochure for your job.
<b>Week 2</b> 1.02	“Career plan”	Student will research their current position and the possible career opportunities within their business.	A detailed outline on the career paths that are available within the current company.
<b>Week 3</b> 1.03	“Key operation Duties”	Student will watch videos provided on a variety of companies and their “key operations” the student will identify the key components and speak to their supervisor for clarification on all “key operations” within their company.	Student will write a reflection on the key operations within their upper management for the company to progress. Student will pay particular attention to where their position aligns with the key operations.
<b>Week 4</b> 1.04	“And Business Day to Day Operations Class Project”	Students will be required to revisit their training manuel or hiring pamphlets to determine all key aspects of their position.	Students will make a video of themselves completing the day to day operations of their position. Describing the responsibilities and the skills required to be successful.
<b>Week 5</b> 1.05	“Basic Business Operations- Goal setting”	Student will list goals for the week, month, and year within their position. What steps will be	This will be placed in slides for the portfolio. Bulleted list with

		required to meet their goals. Why are these goals important for their success? How will they hold themselves accountable?	description for each steps required toward the goal.
<b>Week 6</b> 1.06	“Business Manager-Interview”	Student will complete a list of questions to ask their manager for a sit down interview on the key factors that make his position successful. What is required of him/her in their daily tasks and how do they maintain accountability for themselves and their staff?	Student will type up the interview in a dialogue format including a final reflection.
<b>Week 7</b> 1.07	“Professional Attire and Conversation”	Students will watch videos in connection to professional attire and conversation within the work environment.	Students will take a quiz on the professionalism in attire and conversations in a work environment.

### Module 2: Work Safety and Financial Literacy

Week #	Titles	Activities/Lessons	Evaluations
<b>Week 8</b> 2.01	“Cultural Acceptance”	Best way to begin a conversation on the topic of diversity. Approach to conversations on cultural diversity and Steps in implementing a zero-tolerance policy regarding insensitive actions and conversations.	Students will complete a variety of scenarios and determine the proper way of handling the situation.
<b>Week 9</b> 2.02	“Workplace Safety (accidents, injuries, crime)”	It is important to know what to do when things go wrong at work. The quiz questions present challenging work situations and ask you whether or not the problem could be considered an injury or a crime.	<a href="#">Students will take a quiz.</a>
<b>Week 10</b> 2.03	“Wrongful Termination and Letter of Resignation”	California law recognizes <b>constructive termination (also called constructive discharge or constructive dismissal)</b> as a situation where an employer	Students will compose a <a href="#">mock letter of resignation to their employer.</a>

		intentionally creates or knowingly permits such intolerable working conditions for an employee, that the worker reasonably feels no choice but to resign.	
<b>Week 11</b> 2.04	“Develop a vocabulary of financial literacy.”	Gaining an appreciation for financial literacy in high school is crucial for financial stability in adulthood. A financial understanding required is key.	Students will take a quiz
<b>Week 12</b> 2.05	“Budget Time”	Making and <a href="#">sticking to a budget</a> is a key step towards getting a handle on your debt and working towards a <a href="#">savings goal</a> , of any kind.	Students will complete a budget analysis using the tools provided in the lesson.
<b>Week 13</b> 2.06	“Banking and Investing”- “Saving for a Rainy Day”	Define stocks, bonds, and mutual funds • Distinguish between savings accounts and CDs • Create a long-term savings plan • Consider the pros and cons of <a href="#">different types of investments</a>	Students will complete a mock investing and saving for the future document.
<b>Week 14</b> 2.07	“Personal Money Management and Credit”	<a href="#">Reality Check</a> Differentiate between needs and wants in daily spending choices Consider how needs and wants influence their spending decisions	Student will take all aspects of the budgeting experiences and make a final plan for managing personal money, credits and savings.

### Module 3: Career Development:

Week #	Titles	Activities/Lessons	Evaluations
<b>Week 15</b> 3.00	“Developing a Career Plan Assignment – Employment”		Student will write a final reflection paper on their future career plans for employment. What they will need to do to reach their goal and how will they hold themselves accountable.



<b>Week 16</b> 3.01	“Portfolio-Final”	Portfolio.	Final portfolio and speech on their experience prior the program and after. How the experience will affect their future employment positions?
<b>Week 17</b> 3.02	“Employer Evaluations, Student Presentations”		Student will complete presentation and turn in all employee evaluations.

