

Worthington Schools



Career Based Intervention Graded Course of Study

2011

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INTRODUCTION

The Worthington School District has developed a Graded Course of Study for the Career Based Intervention Program (CBIP) to communicate with staff members, students, parents, and community the overall goals, learning targets, and the performance expectations of the program. This document establishes the content that must be taught in CBIP across the school district. It provides teachers with a structure that supports them in facilitating quality learning experiences for all of the students in Worthington.

The Career Based Intervention Program Graded Course of Study incorporates the standards adopted by the Ohio Department of Education.

The Graded Course of Study for CBIP was developed as a collaborative effort by all of the teachers of the department as well as members of the business community.

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PHILOSOPHY AND GOALS OF THE WORTHINGTON BOARD OF EDUCATION

Instructional Philosophy and Goals

A. Generally

The state and the nation need a well-educated and competent citizenry capable of fulfilling the American ideals of opportunity and achievement. It is the responsibility of the Board of Education to articulate the wishes of the community so that the children under its jurisdiction mature to become knowledgeable, active, and concerned citizens capable of dealing with the challenges of a changing technological world.

The Board of Education of the Worthington Schools believes that the instructional program of the district is its first priority and that every effort be made to carefully plan, organize, implement, evaluate, and communicate this program to the community.

Furthermore, the Board believes the general public should be given ample opportunity to participate in the setting of goals for the instructional program and its evaluation. The professional staff is responsible for the implementation of the goals and the Board has the responsibility of seeking from the community the resources necessary to accomplish the mutually agreed upon goals.

B. Philosophical Bases for Instructional Program

The Board believes that the instructional program is an essential ingredient of the school system and, therefore, matters relating to instruction should be carefully planned, organized, evaluated, and communicated to the community. In its role as the representative policy-making body for the school district, the Board establishes the philosophical bases upon which the school district's programs are built.

They are as follows:

- The instructional program will emphasize the development of fundamental skills and a command of basic knowledge while preparing young persons for the rapidly changing and highly technical world in which they live.
- Students will learn how to make critical judgments and to use their inherent creativity to become effective problem solvers.
- Students will learn self-directed study skills which will serve them during and beyond their years of formal schooling.

- The instructional program will foster positive student attitudes toward change and develop in students the capacities necessary for dealing successfully with a changing world.
- Students will be given varied opportunities to develop their appreciation for the aesthetic aspects of human existence and to develop their talents for artistic self-expression.
- The instructional program will provide varied educational experiences in recognition of the diversity of student abilities, talents and interests.
- The instructional program will provide for the physical and emotional well-being of students.
- Students will be made aware of the interdependence of all peoples and will be encouraged to accept their responsibilities as members of the human family for the survival and welfare of all.
- The instructional program will foster a sense of self-worth and a sense of worth in others along with a sense of responsibility for one's personal development.
- The instructional program will recognize the need for lifelong learning and provide educational opportunities for citizens of all ages.

C. Personnel

The Board recognizes that the successful implementation of the instructional program requires the employment of quality personnel. Furthermore, the Board believes opportunities for continuous personal and professional development are essential for ensuring the vitality of the educational program.

D. Evaluation

The curriculum shall be periodically and systematically reviewed by staff as determined by the superintendent but at a minimum as required by state law.

MISSION STATEMENT AND BELIEFS

Mission

The Worthington Schools Inspires Learning for All.

Vision

We develop life-long learning through visionary leadership, effective teaching and learning practices, wise resource management, and information-based accountability in a safe, positive, and supportive environment.

Beliefs

- Provide a culture of safety and respect for each member of the school community.
- Enhance learning and self-worth by meeting individual needs.
- Effectively utilize human, technological, and financial resources.
- Recruit, select, and retain quality staff.
- Expect personal and professional growth of each member of the school community.
- Involve community through engagement, partnership, and collaboration.

PHILOSOPHY OF CAREER BASED INTERVENTION

The philosophy of Career Based Intervention is to enable students who are experiencing barriers to academic and career success to become fully functioning citizens by assisting them to attain academic competence, employability skills, career direction, independent living skills, and physical and emotional well-being. These opportunities for student success occur within a supportive environment that provides diverse opportunities for students to experience Career Exploration using 21st century skills through exposure to multiple applications of technology.

Worthington's Career Based Intervention (CBI) Program is a Career-Technical Education Program designed for high school students who are identified as at risk academically or disadvantaged economically or both and who have barriers to achieving academic and career success. The program's aim is to help students improve academic competence, graduate from high school, develop employability skills, implement a career plan, and participate in a career pathway in preparing for postsecondary education and careers. The CBI program provides a combination of educational and work-based learning opportunities for student success. Work-based learning can be paid or nonpaid and can be single or multiple periods in length.

GOALS FOR CAREER BASED INTERVENTION

- To support, assist, and provide resources to students as they work to overcome the inherent barriers that limit our at-risk population.
- To develop confidence in and motivation for learning.
- To develop a meaningful, individualized career pathway.
- To develop a range of functional and critical thinking skills related to information, communication, and technology.
- To develop human relation skills necessary for successful interaction with peers, family, co-workers, and authorities.
- To develop habits leading to personal wellness.
- To develop financial literacy skills.
- To acquire the skills required to find and keep employment including applications, interviews, promotions, and change of employers.
- To provide educational options for earning high school credit.
- To improve fundamental academic skills.
- To assist students in gaining an appreciation for positive character traits and character education.

CAREER BASED INTERVENTION PROGRAM ASSESSMENT

Student assessment is the systematic process of collecting evidence of student learning, skill mastery, and on-task performance. In the Career Based Intervention Program the assessment applies to the classroom and extends beyond to include the ability to apply the learning in employment situations.

