

EGG HARBOR TOWNSHIP PUBLIC SCHOOLS

CURRICULUM

**Eagle Work Study**

Grade 12

Length of Course:	Full Year
Elective/Required:	Elective (Will satisfy Financial Requirement)
Schools:	Egg Harbor Township High School
Credit Value:	10
Date Approved:	

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## **DISTRICT MISSION STATEMENT**

Our mission in the Egg Harbor Township School District is to partner with the student, family, school, and community to provide a safe learning environment that addresses rigorous and relevant 21<sup>st</sup> Century standards and best practices which will develop academic scholarship, integrity, leadership, citizenship, and the unique learning style of students, while encouraging them to develop a strong work ethic and to act responsibly in their school and community and every day society.

### **Eagle Work Study – PHILOSOPHY**

We believe that the citizens of the future will need a strong foundation of knowledge. This knowledge will be based on a combination of mastered skills, the ability to be literate and problem-solving individuals able to adapt to an ever-changing world. Egg Harbor Township Public Schools foster students' achievement for personal growth and self-fulfillment. Students' success in work, becoming a good citizen in a diverse society and participation in a multi-cultural community is another goal of Egg Harbor Township Public Schools. It is our desire that students achieve excellence in their application of foundational life skills relative to activities of daily living to promote personal and professional well-being; too connect what they are taught in school to the world of work and the expectations they will face as adults.

### **Eagle Work Study – Statement of Purpose**

The purpose of the Eagle Work Study program is to provide learners with life and career skills necessary to be functioning and contributing members of society. This curriculum guide has been designed to target

21<sup>st</sup> century themes such as critical thinking, problem solving, media, business and financial literacy.

Instruction will focus on school to work transition skills with a concentration on workplace readiness in efforts to better prepare the learner for real world work experiences and to assist with their transition to post high school opportunities. Through role play, cooperative learning projects, group discussions, interactive lessons, community based instruction, use of technology in the classroom and a job shadowing program, students will acquire the skills needed to be successful transitioning from school to work. Students will also practice the art of effective communication, acquire interpersonal and team building skills, develop an awareness of career options, and participate in learning experiences that will help guide them in the acquisition of functional skills that are essential for life.

## **INTRODUCTION**

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning. Teachers who are well-informed and skilled in enabling students to reach those goals, design programs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

## **THE EGG HARBOR TOWNSHIP SCHOOL DISTRICT CURRICULUM TEMPLATE**

The Egg Harbor Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Egg Harbor Township curriculum template, aspects of the backward-design model will be found in the stated enduring *understanding/essential questions, unit assessments, and instructional activities*. Familiarization with backward-design is critical to working effectively with Egg Harbor Township’s curriculum guides.

### **GUIDING PRINCIPLES: WHAT IS BACKWARD DESIGN?**

#### **What is understanding by design?**

“Backward design” is an increasingly common approach to planning curriculum and instruction. As its name implies, “backward design” is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working ‘backward’ to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understanding, pose essential questions, and specify clear evidence that goals, understanding, and core learning have been achieved.

Programs based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

***Stage 1: Identifying Desired Results:*** Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understanding identify the “big idea” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students would be able to answer more deeply and fully these questions as they proceed through the unit. Knowledge and skills are the “stuff” upon which the understandings are built.

***Stage 2: Determining Acceptable Evidence:*** Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is

performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understanding students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

***Stage 3: Designing Learning Activities:*** Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once when stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching what a high quality educational program looks like, and

what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

## **INTENT OF THE GUIDE**

This guide is intended to provide teachers with course objectives and possible activities, as well as assist the teacher in planning and delivering instruction in accordance with the New Jersey Core Curriculum Content Standards. The guide is not intended to restrict or limit the teacher's resources or individual instruction techniques. It is expected that the teacher will reflectively adjust and modify instruction and units during the course of normal lessons depending on the varying needs of the class, provided such modified instruction attends to the objectives and essential questions outlined below.