Acknowledgments

This Work Experience Education (WEE) course syllabus and corresponding lesson plans were adapted from the original development of the Corona-Norco Unified School District Work Experience Curriculum Guide developed by Russell Pierce - Work Experience Coordinator

**Course: African American Studies: The Reconstruction Era and the Fragility of Democracy**

[PDF of Curriculum](#)

[Lateral Reading Lesson 1](#), [Lesson 2](#)

**Credits:** 10 credits/2 semesters

**Subject Area:** History / Social Science

**Grade Levels:** 10th, 11th, 12th

**Prerequisite:** None

**Course Overview:**

Students will investigate the challenges of creating a just democracy in a time of deep division. The resources included here have been selected and sequenced in order to deepen students' ethical and moral reasoning, challenge their critical thinking and literacy skills, and engage them in a rigorous study of history.

**Student Outcomes:**

Students begin with an examination of the relationship between the individual and society, reflect on the way that humans divide themselves into “in” groups and “out” groups throughout history, dive deep into a case study on the history of Reconstruction, and then explore the way that history is remembered and the impact of its various legacies in contemporary society. Each lesson includes essential questions, pedagogical rationales, historical overviews, documents, images, videos, websites, and activities

**California Common Core State Standards:**

1. Building knowledge through content-rich nonfiction

This curriculum presents the history of the Reconstruction era through a variety of primary and secondary sources. Students build knowledge through their deep investigation of text and content through discussion, writing, and individual and group activities.

2. Reading, writing, and speaking grounded in evidence from text

Many activities throughout this curriculum require that students explain and defend their responses and analysis using evidence from one or more texts. (One example of this is the culminating writing assignment based on the central question, described in the next section.) In addition, the resource provides a wide variety of opportunities for different forms of writing and discussion.

3. Regular practice with complex text and academic language

Many of the texts included in this resource are indeed complex and highly

sophisticated. In their analysis of these texts, students will practice the close reading of texts and the use of academic vocabulary.

While all of the lessons in this resource were designed, in part, with these skills in mind, two parts of this curriculum in particular target literacy skills valued by the Common Core. The first is a series of structured close reading activities, and the second is a set of central questions that provide the basis for an argumentative or informational writing assignment that spans the duration of the unit.

### **Close Reading Activities:**

Five lessons in this unit include materials to help students engage in a close reading of one of the lesson's documents. Close reading includes careful rereading and analysis of a text with special attention to what the author's purpose is, what the words mean, and what the structure of the text tells us. Each activity includes a carefully sequenced series of text-dependent questions that will also help you address the Common Core State Standards for literacy in history and social studies. These questions will provide students with practice in drawing conclusions from the text and supporting them with specific textual evidence. The close reading questions were created by Dr. David Pook, chair of the history department at the Derryfield School and an educational consultant. Pook was a contributing writer to the Common Core State Standards. Each close reading activity also includes suggestions for making connections between what students learn from their careful investigation of the text and broader themes in their study of Reconstruction, as well as essential questions about history, human behavior, and ourselves.

### **Common Core–Aligned Unit Assessment:**

Central questions, or writing prompts guide students' entire investigation of Reconstruction and is also used as the basis for a unit assessment. They are meant to be introduced at the beginning of the unit and referred to throughout different lessons. As students learn more about Reconstruction and interrogate historical texts, they will gather evidence to help them reflect deeply about these questions. At times it will be useful to stop and hold class discussions, giving students an opportunity to change their opinions, analyze evidence in relation to the prompt, and develop claims for an essay. There is one question that can serve as an argumentative writing prompt and one that can serve as an informative prompt to honor both types of writing suggested by the Common Core State Standards for the history/social studies classroom. The section "Introducing the Writing Prompt" after Lesson 1 provides a detailed lesson plan modeling how to introduce the argumentative prompt. You can adapt the plan as needed if you choose to use the informative prompt instead of the argumentative one. It is recommended that students use an evidence log to gather and analyze evidence at regular intervals. A sample evidence log is provided after Lesson 3. It is also recommended that students begin to develop a claim (or

thesis) and organize their evidence around that claim by the end of Lesson 13. They can draft, revise, and publish their essays after the unit's lessons are complete. The "Teaching Strategies" section of our website provides strategies you can use to supplement this unit and support students at every stage of the writing process.