For assessment to be valuable to both the student and the instructor, the following principles are included:

1. Student responses to both oral and written questions
2. Student self-evaluation
3. Varied approaches to measurement of performance
4. Achievement and diagnostic tests
5. Individualized conferences with student, the teacher, and the parent/guardian
6. Individual conferences with student, job coordinator, and employer
7. Accumulative record of student accomplishments in student portfolios
8. Advanced description of criteria used for evaluation of student performance
9. Opportunity for student feedback

Specific examples of assessment include:

1. Student work samples
2. Multimedia presentations
3. Rubrics/checklists
4. Participation in group activities
5. Tests, quizzes, and exams
6. Student self-evaluation activities
7. Research projects
8. Portfolios
9. Peer assessment
10. Informal observations and discussion
11. Student interviews
12. Writing samples

CAREER BASED INTERVENTION COURSE DESCRIPTION

The Worthington Schools Career Based Intervention (CBI) Work Experience and Career Exploration Program (WECEP) is a program designed to assist high school students who have experienced limited success in the traditional academic program.

CBI provides students with an opportunity to successfully complete high school coursework by assisting them to earn credits toward graduation, develop basic academic skills, adjust to high school, and gain job and employability skills and experience while earning money through genuine work experience.

Students are given one work period per day. They are required to have a job off campus or an unpaid shadowing experience and work a minimum of 64 hours per semester. Students also enroll in an additional class with the CBI teacher. Career Based Intervention–Related focuses on job, career, and life skills-related instruction. In addition to CBI class work, participating students take Math, English, Science, Social Studies, and Physical Education classes in order to fulfill graduation requirements.

A major goal of this program is to assist and guide the students to acquire credits toward a timely graduation from high school.

PERSONAL AND PROFESSIONAL PORTFOLIOS

One important aspect of the program is the development of Personal and Professional Portfolios. A portfolio is a fluid, evolving, and growing cumulative record of student learning and performance. The two portfolios (personal and professional), while serving some of the same purposes, are used in different ways. The personal portfolio will reflect student achievement and learning, while the professional portfolio will reflect the student's qualifications to prospective employers.

The Purpose of the Portfolio is to provide evidence in the following areas:

- Assessment
- Growth
- Reflection
- Self-Evaluation
- Student Accomplishments
- Skills Learned
- Process
- Cumulative Record
- Reference and Transition Tools
- Student Engagement
 - ~ Responsibility for Own Learning
 - ~ Directed Learning
- Goals – Looking at Life After HS Graduation

Following is a list of what is to be included in the Personal and Professional Portfolios of each Career Based Intervention student.

Personal Portfolio

1. Personal Inventory
2. Monthly Budget
3. Home Design
4. Essential Wardrobe List
5. Personal Hygiene Routine
6. Insurance; Written Evaluation of Scenario
7. Criteria for Home Shopping

PERSONAL AND PROFESSIONAL PORTFOLIOS

8. Criteria for Automobile Shopping
9. Evaluation of Mock Interview
10. Discussion Generated Handouts:
 - a. How to make a good first impression
 - b. How to prepare for an interview
 - c. Technology etiquette
 - d. How to write a cover letter
 - e. How to write a proper paragraph
 - f. How to write and address a proper business letter
 - g. Helpful websites
 - h. How to fill out tax forms
 - i. How to go about researching investments
 - j. Do's and don'ts in respect to buying a home
 - k. Do's and don'ts in respect to buying a car
 - l. Do's and don'ts in home decorating
 - m. Tips for most effective grocery shopping
 - n. Tips for home safety
 - o. Home preventive maintenance
 - p. Automobile preventive maintenance

Professional Portfolio

1. Résumé
2. Cover Letter
3. Letters of Reference
4. Job Evaluations
5. Standard Application for Employment

CAREER BASED INTERVENTION PROGRAM LEARNING TARGETS

STRAND 1: SOLVING PROBLEMS AND THINKING SKILLFULLY

1.1	Solve problems and make decisions in work-related situations
1.1.1	Identify factors that influence problem solving and decision making
1.1.2	Analyze the source of the problem or the situation requiring a decision
1.1.3	Generate possible alternatives
1.1.4	Analyze possible alternatives
1.1.5	Match problem-solving and decision-making processes to the situation
1.1.6	Use creative thinking processes to support solving problems and making decisions
1.1.7	Justify solution or decision with evidence to support or refute alternatives
1.1.8	Formulate action plans
1.1.9	Implement action plans
1.1.10	Evaluate action taken
1.1.11	Monitor action plans
1.1.12	Adjust action plans as needed
1.2	Read for information and understanding
1.2.1	Locate needed information in written materials using formatting cues, skimming, and scanning
1.2.2	Interpret written information, including manuals, graphs, and schedules
1.2.3	Unlock the meaning of unknown or technical vocabulary using standard strategies (e.g., context clues, prefixes, suffixes)
1.2.4	Locate key points, main ideas, relevant details, facts, and specifications in written materials
1.2.5	Judge the accuracy, appropriateness, style, and plausibility of information, proposals, or theories in materials read
1.3	Use observation skills to analyze work-related situations.
1.3.1	Collect data through sensory perceptions – seeing, hearing, tasting, touching, and smelling
1.3.2	Identify predictable patterns and relationships in given situations
1.3.3	Monitor situations for deviations
1.3.4	Identify patterns and relationships that create doubt, uncertainty, difficulty, or disappointment
1.3.5	Devise appropriate responses to given situations
1.3.6	Apply past observations to present work-related situations
1.4	Apply mathematical processes
1.4.1	Solve mathematical problems involving whole numbers and integers
1.4.2	Solve mathematical problems involving fractions, mixed numbers, decimals, percentages, ratios, and proportions
1.4.3	Apply systematic counting techniques and algorithmic thinking to represent, analyze, and solve problems
1.4.4	Use estimates to determine reasonableness of proposed problem solutions
1.4.5	Use appropriate technology in the solution of math-related problems
1.4.6	Describe problem situations using numerical, symbolic, and graphical representations
1.4.7	Apply combinations of algebraic techniques