# **Unit Name: Job Power: Choose Your Career**

**Author:** Judith Panetta Warren

## **Unit 1**

**Subject:** Choose Your Career

**Country:** USA

**Course/Grade:** 12

**State/Group:** NJ

**School:** Egg Harbor Township High School

**Unit Summary:** The unit focuses on choosing a career.

**Unit Resources:** Job Power: Choose Your Career by Weston Walch Publisher

### **Internet Resource Links:**

[www.coin.com](http://www.coin.com)

[www.NJCan.com](http://www.NJCan.com)

[www.Fergusoncareerguidancecenter.com](http://www.Fergusoncareerguidancecenter.com)

[www.careerpath.com](http://www.careerpath.com)

### **STAGE ONE**

#### **Goals and Standards:**

**9.1 Career and Technical Education:** All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

#### **Enduring Understandings:**

**After Completion of the unit, students will understand:**

- How to find out who you are and what skills you possess.
- What is your ideal job
- How to choose a job
- How to improve yourself
- Know your market

#### **Essential Questions:**

- What is your lifestyle?
- What are my skills?
- What are my long term plans?
- What are my weaknesses?
- What Do I like to do?
- How do I feel about work?
- What is my ideal job?
- Where do I want to work?
- What do I want to achieve in a career?

## **Knowledge and Skills:**

Students will be able to:

- Explain what is the ideal lifestyle
- Identify their skills, weaknesses, and what they do best
- State their short term and long-term goals and plans
- Identify what type of company is best suited for them
- Evaluate the importance of benefits in the work place
- Identify possible occupations
- Assess what do I like to do and what I do not like to do
- Know the world around you and the market place
- Complete a list of contacts, interview questionnaires, thank you letter, skill building strategies, and a target list

## **STAGE TWO**

**Performance Tasks:**

- Quizzes and tests
- Oral presentations
- Cooperative learning projects/assignments
- Group discussions
- Internet research to explore career clusters

**Other Evidence:**

- Quarterly Portfolio (10%)
- Homework / Class work assignments
- Class activities
- Formative / Summative assessments

## **STAGE THREE**

**Learning Activities:**

- Action Sheet 1: My Long-term Plans
- Action Sheet 2: Who Am I?
- Action Sheet 3: What are my weaknesses?
- Action Sheet 4: I Am . . . .
- Action Sheet 5: What Do I like to do?
- Action Sheet 6: What do I dislike doing?
- Action Sheet 7: How do I feel about work?
- Action Sheet 8: My ideal job?
- Action Sheet 9: Possible Occupations
- Action Sheet 10: List of Contacts
- Action Sheet 11: Skill-Building Strategies
- Action Sheet 12: Target List

# Job Is A Job

Author: Judith Panetta Warren

## Unit 2

Subject: Finding A Job

Country: USA

Course/Grade: 12

State/Group: NJ

School: Egg Harbor Township High School

Unit Summary: The unit focuses on finding a job.

Unit Resources: Finding A Job Is A Job by Weston Walch Publisher

### Internet Resource Links:

[www.monster.com](http://www.monster.com)

[www.newjerseyhelpwanted.com](http://www.newjerseyhelpwanted.com)

[www.acpess.com](http://www.acpess.com)

[www.indeed.com](http://www.indeed.com)

### STAGE ONE

#### Goals and Standards:

**9.1 Career and Technical Education:** All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

#### Enduring Understandings:

After Completion of the unit, students will understand:

- The reasons to get a job.
- The difference between Job skills and Interests
- How to Choose a Job
- How to acquire a Job Application and how to fill one out
- What do on a job interview and after the job interview

#### Essential Questions:

- Why do I need a job?
- What are your job skills and interests?
- What is the best job for me?
- How do you fill out a job application?
- What do I need to know for a successful job interview?
- How do I follow up after a job interview?

#### Knowledge and Skills:

Students will be able to:

- Explain the reasons for getting a job
- Identify skills and interests
- Assess how to choose a job
- Acquire job applications
- Fill out job applications

- Evaluate the job interview process
- Follow-up after a job interview

## **STAGE TWO**

### **Performance Tasks:**

- Quizzes and tests
- Oral presentations
- Cooperative learning projects/assignments
- Group discussions
- Internet research to explore career clusters

### **Other Evidence:**

- Quarterly Portfolio (10%)
- Homework / Class work assignments
- Class activities
- Formative / Summative assessments

## **STAGE THREE**

### **Learning Activities:**

- Short Application Form Worksheet
- Long Application Form Worksheet
- Interview Questions Worksheet
- Thank-You Letter Worksheet

## **Unit Name: Personal Finance**

**Author:** Judith Panetta Warren

## **Unit 3**

**Subject:** Personal Finance

**Country:** USA

**Course/Grade:** 12

**State/Group:** NJ

**School:** Egg Harbor Township High School

**Unit Summary:** The unit focuses on social studies activities to encourage students to becoming financially responsible adults by teaching applicable financial concepts.