### **Addressing Dehumanizing Language from History:**

Many of the historical documents in this curriculum include the "N" word. In these documents, the word remains as it originally appeared, without any substitution. The dehumanizing power of this term and the ease with which some Americans have used it to describe their fellow human beings is central to understanding the themes of identity and human behavior at the heart of the unit. It is very difficult to use and discuss the "N" word in the classroom, but its use throughout history and its presence in this unit's primary sources make it necessary to acknowledge it and set guidelines for students about whether or not to pronounce it when reading aloud or quoting from the text. Otherwise, this word's presence might distract students from an open discussion of history and human behavior. Research has found that the best way to prepare to encounter this language is to create a classroom contract outlining guidelines for respectful, reflective classroom discussion. It is also recommended that the following articles help determine how to approach the term in your classroom: • "Exploring the Controversy: The 'N' Word" from "Huck Finn" in Context: A Teaching Guide (PBS) • "Straight Talk about the N-Word" from Teaching Tolerance (Southern Poverty Law Center) • "In Defense of a Loaded Word" by Ta-Nehisi Coates (New York Times) You may also wish to point out the use of the word "Negro" in many of the documents in this unit. In earlier times, this was an acceptable term for referring to African Americans. While not offensive in the past, today the term "Negro" is outdated and inappropriate, unless one is reading aloud directly from a historical document.

### **Lateral Reading (frontloading before starting the course content):**

When evidence is attractively presented, convincingly stated, or aligns with our beliefs, it can be tempting to accept it without stopping to ask whether the evidence comes from a trustworthy source. Even worse, we might fail to consider whether the evidence directly supports the claims being made. In order to avoid accepting suspect evidence, we must hone our ability to carefully question evidence. Lateral Reading will help students develop skills for evaluating the varied forms of evidence that exist online. Students complete a task about analyzing evidence and then work together to generate the most important questions to ask about online evidence. Students use these questions to practice analyzing evidence in groups. Evaluating where information comes from is an important part of deciding whether it is trustworthy. The best way to learn about who is behind a website or post is to *read laterally*—to go outside the site to see what other sites say about it. We will introduce students to *lateral reading*, a strategy for investigating a website or post by going outside the site itself. Students watch the teacher model and then have

a chance to practice using lateral reading to determine who is behind a website and, ultimately, to decide whether that website is trustworthy.

**Lesson Summary:**

1. Review lateral reading and introduce focus on investigating authority and perspective
  2. Evaluate a website by reading vertically (teacher demonstrates) and then reading laterally (students practice in groups)
  3. Evaluate a social media post by reading vertically (teacher demonstrates) and then reading laterally (students practice in groups)
- 

**Course Content:**

**Semester 1:**

**Unit 1: The Individual and Society**

lesson 0-1

**Unit 2: We and They**

lessons 2-3

**Unit 3: Healing and Justice After War**

lessons 4-6

**Unit 4: Radical Reconstruction and Interracial Democracy**

Lessons 7-9

**Unit 5: Backlash and the Fragility of Democracy**

Lessons 10-14

**Unit 6: Memory and Legacy**

Lessons 15-16

**Essential Questions:**

**LESSON 0 Lateral Reading:** Who is behind the information?

**LESSON 1 The Power of Names:** What do names reveal about a person's identity? What do they suggest about our agency and freedom in society?

**LESSON 2 Differences That Matter:** Why do some types of human difference matter more than others? How does race affect how we see others and ourselves?

**LESSON 3 Defining Freedom:** What is freedom? What does it mean to be free?

**LESSON 4 The Devastation of War:** What does it take to reunite a nation torn apart by civil war?

**LESSON 5 Healing and Justice:** After a civil war, how can a nation simultaneously heal and provide justice to all of its inhabitants?

**LESSON 6 The Union as It Was:** What does it mean to be free? What rights and opportunities does one need in order to maintain and defend his or her freedom?

**LESSON 7 Radical Reconstruction and the Birth of Civil Rights** What can a nation's laws reveal about that nation's universe of obligation?

**LESSON 8 Interracial Democracy** What are the consequences of how a nation defines its universe of obligation?

**LESSON 9 Equality for All?:** What does it mean to be equal? Is equality essential for democracy?

**LESSON 10 Backlash and the Ku Klux Klan:** How should a democratic society respond to violence and terror? What power do bystanders and upstanders have in the response?

**LESSON 11 Shifting Public Opinion:** Are laws enough to create and sustain change? What might cause the universe of obligation of a nation to shrink?

**LESSON 12 Reflections of Race in Nineteenth-Century Media:** How do racial stereotypes in the media create and reinforce "in" groups and "out" groups in a society?

**LESSON 13 Violence, Race, and "Redemption":** What makes democracy fragile? What can be done to protect and strengthen democracy?

**LESSON 14 The Coming of Segregation:** What does it mean to be free? Can one have freedom without safety?

**LESSON 15 The Power of Myth and the Purpose of History:** How does our experience and memory of the past affect our choices and beliefs in the present?

**LESSON 16 The Unfinished Revolution:** Why has democracy been called a "work in progress"? What can individuals do to help bring about a more just and equal society?