CAREER BASED INTERVENTION PROGRAM LEARNING TARGETS

1.4.8	Represent problem situations with geometric models (including applying the properties of figures)
1.4.9	Express mathematical ideas orally and in writing
1.5	Apply measurement and spatial skills
1.5.1	Demonstrate knowledge of units of measurement
1.5.2	Select measurement techniques appropriate for given situation
1.5.3	Match measurement tools to measurement requirements
1.5.4	Determine degree of accuracy required for given situation
1.5.5	Analyze implications of the degree of accuracy of various measurements
1.6	Apply statistical analysis skills
1.6.1	Estimate probability using standard techniques and formulas
1.6.2	Analyze software options available for statistical analysis
1.6.3	Select software option most appropriate for given situation
1.6.4	Analyze statistical data using selected software
1.6.5	Make inferences or predictions based on data analysis
1.6.6	Represent statistical data using tables, charts, and graphs
1.7	Analyze critical data to guide work activities
1.7.1	Identify critical data needed
1.7.2	Determine the level of detail necessary for various situations according to prescribed procedures (including task analysis; procedural analysis; financial activities; personnel matters; customer contacts; noncompliance and violations; and/or deviations from normal operation of processes, equipment, and instrumentation)
1.7.3	Ensure that documentation is complete and error-free and provides valid and reliable evidence
1.7.4	Ensure that documentation is in compliance with established procedures
1.7.5	Analyze documentation to determine appropriate actions for specific situations
1.8	Utilize scheduling techniques to ensure that jobs are completed by the stated due date
1.8.1	Develop awareness and appreciation for timely scheduling
1.8.6	Make changes in schedules as appropriate/necessary
1.9	Demonstrate knowledge of the economy and how it functions as a whole
1.9.1	Analyze how individuals and societies make choices to satisfy wants with limited resources
1.9.2	Analyze how factors of production (including land, labor, capital, and entrepreneurship) are used to produce goods and services
1.9.3	Analyze how individuals and households exchange their resources for income in order to buy goods and services
1.9.4	Analyze how individuals and business firms use resources to produce goods and services to generate revenue
1.9.5	Identify the characteristics of command, market, and traditional economies
1.9.6	Analyze how all levels of government assess taxes in order to provide services

CAREER BASED INTERVENTION PROGRAM LEARNING TARGETS

1.10	Demonstrate knowledge of the economy as a framework within which decisions are made by individuals and groups
1.10.1	Determine opportunity costs and trade-offs
1.10.2	Identify key individuals and groups that make economic decisions at the local, state, national, and international levels
1.10.3	Identify the important roles that local, state, national, and international governments play in a global economy
1.10.4	Characterize how government decisions affect individuals
1.10.5	Identify how geographic factors affect the political and economic systems of other countries
1.10.6	Analyze how national and international markets allocate goods and services
1.10.7	Analyze how resources, goods, and services are exchanged in national and international markets
1.10.8	Demonstrate knowledge of competition and how it affects national and international markets
1.10.9	Demonstrate knowledge of supply and demand and how it affects national and international markets
STRAND 2: COMMUNICATING EFFECTIVELY	
2.1	Apply basic communication skills
2.1.1	Guide communication activities using established rules for grammar, word usage, spelling, and sentence construction
2.1.2	Select communication style appropriate to audience and situation
2.1.3	Present messages in a form that assists recipient's understanding (e.g., speak and write clearly and concisely, write legibly)
2.1.4	Locate needed information using communications reference tools (e.g., dictionary, thesaurus, style manual, work division guide)
2.1.5	Interpret oral, written, and nonverbal messages
2.1.6	Follow written and oral instructions
2.1.7	Clarify messages received (e.g., through paraphrasing, questioning)
2.1.8	Communicate basic messages in a language other than English
2.2	Apply oral communication skills
2.2.1	Apply basic communication skills in communicating orally
2.2.2	Use nonverbal techniques to reinforce the intended verbal message
2.2.3	Support oral communication with creative attention-getters, analogies, examples, verbal illustrations, etc.
2.2.4	Supplement oral communication with other forms of communication (including graphic, written, artistic)
2.2.5	Demonstrate sensitivity to cultural diversity (e.g., accepted variations in distances between speakers, use of eye contact, meaning of gestures, bias-free language)
2.2.6	Adjust delivery according to perceived reception
2.3	Apply written communication skills
2.3.1	Apply basic communication skills in communicating in electronic form
2.3.2	Organize information into the appropriate format in accordance with standard practices (including prewriting, drafting, proofreading, editing/revising, preparing final copy, publishing)
2.3.3	Incorporate creative and original elements (e.g., unique writing style, content, layout) in the written product
2.3.4	Supplement written communication with other forms of communication (including graphic, oral, artistic)
2.3.5	Demonstrate sensitivity to cultural diversity
2.3.6	Use technology (e.g., spelling checkers) to enhance accuracy

CAREER BASED INTERVENTION PROGRAM LEARNING TARGETS

2.4	Apply technical writing skills
2.4.1	Apply basic communication skills
2.4.2	Consider topic in relation to the audience and purpose
2.4.3	Determine when graphics, charts, and sketches are needed to support and clarify text
2.4.4	Present information in a clear and concise manner
2.5	Apply listening skills
2.5.1	Identify major points of the message (including key information, directions, specific details)
2.5.2	Determine real needs or goals by attending to both verbal and nonverbal messages
2.5.3	Differentiate between facts, opinions, and feelings
2.5.4	Document message using standard note-taking techniques
2.5.5	Overcome communication barriers
2.5.6	Clarify communication by rephrasing statements, asking questions, showing empathy, and interpreting both verbal and nonverbal information
2.6	Apply demonstration/presentation skills
2.6.1	Apply basic communication skills in presenting a demonstration/presentation
2.6.2	Select valid and reliable reference(s)
2.6.3	Organize content based on purpose and audience
2.6.4	Determine desirable format
2.6.5	Incorporate creative and original elements into the demonstration/presentation
2.6.6	Organize the components necessary to conduct a demonstration/presentation (including resources, equipment, handouts, graphics, advance organizers)
2.6.7	Incorporate media that support and enhance the purpose of the demonstration/presentation (including projection equipment, computer software)
2.6.8	Present the results of an investigation
2.6.9	Demonstrate the operation of equipment or facilities and/or given techniques and procedures
2.6.10	Communicate possible problems, processes, and solutions
2.6.11	Demonstrate knowledge of the topic(s) to be communicated
2.6.12	Use self-expression appropriate to the situation (including grooming, adjustment of behavior, expression of feelings and ideas)
2.6.13	Convey information to audience according to accepted business communication practices
2.6.14	Adjust communication according to audience feedback
2.7	Apply graphic communication skills
2.7.1	Apply basic communication skills in communicating through graphics
2.7.2	Ensure that all information is accurate and complete
2.7.3	Specify graphics needed to support presentations
2.7.4	Communicate information using graphics in print, poster, or transparency form
2.7.5	Communicate information using slides prepared with presentation software

