

**Spaulding High School**  
**2020/2021 Course Syllabus**  
**WBL200: Introduction to Work Based Learning**

**Flexible Pathways**

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**COURSE DESCRIPTION**

Even though Work Based Learning opportunities are critical to developing a workforce and act as a flexible pathway for students by helping students become more college/career ready, the novel coronavirus, COVID-19, has been declared a worldwide pandemic by the World Health Organization. Thus impacting all societal norms and programming for Spaulding High School.

For the Fall Semester of 2020, Work Based Learning will be offered in the format of a quarter class helping students make clear, informed choices about their futures by learning about the process needed to obtain the skills to be a part of a 21st century workplace. This is especially meaningful for a student who may be interested in exploring a particular career immediately after high school, students who may seek post-secondary education at a technical or community college, or students who are seeking a four year college education. Topics will include Career Readiness, Professionalism, Digital Citizenship, Safety & OSHA, Worker Rights, Sensitivity in the Workplace, and developing the soft skills needed in the workplace. In addition, students have the opportunity to participate in a series of college/career readiness workshops and training with outside providers virtually with the hope in the Spring for an onsite visit and/or training.

**UNITS of STUDY**

**Unit#1: Career Exploration**

*WBL Standard 1 - Career Exploration* Students will acquire and apply self-knowledge in order to develop personal, learning and career goals.

- 1a. Assess personal strengths and weaknesses as they relate to career exploration and development.
- 1b. Explain how decisions regarding education and work impact major life decisions.
- 1c. List and describe various types of occupations in the community and develop an awareness of occupational opportunities within the region (e.g., nursing, insurance, human services, carpenters, STEM, etc.).

**Unit#2: College/Career Readiness**

*WBL Standard 2 - College/Career Readiness* Students will understand how academic, technical, cross cluster and employability skills are needed to obtain or create, maintain and advance in one's career.

- 2a. Apply & reflect upon career goals, skills, and interests to selection of high school courses.
- 2b. Gather data on potential careers, and understand the importance of researching the requirements needed to gain entrance into the field.
- 2c. Demonstrate skills to gain entrance into a post secondary institution and/or seek employment.

### Unit#3: Professionalism in the Workplace

*WBL Standard 3 - Professionalism in the Workplace* Students will understand how academic, technical, cross cluster and employability skills are needed to obtain or create, maintain and advance in one's career.

- 3a. Demonstrate skills to seek employment (write a resume and cover letter, complete a job application, interview for a job, find and pursue employment leads and market oneself in the workplace).
- 3b. Compare/contrast professional etiquette, professional work expectations, and interviewing techniques in various settings.
- 3c. Evaluate professional behavior in the workplace and how it has an impact upon productivity and morale.

### Unit #4: WorkPlace Safety & Communication

*WBL Standard 4 - Work Readiness & WBL Placement* Students will demonstrate skills to secure, maintain and advance in their chosen or related career cluster.

- 4a. Explain the importance of dress code, attendance, and professional expectations in the workplace in terms of safety.
- 4b. Develop personal responsibility characteristics regarding workplace situations involving workplace safety (OSHA Training), sexual harassment, and personal ethics.

### Unit #5: WBL Portfolio Work

**Graduation Proficiencies from the Vermont Agency of Education**

*Reading Standard 5 - Determine themes and central ideas of texts.*

- 5a. Read and interpret primary sources, online articles, and information regarding career clusters, professional expectations in the workplace, work safety, individual training plans, along with WBL Readings.
- 5b. Cite evidence and determine the central ideas of a text.

*\* Writing Standard 6 - Summarize, paraphrase, and analyze writing and respond to it in written form.*

- 6a. Produce a written argument and/or narrative using the writing process.
- 6b. Express thoughts and ideas succinctly using various forms of communication (e.g., verbal, written, body language, etc.)
- 6c. Prepare a career portfolio that includes career research materials and work samples in written form (documenting new learning in the form of written responses to particular prompts or media products that shows growth).

*Speaking & Listening Standard 7 - Present information, findings and supporting evidence conveying a clear and distinct perspective.*

- 7a. Express thoughts and ideas succinctly using various forms of communication (e.g., verbal, written, body language, etc.).
- 7b. Illustrate strategies for responding to and working with individuals under stress.
- 7c. Demonstrate appropriate workplace communication skills and competencies.

## MATERIALS & RESOURCES

Google Classroom

Google Attendance Survey

Next Gen Personal Finance

<https://www.ngpf.org/about-us/>

Training Interns & Partnering for Success (TIPS) Curriculum, CLiC

Virtual Job Shadow

<https://virtualjobshadow.com>

Vermont Student Assistance Corporation (VSAC)

<https://www.vsac.org/about>

An array of online scholarly articles and resources that are teacher generated. Click [here](#) to see the varying resources for Work Based Learning.

## CLASSROOM EXPECTATIONS

- **Punctuality & Attendance**

- Attendance will be taken for every block (AM, 1, 2, 3, & 4) on Monday, Tuesday, Thursday, and Friday. This applies to both in person and remote attendance.
- Remote attendance is taken via a Google Form in each class on Monday, Tuesday, Thursday, & Friday. This includes all morning and afternoon classes.
- Students are responsible for submitting their daily attendance form via Google classroom before 2:30PM.
- Attendance is taken at 9am Advisory on Wednesdays.

- **Submission of Work**

- Students should check their weekly outlines for each class on Monday morning.
- Deadlines are important. Know what the deadline is for work and submit work on time.
- If a student thinks they are going to need feedback from their teacher, submit work early enough BEFORE the deadline for the teacher to give thoughtful feedback. Don't wait until the last minute. Feedback will be given in the order it was received.
- If a student is unable to submit work on time, students will be expected to email the teacher to complete work that was missed due to extenuating circumstances.

- **Active Participation**

- The school day is from 7:35-3:05PM. This is a student's time for learning. Students should be available for working with teachers during these hours.
- When participating in a remote meeting, turn the camera on unless there are extenuating circumstances.
- Expect to do a minimum of 1 hr of work per class per day.
- Student participation means asking questions and contributing ideas. It also entails reading and responding to feedback.

- **Communication**

- Check email every day. Respond within one to two school days. Teachers will do the same.
- Posting questions to the classroom during class time or communicating questions by emailing the teacher is the best way to get a quick response.
- In these times of hybrid and remote learning, communication via email and Google Classroom are going to be the primary modes of communication.

- **Academic Honesty**

- Academic dishonesty includes, but is not limited to:
  - Copying work from another student (past or present).
  - Sharing one's work with another student.
  - Copying work from the internet without proper citation and/or paraphrasing.
  - Re-submitting previously submitted work.
- Infractions will result in Office Referrals and communication with parent/guardian for all students involved. Infractions will be documented and tracked across the school in all of a student's classes.
- Infraction consequences may include:
  - Redoing the assignment.
  - Loss of ability to earn Exemplary on those indicators/assignments.
  - Loss of embedded honors (Academic Dishonesty is not honorable).
  - Loss of eligibility in NHS or Scholarships.
  - Failure in the course.