**Course:** Latinx & Chicanx Studies

**Length of Course:** Full Year

**Subject Area:** College-Preparatory Elective (awaiting UC, NCAA approval)

**Credits:** 5 credits/semester

**Discipline:** History / Social Science

**Grade Levels:** 10th, 11th, 12th

**Course Learning Environment:** Independent Virtual Learning

### **Course Description & Goals**

This course is designed to introduce students to the field of Chicanx and Latinx Studies.

Drawing on a variety of historical, literary, philosophical, ethnographic, and visual texts. This course introduces students to the major characteristics of the Latinx/Chicanx community, with special emphasis on culture, ethnicity, gender, language, nationality, race, religion, and social class distinctions which differentiate Latinx/Chicanx's from other ethnic groups in the present-day United States. Thematically, this course will give emphasis to the following key topics: historical foundations and political concerns regarding contemporary Latinx/Chicanx experiences, theories of identity and belonging, intersectional analysis, community and cultural formations, Latinxs in the media, and gender/sexuality.

### **High School Level Learning Outcomes**

1. Critical Thinking and Problem-Solving
2. Communication
3. Information Competency

### **Chicano Studies Course Level Student Learning Outcomes**

As a result of taking this course, students should be able:

1. To demonstrate a basic understanding of the history of Chicanos/as and Latinos/as in the United States
2. Demonstrate an ability to think critically, analytically, and creatively about the Latina/o and Chicana/o experience in the local and global society.
3. Demonstrate a comprehensive knowledge of the history and culture of the Latino/a Chicana/o in the United States
4. Demonstrate an awareness of the major theories and concepts that explain the life experiences of the Latinx Chicanx

### **Direct and Indirect Instruction:**

- Documentaries and educational videos
- Socratic questions / Virtual discussion boards
- AVID WICR Readings and supplemental handouts.

- Issue analysis.
- PowerPoint Presentations.
- Individual exercises and activities.
- News media scanning and analysis.

**Formative Assessments:**

- Writing assignments
- Individual presentations
- Thinking maps
- Journals: Weekly Reflections on Reading Assignments
- Video Discussion Questions
- Essays with writing rubric
- Current Events
- Unit Exams
- Project Based Assessment
- Final Exam / Final Project

**Course Outline**

**SEMESTER 1**

**Unit 1: What's in a Name?**

**Unit 2: Mesoamerican Culture/Spanish Conquest and Colonialism**

**Unit 3: Westward Expansion**

**Unit 4: Chicanxs during the War**

**Unit 5: The Border**

**SEMESTER 2**

**Unit 6: Gender and Identity**

**Unit 7: Chicano Literature and Poetry**

**Unit 8: Chicano/a and Latino/a Art and Cultural Production**

**Unit 9: Mexican Americans and the Education System**

**Unit 10: A New Immigrant Rights Movement**

**Unit 1: What's in a Name?**

Hispanic, Latina, Boricua or Chicana/o? What's in a Name?

Suggested reading: Ruben Salazar's article: "What is a Chicano"

The Name-Game and other issues of Identity.

Race, Class, Ethnicity, and Culture.

Identities vs. Labels. Diversity and Identity Development. Assimilation vs. Acculturation

**KEY ASSIGNMENTS:** To Be Chicano Means: Students will be asked this question at the beginning of the course and again at the end of the course. Students will use primary sources,



including Ruben Salazar's article: "What is a Chicano" to help define the term. Each student will be expected to share their new definition in small groups as part of a larger discussion of identity, race, and ethnicity in the United States.

**Family Oral History Research Project:** Students will research their own family history, and will determine their role within that history, creating a visual family tree as well as an oral history paper. Students are encouraged to talk to several family members to piece together their story and incorporate oral history techniques to conduct formal interviews. After solidifying their story, students will present their story through their family tree and written essay.

**Reflection Journal Entry:** Students will create a journal that will incorporate a family story that represents the family's legacy or motto. Students will reflect on how this story relates to the other family histories presented, and how all these narratives reflect the Chicano experience.

## **Unit 2: Mesoamerican Culture/Spanish Conquest and Colonialism**

Students examine Mesoamerican cultures of Mexico and Central America.

Students will be able to account for the accomplishments of Maya, Aztec, and Mexico.

Students will ask why the Spanish colonizers would burn the ancient wisdom of the Mayas later on the Mexica and other Meso-America Indigenous People's books also known as Amoxtlis or Codices.

Students will study how Indigenous people through word of mouth, dance, music, art, and literature kept their cultural traditions alive and vibrant.