CAREER BASED INTERVENTION PROGRAM LEARNING TARGETS

2.7.6	Incorporate creative and original elements into graphics
2.7.7	Employ effective design techniques in development of graphics (including space, lines, shading, shaping, symbols)
2.7.8	Demonstrate sensitivity to cultural diversity
2.8	Apply artistic communication skills
2.8.1	Apply basic communication skills in communicating artistically
2.8.3	Analyze exemplary works through the relationship between artistic practices, products, and perspectives
2.8.4	Interpret historical and modern artifacts
2.8.5	Demonstrate artistic and creative techniques of production and performance
2.8.6	Create an original artifact or performance that demonstrates an understanding of history and culture
2.9	Convey information through multimedia presentations
2.9.1	Organize content based on purpose and audience
2.9.2	Evaluate which set of procedures, tools, or equipment will produce the desired results
2.9.3	Produce a presentation, including designing, creating, importing data and graphics, editing, formatting, and sequencing
2.9.4	Operate multimedia equipment
2.9.5	Apply problem-solving techniques to resolve problems encountered in the process of designing and implementing multimedia presentations
2.10	Create graphs and charts
2.10.1	Access sources of needed information
2.10.2	Select data for inclusion
2.10.3	Convert data into chosen graphical format
2.10.4	Ensure that the results are correctly represented (including font, scale, size)
2.10.5	Draw conclusions from information presented in graphs and charts
2.11	Build interpersonal relationships
2.11.1	Demonstrate knowledge of the components of effective communication
2.11.2	Relate to people of different ages, abilities, genders, cultures, and behavior styles
2.11.3	Demonstrate caring, empathy, and appreciation for others
2.11.4	Communicate personal feelings, needs, and ideas constructively
2.11.5	Demonstrate effective listening skills
2.11.6	Manage conflict and stress

CAREER BASED INTERVENTION PROGRAM LEARNING TARGETS

STRAND 3: APPLYING TECHNOLOGY	
3.1	Demonstrate technological literacy
3.1.1	Demonstrate knowledge of the basic technology systems currently available (e.g., manufacturing technology, organizing and accessing information for technology)
3.1.2	Analyze the interplay of technology with social issues, gender issues, ethics, law, and government
3.1.3	Identify the uses of technology in industry, education, the political arena, and day-to-day consumer affairs
3.1.4	Analyze the benefits and costs of new developments in technology
3.1.5	Make decisions about the use of technology that improve performance in the workplace, in school, and in the home
3.2	Access/transmit information using electronic communication systems
3.2.1	Determine which systems are most appropriate for given situations
3.2.2	Transmit messages electronically
3.2.3	Access information electronically (e.g., via information services, CD-ROMs, laser disks, videos, and the Internet)
3.2.4	Conduct searches electronically
3.2.5	Participate in electronic discussion groups
3.3	Demonstrate computer literacy
3.3.1	Choose the hardware, software, and online services that will produce the desired results
3.3.2	Comply with ethical standards in the acquisition, organization, analysis, and communication of information
3.3.3	Keep informed of legal parameters regarding computers
3.3.4	Provide routine maintenance and repair of computer hardware and software
3.3.5	Write basic computer programs for given purposes
3.4	Use database software in work-related situations
3.4.1	Demonstrate knowledge of the functions and features of database software
3.4.2	Identify the type of data needed
3.4.3	Determine the best database to aid in the collection, tabulation, synthesis, and evaluation of the particular data identified
3.4.4	Locate needed operations information using software documentation or help functions
3.4.5	Construct database for the specified purpose
3.4.6	Access needed information from the database
3.4.7	Select report design for presenting data
3.5	Use spreadsheet software in work-related situations
3.5.1	Demonstrate knowledge of the functions and features of spreadsheet software
3.5.2	Identify the type of data needed
3.5.3	Determine the best spreadsheet to aid in the collection, tabulation, synthesis, and evaluation of the identified data
3.5.4	Locate needed operations information using software documentation or help functions

CAREER BASED INTERVENTION PROGRAM LEARNING TARGETS

3.5.5	Construct spreadsheet for the specified purpose
3.5.6	Analyze data
3.5.7	Interpret results
3.6	Use word-processing software in work-related situations
3.6.1	Demonstrate knowledge of the functions and features of word-processing software
3.6.2	Construct word-processed documents for the specified purpose
3.6.3	Locate needed operations information using software documentation or help functions
3.6.4	Integrate databases, spreadsheets, graphics, and desktop publishing files into word-processed documents
3.6.5	Edit documents using available software features and functions
STRAND 4: WORKING RESPONSIBLY	
4.1	Demonstrate leadership
4.1.1	Identify a variety of leadership strategies
4.1.2	Demonstrate leadership qualities
4.1.3	Distinguish between the uses of leadership and management
4.1.4	Analyze the factors influencing choice of leadership strategies in a given situation
4.1.5	Match leadership strategies to the given group situation
4.1.6	Collaborate with others to accomplish goals
4.2	Contribute to teamwork
4.2.1	Demonstrate sensitivity to cultural, gender, and generational differences (in communication, interpersonal skills, and learning preferences)
4.2.2	Demonstrate concern for each team member and for team goals (e.g., provide encouragement, maintain a can-do attitude and common focus)
4.2.3	Complete aspects of assigned tasks according to team-established procedures and within specific timelines
4.2.4	Employ group process techniques to solve problems, make decisions, build consensus, resolve or manage conflicts, construct compromises, support self-expression, and bring forth new ideas and opinions
4.2.5	Evaluate the team's efforts
4.3	Choose ethical courses of action in all work assignments and personal interactions
4.3.1	Establish a personal code of ethics
4.3.2	Ensure that personal code of ethics is consistent with the professional code of ethics of the chosen profession
4.3.3	Identify strategies that strengthen desirable character traits (including honesty, integrity, compassion, empathy, justice)
4.3.4	Identify consequences of unethical conduct
4.3.5	Recognize conflict between personal/professional ethics and the ethics of others
4.3.6	Demonstrate awareness of legal responsibilities (e.g., copyright laws, harassment, equity)
4.3.7	Identify strategies for responding to the unethical actions of individuals and organizations