**Unit Resources:** Personal Finance Activity Book – Publisher: Mark Twain Media

### **Internet Resource Links:**

[www.bank.com](http://www.bank.com)

[www.wellsfargo.com](http://www.wellsfargo.com)

[www.ochome.com](http://www.ochome.com)

## **STAGE ONE**

### **Goals and Standards:**

**9.1 Career and Technical Education:** All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

## **Enduring Understandings:**

After Completion of the unit, students will understand:

- Setting income goals
- Bank checking accounts and Savings accounts
- Certificates of deposit
- Common stock and Preferred stock
- Dividends
- Corporate bonds and municipal bonds
- Insurance
- Investments
- Taxes

## **Essential Questions:**

- What are my income goals?
- Why are checking and savings accounts important?
- What are certificates of deposits?
- What is the difference between common stock and preferred stocks?
- How do I earn dividends?
- What is the difference between corporate bonds and municipal bonds?
- What type of insurance will I need?
- What type of investments should I make?
- Why do I have to pay taxes?

## **Knowledge and Skills:**

Students will be able to:

- Set Income Goals
- Maintain a checking account and a savings account
- Describe maturity dates for certificates of deposit
- Explain the difference between common stocks and preferred stocks
- Explain how dividends are earned
- Understand corporate bonds and municipal bonds
- Decide what is the best type of insurance to have
- Analyze different types of investments
- Understand the importance of paying taxes

## **STAGE TWO**

### **Performance Tasks:**

- Quizzes and tests
- Oral presentations
- Cooperative learning projects/assignments
- Group discussions
- Internet research

## Other Evidence:

- Quarterly Portfolio (10%)
- Homework / Class work assignments
- Class activities
- Formative / Summative assessments

## STAGE THREE

### Learning Activities:

Chapter 1	Career and Income Goals
Chapter 2	Checking Accounts
Chapter 3	Savings Accounts
Chapter 4	Insurance
Chapter 5	Stocks and Bonds
Chapter 6	Buying An Automobile and Major Household Goods
Chapter 7	Buying A Home
Chapter 8	Taxes

## Unit Name: Spending and Saving Money

Author: Judith Panetta Warren

### Unit 4

**Subject:** Spending and Saving Money

**Country:** USA

**Course/Grade:** 12

**State/Group:** NJ

**School:** Egg Harbor Township High School

**Unit Summary:** The unit focuses on helping the learner with personal money matters and explores related subjects like taxes and banking.

**Unit Resources:** Things To Know: Spending and Saving Money

### Internet Resource Links:

[www.fidelity.com](http://www.fidelity.com)

[www.bankrate.com](http://www.bankrate.com)

[www.realsimple.com](http://www.realsimple.com)

[www.feedthepig.org](http://www.feedthepig.org)

## STAGE ONE

### Goals and Standards:

**9.1 Career and Technical Education:** All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

### Enduring Understandings:

After Completion of the unit, students will understand:

- Spending limits
- Identify Budget Basics and Budget Categories
- How to save money

- What is considered a money emergency
- The difference between health insurance, homeowner's insurance and car insurance
- Is it better to buy or rent
- How to manage a credit card
- What it means to pay utilities
- The purpose of paying taxes

### **Essential Questions:**

- What are my spending limits?
- How do I prepare a budget?
- What are utilities?
- What type of insurances do I need?
- Are credit cards necessary?
- Why do I have to pay taxes?
- What is better for me, buying or renting?
- Are there money emergencies?