**KEY ASSESSMENT:** Memory Cannot Be Burned: The study of Indigenous Civilizations in Mexico and Central America through the Codex Project

## **Unit 3: Westward Expansion**

Students examine the social and cultural impact of western expansion and "Manifest Destiny" on Mexicans living in territory that was later seized by the United States.

**Suggested Readings** "Yo Soy Joaquin" ; "The Ballad of Gregorio Cortez"

**Historical Sources:** The Treaty of Guadalupe Hidalgo

**KEY ASSESSMENT:**

Students will be assigned a topic on Mexican-American history and culture referenced in Yo Soy Joaquin and conduct extensive research on the internet and the library to write a multi-paragraph essay that summarizes and synthesizes the importance of the topic in context.

Students will also create a PowerPoint, Keynote presentation or a multimedia presentation to submit as the "expert" on the topic. The presentation should be least 10 slides and cite sources according to MLA format.

## **Unit 4: Chicanx during the War**

Students will analyze the roots and impact of the Bracero Program

Students will examine the contributions of Latinos to the war effort.

Students will study the Zoot Suit Riots through a new lens and study the cultural themes of media, race, class, and gender that surrounded the riots.

Suggested Reading (Catherine Ramirez *The Zoot Suit*)

Students will observe the impact of Operation Wetback on Mexican American communities.

KEY ASSESSMENT: Primary Source Analysis of the Zoot Suit Riots through the News.

Students will analyze how the media portrayed Mexican Americans in Los Angeles during WWII by reading articles and examining photographs from the time period.

### **Module 5: The Border**

Students will examine the history of the US Mexico Border and its evolution from an unmarked boundary to a highly militarized zone.

Students will observe how NAFTA opened borders for trade but kept it closed for people.

Students will interrogate the notion of borders using the following questions.

What is the purpose of a border (physical and otherwise)? Who creates borders and who are they created on? How do Mexican Americans/Chicanx resist borders and how is this reflected in the literature?

KEY ASSESSMENT: Students will create a digital timeline using [Visme](#) or [Predecen](#) to help conceptualize and understand historical events that have changed the border and how it has impacted the Chicanx community.

## **SEMESTER 2**

### **Module 6: Gender and Identity**

Students will gain an understanding of diverse approaches to gender and sexuality among Chicano/Latino populations in the United States. Topics include cultural notions of masculinity and femininity in the family and religion. Special emphasis is placed upon the intersections of race, class, gender, and how the diversity of sexuality shapes and impacts the Chicano/Latino community. What is Machismo? What is Sexism? Machismo? Heterosexism? Feminism? Narrative How do you define each? Have you ever encountered any such discrimination? What is the role of Chicanas in El Movimiento? What is the Xicana Feminism and its influence?

Suggested Reading: Being Queer and Latina (Gloria Anzaldua Poem)

KEY ASSESSMENT: Students will write a biographical sketch of a famous Latino/a Chicano/a person in history that has challenged sexism and/or heterosexism.

### **Module 7. Chicano Literature and Poetry**

Students examine themes of race, culture, and identity through reading the work of famous chicanx authors and poets.

Suggested Reading: When I was Puerto Rican: A Memoir (Excerpts of Literature). Character Analysis

How the Garcia Girls Lost Their Accent (Excerpts of Literature). Compare and Contrast the styles of Santiago and Alvarez.

The Moths and Other Stories (Excerpts of literature). Themes.

#### KEY ASSIGNMENTS:

Poetry Analysis: Students will analyze the works of leading Chicano/a authors, including: Laurie Anne Guerrero, David Tomas Martinez, and Rodney Gomez to synthesize the importance of social issues and oral history.

Student Poetry Project: Students will develop their own voice and review themes already discussed (immigration, history, social issues, assimilation, etc.) to create a poetry journal of their own poems. Students will share their poems with one another during a poetry performance and provide feedback on each other's work.

#### **Module 8: Chicano/a and Latino/a Art and Cultural Production**

Students will study how since the Chicano Movement in the 1960s, Chicana and Chicano art has expressed historical counter-narratives, encouraged political activism and mobilization, and unified and educated communities.

Chicano/Latino Art: What story is told through Art?

What similar themes are presented in art as in literature and music?

Suggested Artifacts:

Judy Baca. Feminist Art and Muralism.

Los Tres Grandes (Rivera, Siquieros, Orozco).

Traditional Mexican Muralism. Frida Kahlo. Surrealism.

East Los Angeles Murals/Chicano Park (San Diego).

Popular Culture and Art forms.