CAREER BASED INTERVENTION PROGRAM LEARNING TARGETS

4.4	Demonstrate the work ethic
4.4.1	Exhibit desirable personal and professional attitudes and behaviors (including positive view of self and work, awareness of impact on others, responsibility, pride)
4.4.2	Exhibit desirable personal and professional work habits and behaviors (including punctuality, regular attendance, quality performance, meeting or exceeding of job expectations, self-motivation, honesty)
4.4.3	Determine own role within the company's mission
4.4.4	Participate in required and voluntary professional development to benefit employer and self
4.4.5	Improve performance for the benefit of employer and self
4.4.6	Display a sense of personal responsibility for the welfare of the company and colleagues (including health, safety, environmental concerns)
4.4.7	Distinguish between work ethics of various organizations, work groups, and cultures
4.5	Comply with the confidentiality requirements of workplace policies and procedures
4.5.1	Identify types of confidential information (including mail and information about personnel, customers, company)
4.5.2	Maintain records on the distribution of information using established format and procedures
4.5.3	Provide information only to authorized personnel, whether transmitted physically or via technology
4.5.4	Inspect returned materials for completeness
4.5.5	Identify the consequences of a breach of confidentiality
4.6	Apply appropriate strategies for dealing with the differences associated with diversity (e.g., racial, ethnic, gender, educational, social, and age)
4.6.1	Recognize the differences associated with diversity and the implications of those differences
4.6.2	Demonstrate effective interpersonal skills in working with others of different backgrounds
4.6.3	Express feelings, actions, and ideas respectfully
4.6.4	Identify appropriate strategies and solutions for dealing with cultural conflicts and differences
4.6.5	Demonstrate respect for diverse international business practices and etiquette
STRAND 5: PLANNING AND MANAGING A CAREER	
5.1	Identify how personal interests, abilities, and skills relate to choosing a career
5.1.1	Determine own interests and aptitudes
5.1.2	Relate personal interests to academic and occupational skills
5.1.3	Identify impact of abilities and skills on career development
5.1.4	Identify how self-knowledge relates to making career choices
5.2	Investigate career options
5.2.1	Identify career options, including self-employment and nontraditional careers
5.2.2	Identify the range of available career information sources
5.2.3	Research knowledge, abilities, and skills needed in each occupation using a variety of resources (e.g., handbooks, career materials, labor market information, computerized career-information delivery systems, and role models/mentors)

CAREER BASED INTERVENTION PROGRAM LEARNING TARGETS

5.2.4	Select careers that best match interests and aptitudes
5.2.5	Analyze the impact of factors such as population, climate, employment trends, and geographic location on occupational choice
5.2.6	Assess differences in the wages, benefits, annual incomes, cost of living, and job opportunities associated with selected career options
5.2.7	Identify potential conflicts between interests/aptitudes and career choices
5.2.8	Identify how career choices influence family, personal life, and lifestyle
5.2.9	Assess labor market information pertaining to career options
5.2.10	Explore future trends and occupations in the world of work
5.3	Chart career using career-planning skills
5.3.1	Demonstrate use of career information
5.3.2	Identify elements of career planning
5.3.3	Summarize the educational requirements of various occupations
5.3.4	Identify skills that apply to a variety of occupations
5.3.5	Identify challenges that may interfere with individual career plan (e.g., gender issues, misinformation, expectations of others, and conditions of labor market)
5.3.6	Identify short-term and long-term goals for achieving career plan
5.3.7	Develop a career plan
5.3.8	Showcase interests, aptitudes, and skills utilizing a portfolio
5.3.9	Annually review/revise the individual career plan
5.4	Demonstrate skill needed to enter or reenter the workforce
5.4.1	Apply knowledge of personal abilities, interests, and skills to the seeking of employment regionally, nationally, and globally
5.4.2	Develop job-getting tools (including résumés, letters of application, portfolios)
5.4.3	Demonstrate job-getting skills (including locating acceptable jobs, interviewing, completing a job application, and interpreting an employee contract)
5.4.4	Demonstrate skill in a second language if required for the position
5.4.5	Maintain a portfolio demonstrating job competence and containing job-getting tools
5.5	Demonstrate job-keeping skills and job-changing skills
5.5.1	Demonstrate strong communication skills orally, in writing, or via computer
5.5.2	Apply basic arithmetic and mathematics skills to job tasks
5.5.3	Apply thinking skills to job tasks (including creative thinking, decision making, reasoning, problem solving, interpretation of information)
5.5.4	Apply interpersonal skills in relating to others on the job
5.5.5	Identify an awareness of employer expectations for the job
5.5.6	Carry out job tasks in accordance with employer expectations
5.5.7	Display positive work ethic