### **Knowledge and Skills:**

Students will be able to:

- Explain spending limits
- Prepare a budget
- Pick car and house insurance
- Pay utilities
- Pay taxes
- Decide to either buy or rent
- Save for an emergency

## **STAGE TWO**

### **Performance Tasks:**

- Quizzes and tests
- Oral presentations
- Cooperative learning projects/assignments
- Group discussions
- Internet research to explore career clusters

### **Other Evidence:**

- Quarterly Portfolio (10%)
- Homework / Class work assignments
- Class activities
- Formative / Summative assessments

## **STAGE THREE**

### **Learning Activities:**

- Spending Limits
- Budget Basics
- Budget Categories
- A Place to Live
- Paying for Utilities
- Shoppers' Choices
- In the Supermarket
- Saving on Clothes
- Thoughts on Transportation
- Money Emergencies
- About Insurance
- Discretionary Income
- Sales Promotions
- Spending at Home
- Free Entertainment
- Renting This and Buying That
- Paying for Health
- Giving Money and Hours
- Investing Money
- Credit Cards
- Warranties and Complaints
- Taxes
- In Time of Trouble

### **Unit Name: Housing**

**Author:** Judith Panetta Warren

### **Unit 5**

**Subject:** Things to Know About Housing

**Country:** USA

**Course/Grade:** 12

**State/Group:** NJ

**School:** Egg Harbor Township High School

**Unit Summary:** This unit helps the learner understand personal housing issues. The unit also explores related subjects like contracts and maintenance.

**Unit Resources:** Things To Know About Housing

### **Internet Resource Links:**

[www.zillow.com](http://www.zillow.com)

[www.realtor.com](http://www.realtor.com)

[www.trulia.com](http://www.trulia.com)

## **STAGE ONE**

### **Goals and Standards:**

**9.1 Career and Technical Education:** All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

### **Enduring Understandings:**

**After Completion of the unit, students will understand:**

- Different types of housing
- Looking for housing
- Researching Ads and Real Estate Agents
- Renting and Buying a house
- Start-up costs and continuing costs
- Furnishing a home
- Roommates
- Outdoor and Indoor maintenance
- Major Building Projects

### **Essential Questions:**

- What are the different types of housing available?
- How do I look for housing?
- What criteria should I have before I start researching ads and contacting a Real Estate Agent?
- Is renting better than buying a house? Is buying a house better than renting?
- What is meant by start-up costs and continuing costs?
- How do I furnish a home?
- Is a roommate the answer?
- Should I be concerned with indoor and outdoor maintenance?
- How should I prepare in the event a major building project becomes necessary?

### **Knowledge and Skills:**

**Students will be able to:**

- Explain the different types of housing
- Show how to look for a house
- Organize the criteria needed before researching ads and contacting a Real Estate Agent
- Compare the pros and cons of renting versus buying a home
- Understand the difference between start-up costs and continuing costs
- Make decisions on the best places to buy furnishings for a house
- Decide if a roommate is the answer

- The importance of indoor and outdoor maintenance
- Prepare for a major building project

## **STAGE TWO**

### **Performance Tasks:**

- Quizzes and tests
- Oral presentations
- Cooperative learning projects/assignments
- Group discussions
- Internet research to explore career clusters

### **Other Evidence:**

- Quarterly Portfolio (10%)
- Homework / Class work assignments
- Class activities
- Formative / Summative assessments

## **STAGE THREE**

### **Learning Activities:**

- Housing for Everyone
- Special Housing
- Shared Housing
- Looking for Housing
- Using Ads
- Using Agents
- Paying for Housing
- Renting an Apartment
- Buying a House
- Start-up Costs
- Continuing Costs
- Help with Housing
- Phones and Phoning
- Furnishing Homes
- Rent-to-Own Furnishings
- Finding Roommates
- Living with Roommates
- Problems with Roommates
- Right to Private Housing
- Right to Safe Housing

- Right to Quiet Housing
- Outdoor Maintenance
- Indoor Maintenance
- Major Building Projects

## **Unit Name: Living on Your Own**

**Author:** Judith Panetta Warren

### **Unit 6**

**Subject:** Living On Your Own

**Country:** USA

**Course/Grade:** 12

**State/Group:** NJ

**School:** Egg Harbor Township High School

**Unit Summary:** This unit summarizes all the previous units. The book used for this unit is a simulation workbook which includes activities on using the Internet for information about jobs and housing, electronic banking and up to date health and nutrition information.