Today's most influential Muralists of the Chicano Art Movement: Wayne Healy and David Botello of East Los Streetscapers. Chicana Artist Patsi Valdez

#### KEY ASSESSMENT:

Student Created Website- Using technology resources, students will create an outreach website that incorporates themes from the Chicano Art Movement and a virtual gallery including 8 images of Chicano Art or Chicano Pop Art of their choosing, explaining Prior to the lectures, the students will formally examine the work of the particular artist as it adheres to the Elements/Principles of design and learn about the individual artist in relationship to Chicano Art Movement.

### **Module 9: Mexican Americans and the Education System**

In this unit, students will study and explore the experience of The Fight for Bilingual Education, the reasons behind it, implementation, and outcomes. Students will explore the Local History of Mendez vs. Westminster and Brown vs. board of education, Sal Castro, The East L.A. Walkouts and The 2006 Walkouts

**KEY ASSESSMENT:** Chicano Children's Book: Students will create a children's book incorporating one of the topics featured in this unit: Fight for Bilingual Education; Mendez vs. Westminster and Brown vs. board of education; Sal Castro, The East L.A. Walkouts and The 2006 Walkouts. The children's book must demonstrate how the event was significant to the education system for Chicanx.

**Reflection Journal Entry:** Students will complete an entry about the importance of determination and in what way education can benefit themselves.

### **Module 10 A New Immigrant Rights Movement**

Students observe new policies and rhetoric aimed at immigrants in California (English Only Education, Pete Wilson's Nativism)

What is Crimmigration?

Students analyze the threat of Prop 187 to Chicanx communities

Students observe the politicization of a new generation of Chicanxs (Dream Act, AB 540)

Students analyze Social Movement and Advocacy

Students will study and identify contemporary issues of oppression or threats to identity in order to become advocates for their community. Students will use previous learnings to develop their own empowerment plan to address their identified community concern.

**Topics:** Racism, LGBTQ rights, immigration rights, access to quality health care, income inequality, War on Drugs, school-to-prison-pipeline, poverty, religious persecution, access to equitable public education, and gangs and violence

**KEY ASSESSMENT:** Action Research Project: Students will create an action research project in which they identify a problem/issue/conflict either locally or globally and craft a project that addresses the problem, in relation to a unit of the course. Their project should analyze the main issues of the problem, highlight what, if anything, is currently to be done to stop it, and propose their solutions. This could be in the form of a written essay of no less than 1500 words or a multimedia presentation (GoogleSlides, Prezi, etc.) Infographic (Piktochart, Powtoons, Adobe Spark, Thinglink, etc) Through this assignment students will learn how to take a problem and develop a project out of that problem.

**Final Reflection / Final Project:** To Be Chicano Means: Students will be asked this again at the end of the course to help define the term. Each student will be expected to share their new definition in a presentation as part of a larger discussion of identity, race, and ethnicity in the United States. (To be developed)

# AGENDA

## Method Schools Regular Meeting of the Board of Directors

**Monday, September 12, 2022, 6:00 PM**

24620 Jefferson Ave, Murrieta, California

<https://methodschools.zoom.us/j/9807801621?pwd=MVI3bjQ5YmJzN08wOHhLTUVTdndGUT09>

Meeting ID: 980 780 1621

Passcode: 24620

### Instructions for Presentations to the Board by Parents and Citizens

Method Schools ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

Agendas and "Submit a Public Comment" forms are available via the link on our website on the Board Page. If you wish to speak, please fill out the form and specify the agenda item on which you wish to speak. When addressing the Board, speakers are requested to state their name and address and adhere to the time limits set forth.

**Public Communication on Non-Agenda Issues:** This is an opportunity for members of the audience to raise issues that are not specifically on the agenda. You will be given an opportunity to speak for a maximum of three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. Non-English speakers requiring translation are allotted a maximum of six (6) minutes. Due to public meeting laws, the Board can only listen to your issue and not respond or take action. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item

**Agenda items:** To address the Board on agenda items, please specify the item on which you wish to speak on your "Public Comment". You will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.

**3. Public Records:** Any public records relating to an agenda item for an open session of the Board that are distributed to the Board members shall be available for public inspection at the School office. Minutes of each Board meeting will also be available at the School office.

**Americans with Disabilities Act (ADA):** Upon request, the School will furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate assistance in order to participate in Board meetings are invited to contact Method Board Secretary Gloria Vargas at [gvargas@methodschools.org](mailto:gvargas@methodschools.org) by noon of the business day preceding the board meeting.

**Translation services:** Translation services are available by notifying the above school office by noon of the business day preceding the board meeting.