CAREER BASED INTERVENTION PROGRAM LEARNING TARGETS

5.6	Upgrade career skills
5.6.1	Identify personal and workplace changes that require upgrading of own skills
5.6.2	Modify own career goals based on personal and workplace changes
5.6.3	Analyze various education/training options for securing needed upgrading
5.6.4	Identify professional development opportunities
5.6.5	Participate in professional development activities
5.6.6	Recognize need for lifelong upgrading of career skills
5.7	Explore opportunities to create businesses
5.7.1	Identify an unmet need or opportunity for provision of a good or service
5.7.2	Identify potential target markets nationally and/or internationally
5.7.3	Identify factors that contribute to the success or failure of a business
5.7.4	Evaluate the costs and benefits of future opportunities (e.g., renovations, improvements, international trade opportunities, expansions, addition of new products or services)
5.7.5	Evaluate entrepreneurship and intrapreneurship opportunities
5.7.6	Identify components of a business plan, considering various factors for identified opportunities and marketing strategies (including population, climate, location, supply and demand, competition)
5.7.7	Develop personal and electronic networking skills
STRAND 6: MANAGING RESOURCES	
6.1	Apply self-management processes in the workplace
6.1.1	Develop a system for organizing work
6.1.2	Apply time-management skills
6.1.3	Apply anger-management skills
6.1.4	Apply stress-management skills
6.1.5	Arrange work environment based on the principles of ergonomics
6.1.6	Maintain a work area conducive to productivity (e.g., neat, orderly)
6.1.7	Manage resources to support achievement of goals
6.2	Use reference materials to obtain information appropriate to a given problem, topic, or situation
6.2.1	Obtain needed technological and informational reference materials
6.2.2	Collect information from selected references
6.2.3	Evaluate the validity and reliability of the information obtained
6.2.4	Organize information for use in problem solving, decision making, or communications
6.2.5	Apply information to workplace situations

CAREER BASED INTERVENTION PROGRAM LEARNING TARGETS

6.3	Maintain/promote wellness
6.3.1	Recognize positive and negative influences on wellness (including social activities, sports, hobbies, environment, health, emotions, economics)
6.3.2	Participate in the arts disciplines and/or extracurricular activities (including dance, music, theater, visual arts, sports) that promote wellness and balance within an individual and the health condition of peer(s)
6.3.3	Follow wellness principles that result in significant, measurable improvements in own overall health condition
6.3.4	Monitor health and health parameters
6.3.5	Act on environmental issues that influence wellness
6.4	Determine the impact of government regulations and business/industry procedures on the performance of particular job functions
6.4.1	Identify the purpose of government regulations and their impact on the management of resources
6.4.2	Differentiate among federal, state, and local regulations and local business and industry procedures
6.4.3	Identify the various agencies involved in government oversight
6.4.4	Identify which regulations or guidelines take priority in a given situation
6.4.5	Locate information about the required process(es) for implementing regulations
6.4.6	Comply with regulations in the handling of materials, services, resources, and/or work activities (including inspection or self-monitoring)
6.5	Implement safety procedures and programs
6.5.1	Identify safety requirements
6.5.2	Demonstrate knowledge of safety rules and guidelines
6.5.3	Interpret safety signs and symbols
6.5.4	Demonstrate desirable safety attitudes and habits
6.5.5	Use safety equipment in accordance with established procedures
6.5.6	Document results of safety procedures and programs
6.6	Support the provision of first aid in accordance with company policy and procedures
6.6.1	Identify supplies and equipment needed in emergency situations
6.6.2	Locate supplies and equipment needed in emergency situations
6.6.3	Follow established procedures for the administration of first aid until official help arrives
6.6.4	Analyze the impact of stress throughout an emergency situation
6.6.5	Practice universal precautions during first aid procedures (including those related to blood-borne pathogens, confined spaces, emergency egress, fire safety, hearing conservation)
6.7	Manage work and family responsibilities for the well-being of self and others
6.7.1	Explore the meaning of work and the meaning of family
6.7.2	Analyze how work life is affected by families and how families are affected by work life
6.7.3	Implement strategies for balancing work and family roles

CAREER BASED INTERVENTION PROGRAM LEARNING TARGETS

6.8	Determine resources needed to produce a given product or provide a service
6.8.1	Identify the different types of resources involved in the production of a product or provision of a service (e.g., financial, human, material, equipment)
6.8.2	Create a management plan for the allocation of financial resources to meet financial goals
6.8.3	Plan for the appropriate allocation and use of materials and equipment
6.8.4	Plan for the allocation and use of human resources
6.8.5	Plan for the allocation and use of information and technology needed to make and support decisions
6.8.6	Plan for the allocation and use of natural resources
6.8.7	Plan for the allocation and use of space so as to make the best use of facilities for goal achievement
6.9	Ensure the quality of products and services
6.9.1	Identify the importance of individual and organizational productivity in the workplace and how it affects the profitability of the business
6.10	Utilize an inventory control system to track supplies, materials, and equipment
6.10.1	Determine the factors, including regulations, that influence the type of control system used
6.10.2	Develop an inventory system
6.10.3	Maintain the inventory system
6.10.4	Report the inventory results
6.11	Make informed financial decisions
6.11.1	Identify the need for personal financial management records
6.11.2	Create a budget
6.11.3	Evaluate the effectiveness of the budget
6.11.4	Demonstrate knowledge of how credit affects personal/family finances
6.11.5	Identify the steps to follow to avoid credit problems
6.11.6	Make informed consumer choices in response to personal needs and wants
6.11.7	Identify the factors that influence consumer decisions (e.g., advertisements, peer groups, price, location)
6.11.8	Recognize the value of company benefits and the importance of retirement planning
6.11.9	Identify the costs and benefits for individuals of various types of taxation at the local, state, and federal levels
6.12	Develop awareness of practices for on-line banking and payments

Adapted from Career Based Intervention Program Course of Study, Warren County Career Center

