Work Experience (Experiencing)

Content Area: **Business Management and Information**
Course(s):
Time Period: **Marking Period 1**
Length: **Ongoing - 20 Weeks**
Status: **Published**

Briefy Summary of Unit

This unit is the actual experience of the student over the course of 20 weeks in the day to day activity of their specif worksite mentor. Together, they will set specific goals within the daily work of the site. Visits by the CHS work bas

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

Essential Questions

- What is the everyday experience of a professional in this workplace setting?

- What are ways that I can observe and ask questions of my worksite mentor in an appropriate manner?

- What will be the overarching goals of my internship?

- How can I maximize my experience at my internship?

Enduring Understandings

- Every workplace setting has norms and standards as well as challenges and pitfalls.

- Navigating an appropriate relationship with my worksite mentors is essential to getting the most out of this internship experience.

- It is best to set small goals that give insight into a bigger picture of a possible career path

STUDENTS WILL KNOW

- The requirements and expectations of their day to day interactions at their worksite.

- The importance of regular attendance, observations and interest show at their worksite.

- The basic tasks and projects that their worksite mentor has assigned them

STUDENTS WILL BE SKILLED AT

- Managing their work/school balance, including attendance, tasks and responsibilities at each.

- Specific tasks assigned to them from their worksite mentor.

- Asking relevant questions of their worksite mentor.

- Reflecting on their day to day experience at their worksite.

Learning Plan

- Students will meet with their worksite mentor to set specific goals for their internship.

- Student will create a log of activity for their worksite mentor and Work based Learning Coordinator at CHS

- Student will attend the class meetings required for the internship progress checks

- Student will utilize resources at the worksite to develop meaningful interactions at their internship.

EVIDENCE/PERFORMANCE TASKS

- Students will be held to the highest standard of representing Cranford High School while at their internship

- Students will have a daily log and regular journal reflections regarding their internship

- Students will produce two short papers and a final slideshow regarding their internship.

Standards

P.1	Act as a responsible and contributing community members and employee.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
P.3	Consider the environmental, social and economic impacts of decisions.

P.4	Demonstrate creativity and innovation.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
P.6	Model integrity, ethical leadership and effective management.
P.7	Plan education and career paths aligned to personal goals.
P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
P.9	Work productively in teams while using cultural/global competence.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

Materials

The Experiential Learning Cycle
https://experientiallearninginstitute.org/what-is-experiential-learning/

excerpts from

Bolles, Richard. (2022) "What Color is your Parachute: Your guide to a lifetime of Meaningful Work and Career Success"

MacDougall, Debra Angel and Sanders-Park, Elisabeth Harney. (2010). "The 6 Reasons You'll Get the Job: What Employers l

Zack, Devora. (2019) "Networking for People Who Hate Networking: A Field Guide for Introverts, the Overwhelmed and the

SUGGESTED STRATEGIES FOR MODIFICATIONSn

https://docs.google.com/spreadsheets/d/1wRP4a1BD13A3OUcaWIrKwjUCwr_j4Ynoiy9X5d7Uoos/edit?usp=sharing