# AGENDA

## Method Schools Regular Meeting of the Board of Directors

**1.0 Call to Order:** Board President Carolyn Andrews called Board Meeting to order at 6:02 P.M.

**2.0 Roll Call**

**Present:** Carolyn Andrews, Tyler Roberts, Shannon Clark, Steven Dorsey

**Absent:** Gloria Vargas

**Method Staff:** Tracy Robertson, Yvette Rios, Stefanie Bryant, Jessica Spallino, Mark Holley, Jade Fernandez, Sarah Delawder

**3.0 Public Communication on Non-Agenda Items**

- None

**4.0 Emergency Findings:** Consideration of findings to continue to hold virtual meetings pursuant to AB 361, including without limitation that: (1) the State and local state of emergency due to the COVID-19 pandemic continues to directly impact the ability of members to meet safely in person, (2) state and local officials continue to recommend social distancing measures, and (3) meeting in person would present imminent risks to the health or safety of attendees and/or the state of emergency continues to directly impact the ability of the members to meet safely in person due to the prevalence of the Delta variant of the COVID-19 virus, the indoor setting of meeting facilities, the potential presence of unvaccinated individuals attending meetings, the potential for noncompliance with mask wearing requirements, and desire to protect the health of immuno-compromised persons.

Motion: Shannon Clark

Second: Steven Dorsey

Ayes: Carolyn Andrews, Shannon Clark, Taylor Roberts, Steven Dorsey

Noes: 0

Action: Passed

**5.0 Reports**

- **CEO: None**
- **CBO: None**
- **Senior Director of Schools:**
  - **Student Highlights**
    - Jade Fernandez: We just kicked off our school year on August 22nd. Preliminary Diagnostic data for K-8: we've got a large chunk of students who need intervention support in Math and English. Since this is the first test since COVID, we've seen a dramatic drop in math. For high school using iXL: we've got a lot of work to do to help our 11th graders do well on the CAASPP. We're going to formulate a plan to help boost these scores. This is our first diagnostic and it leaves room for us to grow. Upcoming September events: we had a school assembly last week, we just had our first flag football game and have another coming up on 9/14/22, and a coastal cleanup coming up. We did yield enough students to have a flag football team.

**6.0 Action: Unaudited Financial Statements**

**Discussion:** Stefanie Bryant: These are the Unaudited 2022 Financial Statements, but don't foresee them changing a whole lot. They have been sent out to the authorizers Dehesa and Acton. Revenues between the two charters is about \$6.3 million. Expenditures were about \$9.8 million total. Our cash flows are still about \$23 million. Our funds balances are sitting at about \$23 million. Financially, we're still sitting very strong. Percentage of Instruction on our expenditures are about 85% between our two schools. As the authorizers wrap up, we'll bring final financials to you in December.

# AGENDA

## Method Schools Regular Meeting of the Board of Directors

Motion: Steven Dorsey  
Second: Shannon Clark  
Ayes: Carolyn Andrews, Shannon Clark, Taylor Roberts, Steven Dorsey  
Noes: 0  
Action: Passed

### 7.0 **Action: ASB Leadership Class**

**Discussion:** Jade Fernandez: High school really wants to start an associated student body. We've already got representatives for ASB through each homeroom class, so they all report to the ASB meeting and then they report back to their homeroom. They're really set on having events that are student-centered, student-focused, and student-driven. This class goes hand-in-hand with planning those events and learning leadership skills. It is a 5-credit class. It is basically a leadership class.

Motion: Shannon Clark  
Second: Tyler Roberts  
Ayes: Carolyn Andrews, Shannon Clark, Taylor Roberts, Steven Dorsey  
Noes: 0  
Action: Passed

### 8.0 **Consent Items: All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board's votes on them.**

- **Approval of August 9, 2022 Meeting Minutes**
- **August 2022 Check Register**

Motion: Steven Dorsey  
Second: Tyler Roberts  
Ayes: Carolyn Andrews, Shannon Clark, Taylor Roberts, Steven Dorsey  
Noes: 0  
Action: Passed

### 9.0 **Information/ Discussion Items:**

- **None**

### 10.0 **Upcoming Agenda Items**

- October: Report on Instructional Funds
  - Question: Mark Holley: I think this was just a follow up on how implementation was going?
  - Jessica Spallino: Yes, I think we're going to provide an update on how the funds are going.
  - Mark: If there is anything you'd like to see more regularly, we'd love to hear from you on that.
- December: Final Financial Statements