CAREER BASED INTERVENTION YEAR-LONG MAPPING PLAN FIRST SEMESTER

Weeks	Topic/Focus	Concepts/Skills	Activities/Resources	Assessments
Week 1 3 days	Unit 1: You and Your World	<ul style="list-style-type: none"> • Learning about yourself • Character development 	<ul style="list-style-type: none"> • Goal checklist • Vocabulary notebook 	<ul style="list-style-type: none"> • Vocabulary checklist
Weeks 2 – 3 9 days	Unit 1: Preparing to Reach Your Goals	<ul style="list-style-type: none"> • Researching potential careers that correspond with results of Aptitude Inventory www.careercluster.org 	<ul style="list-style-type: none"> • Take personal inventory • Discuss with partner the strengths and weaknesses of each other • Pair up students for discussion • Aptitude inventory 	<ul style="list-style-type: none"> • Personal inventory document for portfolio • Vocabulary checklist
Weeks 4 – 5 9 days	Unit 2a: Entering the World of Work	<ul style="list-style-type: none"> • Using technology to develop a quality hard copy of résumé and cover letter • Discussion of why a résumé and presentation is important 	<ul style="list-style-type: none"> • Develop, word process, save, and print résumé • Have guest editors proofread and suggest improvements 	<ul style="list-style-type: none"> • The end product: A perfect résumé – step one in building the portfolio • Vocabulary checklist
Weeks 6 – 7 9 days	Unit 2b: Making Application for a Job	<ul style="list-style-type: none"> • Making a good impression on paper • Cover letter • Résumé • Obtaining letters of reference 	<ul style="list-style-type: none"> • Discussion of why it is important that materials presented to gain employment must be perfect 	<ul style="list-style-type: none"> • Critique finished product • Put material in presentable order • Vocabulary checklist
Weeks 8 – 9 9 days	Unit 2c: Interview Process	<ul style="list-style-type: none"> • Preparing for interview • Research the company • Plan for appearance for the actual face-to-face interview • Interview skills • Learning what questions are appropriate to ask the interviewer 	<ul style="list-style-type: none"> • Demonstrate and role play interview process • Class critiques each interview with the classroom teacher 	<ul style="list-style-type: none"> • Evaluation of mock interviews • 10-question quiz over covered material in the Entering the World of Work unit • Vocabulary checklist
Weeks 10 – 11 9 days	Unit 2d: Maintaining a Job	<ul style="list-style-type: none"> • Understanding employer's expectations • Understanding and developing good employee habits • Develop a "learning the job" checklist 	<ul style="list-style-type: none"> • Brainstorming a list of employer expectations and list of employee rights and expectations 	<ul style="list-style-type: none"> • Discussion of how this applies to the position each student has • Teacher will provide input through job visitations and regular evaluations

**CAREER BASED INTERVENTION YEAR-LONG MAPPING PLAN
FIRST SEMESTER (continued)**

Weeks	Topic/Focus	Concepts/Skills	Activities/Resources	Assessments
Weeks 12 – 13 9 days	Unit 2e: Changing Jobs	<ul style="list-style-type: none"> Understanding networking and how interpersonal relationships are important (your boss, fellow workers, people from other companies, etc.) 	<ul style="list-style-type: none"> Class discussion about how it is important to have good relationships with people while employed at present job Discuss effective and ethical networking skills 	<ul style="list-style-type: none"> 10-question quiz over the concept of positively leaving a position and networking Vocabulary checklist
Weeks 14 – 15 7 days	Unit 3a: Developing Interpersonal and Professional Relationships	<ul style="list-style-type: none"> Speaking, listening, and writing skills Professional vs. casual communications 	<ul style="list-style-type: none"> Develop list and discuss proper communication habits Practice written communications Paragraphs – both professional and casual Students will stand and describe their work week in a professional and acceptable manner 	<ul style="list-style-type: none"> The written product will be evaluated to determine appropriate intent and content Vocabulary checklist
Weeks 16 – 17 10 days	Unit 3b: Developing Interpersonal and Professional Relationships	<ul style="list-style-type: none"> Teamwork and collaboration Leadership Preventing and working through conflict 	<ul style="list-style-type: none"> Team projects Research work-related communications using Google and other web search programs 	<ul style="list-style-type: none"> Evaluation of projects in respect to the quality of teamwork, sincerity of effort, and involvement of all participants Vocabulary checklist
Weeks 18 – 19 9 days	Unit 4a: Technology Skills	<ul style="list-style-type: none"> Adapting to the ever-changing technology demands Emphasis on the fact that new technology is just around the corner 	<ul style="list-style-type: none"> Practical application of technology Search engine scavenger hunt Provide a list of facts and names for students to research using technology Have the class word process the results of their research 	<ul style="list-style-type: none"> Evaluate the accuracy of information returned Vocabulary checklist

CAREER BASED INTERVENTION YEAR-LONG MAPPING PLAN SECOND SEMESTER

Weeks	Topic/Focus	Concepts/Skills	Activities/Resources	Assessments
Weeks 1 – 2 10 days	Unit 4b: Technology	<ul style="list-style-type: none"> Acceptable use of personal technology devices: phones, email, texting, laptop, Facebook, etc. 	<ul style="list-style-type: none"> Discussion of appropriate use and ramifications/consequences of the misuse of personal devices 	<ul style="list-style-type: none"> Written assignment concerning misuse of technology
Weeks 3 – 4 10 days	Unit 5: Consumer Economics	<ul style="list-style-type: none"> Personal finance Identifying and understanding banking services 	<ul style="list-style-type: none"> Learning to use forms and processes related to banking services 	<ul style="list-style-type: none"> Demonstration of the ability to use banking forms and procedures
Weeks 5 – 6 9 days	Unit 5b: Managing Paychecks, Budgets, Taxes, and Deductions	<ul style="list-style-type: none"> Setting up a budget and understanding tax obligations and procedures 	<ul style="list-style-type: none"> Discussion of budget concerns and reason why living on a budget is a good idea Breakdown of a paycheck Difference between net and gross Students will create a budget using \$2000 to set up a monthly plan for the best use of their money 	<ul style="list-style-type: none"> The production of a hard copy of budget to be placed in the portfolio Bring in a copy of a savings account for the purpose of exhibiting the use of a savings account 10-question vocabulary quiz
Weeks 7 – 8 10 days	Unit 5c: Economic Investments, Ups and Downs	<ul style="list-style-type: none"> Economic extremes, outsourcing, factors affecting your investments Investment opportunities, annuities, stocks and bonds, mutual funds, savings account, real estate investment 	<ul style="list-style-type: none"> Discuss and compare possible investments Talk about risk vs. return on investment 	<ul style="list-style-type: none"> Play the stock market Each student will pick a company to follow on the New York Stock Exchange for the purpose of practically following an investment