**Unit Resources:** Living On Your Own

#### **Internet Resource Links:**

[www.cfliving.com](http://www.cfliving.com)

[www.wikihow.com](http://www.wikihow.com)

[www.blog.chegg.com](http://www.blog.chegg.com)

### **STAGE ONE**

#### **Goals and Standards:**

**9.1 Career and Technical Education:** All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

#### **Enduring Understandings:**

**After Completion of the unit, students will understand:**

- Getting A Good Job
- Taking Care of Your Money
- Taking Public Transportation
- Choosing a Place to Live and Adding up the costs
- Shopping for Food
- Cleaning a house or apartment
- Use Credit Cards

#### **Essential Questions:**

- How do I find a good job?
- What is the best way to take care of my money?
- What do I need to know about public transportation?
- Where should I live?
- What costs are there when I live on my own?
- How do I know what to buy when I go food shopping?

- What type of cleaning supplies do I need to keep my house or apartment clean?
- Are credit cards a good idea?

### **Knowledge and Skills:**

Students will be able to:

- Find the right job
- Take Care of their finances using banks and other financial institutions
- Read a bus schedule and travel on public transportation
- Choose where they would like to live
- Add up the costs that are involved while living on their own
- Pick the right cleaning supplies needed to keep a clean and neat house or apartment
- Use a credit card to their benefit
- The importance of indoor and outdoor maintenance

### **STAGE TWO**

#### **Performance Tasks:**

- Quizzes and tests
- Oral presentations
- Cooperative learning projects/assignments
- Group discussions
- Internet research to explore career clusters

#### **Other Evidence:**

- Quarterly Portfolio (10%)
- Homework / Class work assignments
- Class activities
- Formative / Summative assessments

### **STAGE THREE**

#### **Learning Activities:**

- The Right Job For You
- Job Hunting in the Classified Ads
- Application for Employment
- Going to a bank
- A savings Account
- A checking account
- Plan your budget
- Get where you are going on the bus
- Think about a place to live
- Places for rent
- Decode the Classifieds
- Life with a Roommate
- Checking out places to live

- Out-of-Pocket Expenses
- A Week of Your Expenses
- In Touch by Phone
- Telephone Talk
- The Electric Bill
- Stock the Kitchen
- Comparison Shopping
- From the Menu to the Grocery Store
- Keep Your Apartment/House Clean
- Cleaning Supplies
- Paying After You Charge
- Credit-Card Application

## **Unit Name: Community Partnership**

**Authors:** Sean Coyle and Judith Panetta Warren

### **Unit 7**

**Subject:** Community Partnership

**Country:** USA

**Grade/Subject:** Grade 12

**State/Group:** NJ

**School:** Egg Harbor Township High School

**Unit Summary:** Through career learning students will be able to take advantage of work place opportunities which will help students better understand themselves and their world as they progress through the educational environment and transition into adult life.

**Unit Resource:** Businesses

**Internet Resources:** Business Web sites

#### **Enduring Understandings:**

After completion of the unit, students will be able to:

**Complete the requirements of the job position held. Some examples of the requirement may be taking inventory, operating a cash register, following orders, punctuality, ability to communicate with customers politely and with eye contact, ability to work with co-workers, ability to exhibit safety precautions that are specific to a particular job setting.**

#### **Essential Questions:**

- How can we effectively communicate with one another while we are on the job?
- How does a positive attitude help my performance on the job?
- What are some of the advantages in working with a team?
- What are some of the safety measures I practice while at my job station?
- How can I effectively use my time while on the job?
- What steps can I take to insure that I complete my job tasks correctly?
- How can I become familiar with mu employer's standards and procedures?

#### **Knowledge and Skills:**

- Run a register
- Implement proper communication skills

- **Be on time**
- **Follow orders**
- **Take inventory**
- **Be polite**
- **Positive work ethic**
- **Follow safety measures**
- **Follow job procedures**

## **Stage 2:**

### **Performance Tasks:**

- **Employer Evaluations**
- **Documented Teacher Observation**
- **Round Table Discussion**

### **Other Evidence:**

- **Teacher checklist/rubric**

## **Stage Three:**

### **Learning Activities:**

- **Teacher facilitated round table discussions**