# AGENDA

Method Schools Regular Meeting of the Board of Directors

**11.0 Board Member Reports: None.**

**12.0 Action: Motion to Adjourn the Meeting**

Board President Carolyn Andrews motioned to adjourn the meeting at 6:23 P.M

Motion: Tyler Roberts  
Second: Steven Dorsey  
Action: Passed

**Board Meeting Recording Link:**

[https://methodschoools.zoom.us/rec/play/fMAmIRQqdGBWRAG-XE6yRfn2yE0UGfBqVPgzGvlMyZCl\\_4D3rGB0b9RZPKL\\_Mwd8TGYEViKMKCPToxnP.lilm5LXD4LIP5Dd-?continueMode=true](https://methodschoools.zoom.us/rec/play/fMAmIRQqdGBWRAG-XE6yRfn2yE0UGfBqVPgzGvlMyZCl_4D3rGB0b9RZPKL_Mwd8TGYEViKMKCPToxnP.lilm5LXD4LIP5Dd-?continueMode=true)



# Method Schools Corporation

## Check Detail September 2022

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
9120-1 Checking						
09/01/2022	Bill Payment (Check)	4350	Limitless Fitness Training LLC		C	-8,100.00
						-8,100.00
09/01/2022	Bill Payment (Check)	4351	Louch & Langston Training, LLC ( The W Training Facility )		C	-7,200.00
						-7,200.00
09/06/2022	Bill Payment (Check)	4352	University of California Riverside Extension		C	-1,389.75
						-1,389.75
09/06/2022	Bill Payment (Check)	4353	Creative Back Office		C	-5,000.00
						-5,000.00
09/08/2022	Bill Payment (Check)	4354	Hatch & Cesario Attorneys at Law		C	-250.00
						-250.00
09/08/2022	Bill Payment (Check)	4355	Law Offices of Young, Minney & Corr LLP		C	-4,046.52
						-4,046.52
09/12/2022	Bill Payment (Check)	4356	Alpha Therapy Center Inc.		C	-7,541.25
						-7,541.25
09/12/2022	Bill Payment (Check)	4357	UMB Bank - FBO PlanMember Services		C	-
						17,115.30
						-
						17,115.30
09/15/2022	Bill Payment (Check)	4358	APA Benefits Inc.	Travis Queen	C	-500.00
						-500.00
09/15/2022	Bill Payment (Check)	4359	Sarah Delawder		C	-512.14
						-512.14
09/15/2022	Bill Payment (Check)	4360	APA Benefits Inc.	Sarah Delawder	C	-500.00

# Method Schools Corporation

Check Detail  
September 2022

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
						-500.00
09/15/2022	Bill Payment (Check)	4361	Lisa Honig		C	-2,000.00
						-2,000.00
09/19/2022	Bill Payment (Check)	4362	Courtney Williams		C	-113.19
						-113.19
09/20/2022	Bill Payment (Check)	4363	UMB Bank - FBO PlanMember Services		C	-
						17,110.73
						-
						17,110.73
09/27/2022	Bill Payment (Check)	4365	Dalton Hunkle			-194.55
						-194.55
09/27/2022	Bill Payment (Check)	4366	Golden Spring Capital			-
						28,924.37
						-
						28,924.37
09/27/2022	Bill Payment (Check)	4367	Kim Nellum*			-49.14
						-49.14
09/27/2022	Bill Payment (Check)	4368	Gloria Vargas		C	-500.00
						-500.00
09/27/2022	Bill Payment (Check)	4369	Carolyn Andrews			-500.00
						-500.00
09/27/2022	Bill Payment (Check)	4370	Shannon Clark			-500.00
						-500.00
09/27/2022	Bill Payment (Check)	4371	Steve Dorsey			-500.00
						-500.00

# Method Schools Corporation

## Check Detail September 2022

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	CLR	AMOUNT
09/27/2022	Bill Payment (Check)	4372	Tyler Roberts			-500.00
						-500.00
09/27/2022	Bill Payment (Check)	4373	Creative Bar Acquisitions, LLC			-3,501.00
						-3,501.00
09/29/2022	Bill Payment (Check)	4374	Jade Fernandez			-65.34
						-65.34
09/29/2022	Bill Payment (Check)	4375	Marsh & McLennan Agency			-3,963.00
						-3,963.00
09/29/2022	Bill Payment (Check)	4376	Trevor Allen			-3,000.00
						-3,000.00
09/29/2022	Bill Payment (Check)	4377	High Tech High			-347.22
						-347.22
09/29/2022	Bill Payment (Check)	4378	APA Benefits Inc.			-1,000.00
						-1,000.00
09/29/2022	Bill Payment (Check)	4379	Compsych Corporation			-1,533.60
						-1,533.60