**CAREER BASED INTERVENTION YEAR-LONG MAPPING PLAN
SECOND SEMESTER (continued)**

Weeks	Topic/Focus	Concepts/Skills	Activities/Resources	Assessments
Weeks 9 – 10 9 days	Unit 6: Insurance	<ul style="list-style-type: none"> • Property insurance (home, auto, etc.) • Health insurance • Life insurance 	<ul style="list-style-type: none"> • Discuss liability and law as it relates to insurance • Cost vs. loss in the event of incident • Life insurance and the problems of not having life insurance • Guest speaker to share a professional opinion of the importance of insurance 	<ul style="list-style-type: none"> • 10-question vocabulary quiz • Written assignment discussing a particular insurance scenario
Weeks 11 – 12 9 days	Unit 7: Transportation	<ul style="list-style-type: none"> • Owning a car vs. public transportation • Cost comparison • Purchasing a car • Expense of owning a car • Financing to purchase vs. leasing • New car vs. used • Hidden expenses, gas, insurance, repairs, maintenance 	<ul style="list-style-type: none"> • Visit an on-line car dealer • List and rank 7 criteria involved in selecting a vehicle • Discuss pros and cons of buying a specific make, model, etc. 	<ul style="list-style-type: none"> • Reconciling car ownership expense within budget constraints • Simulate the purchase of a car on-line • Quiz over basic concepts involved in selecting, financing and owning a car
Weeks 13 – 14 10 days	Unit 8: Owning a Home vs. Renting	<ul style="list-style-type: none"> • Determining if you can buy vs. rent • Hidden costs • Impact of location • Preventative maintenance 	<ul style="list-style-type: none"> • Shop for a home online • List and rank 7 criteria • Develop reasons for purchase of a particular style of home 	<ul style="list-style-type: none"> • Reconcile home ownership expenses within budget constraints • Simulate the purchase of a home on-line • Design a home: On a piece of paper, draw a home and then evaluate cost vs. actual need; include this drawing in the portfolio

**CAREER BASED INTERVENTION YEAR-LONG MAPPING PLAN
SECOND SEMESTER (continued)**

Weeks	Topic/Focus	Concepts/Skills	Activities/Resources	Assessments
Weeks 15 – 16 10 days	Unit 9: Maintaining a Household	<ul style="list-style-type: none"> • Furnishing a house or apartment • Meal planning • Shopping for food vs. eating out • Shopping for non food items • Allowing for entertainment • Safety considerations • The importance of a clean home • Pets vs. no pets • Costs involved in pet ownership 	<ul style="list-style-type: none"> • Develop a weekly grocery list • Determine the monthly amount of money required to shop for needed and luxury items • Actually shop on-line for desired food list • Shop on-line for home furnishings and decorations • Determine cost for such items • Watch film clip and quiz on safety concerns 	<ul style="list-style-type: none"> • Vocabulary quiz over the concept of home safety, decorating, and dietary concerns
Weeks 17 – 18 9 days	Unit 10: Clothing and Personal Hygiene	<ul style="list-style-type: none"> • Dress for success – casual vs. professional • Personal hygiene and the importance of being clean and presentable • Consequences of poor hygiene 	<ul style="list-style-type: none"> • Discuss impact of first impressions related to clothing and personal hygiene • Discuss and develop a list of essential wardrobe items • What are the minimum items that should be in a closet • Develop a written hygiene routine 	<ul style="list-style-type: none"> • Invite a Human Relations director to speak to the class about the importance of dress and hygiene • Add the list of essential wardrobe and the hygiene routine to the personal portfolio

RESOURCES

V 650.14 GET

Title: **Getting a good job** (1998) [videorecording]

Summary: Discusses how to search for a job using employment agencies, school placement services, want ads, Internet web sites and networking strategies.

V 650.14 QUI

Title: **The quick interview video** (2000) [videorecording]

Summary: What really goes on behind closed doors in job interviews? Which questions might be “trick” questions? How do you answer open-ended questions like “So where do you see yourself in five years”? How do you explain that employment gap on your résumé? Students learn five things they must do in job interviews.

V 650.12 QUI

Title: **The quick video guide to salary negotiations** (2000) [videorecording]

Summary: Handling salary negotiations is one of the most overlooked parts of a job interview. This video includes tips from real employers as well as from job search experts who also review a variety of dramatized negotiation situations. Students will discover how employers use questions about pay to screen out candidates and learn why any unprepared answer to a salary question could damage a candidate’s chances of getting a job offer. Students will also learn easy-to-follow rules for handling discussions of compensation at all stages of the interview process.

V FIC DAY

Title: **The day the senior class got married** (1984) [videorecording]

Summary: An insightful story about two high school students, engaged to be married, who painfully learn how economic factors can affect a marriage after their economics teacher “marries” off the class as part of an assignment. Other hilariously mismatched “couples” learn as much about themselves as they do about economics.

DVD 332.024 PEN

Title: **A penny saved: how to grow money** (2000) [videorecording]

Summary: We’re pros at spending money but not saving. The average savings rate for North Americans at the beginning of the 21st century was close to zero. Students may not understand the power of compound interest or the ability of money to grow with time. This video will teach the basics of interest, investing, compounding, the time value of money, inflation, yield, liquidity, and the pros and cons of various savings vehicles.

V 155.5 TAK

Title: **Take me to your leaders** (1994) [videorecording]

Summary: Documentary on leadership ability in young adults, showing several high achieving kids and how they lead.

RESOURCES

V 650.14 EIG

Title: **8 easy ways to lose a job** (1998) [videorecording]

Summary: Based on research into why people lose jobs, this video gently teaches values and behaviors employers want.

V 371.425 AFT

Title: **After high school** (1993) [videorecording]

Summary: In this look at life after high school, Club Connect offers tips on how to prepare for college, select a career path, and prepare for the world of work.

V 796.962 DO

Title: **Do you believe in miracles** (1980) [videorecording]

Summary: Presents the story of the U.S. Olympic hockey team's victory at the 1980 Winter Olympics. Demonstrates the importance of motivation in any area of achievement. Commentary by players, coaches, and narrator Jim McKay underlines the need for discipline, planning, tenacity, and self-confidence.

V 331.702 G00-5

Title: **Ecology** (1995) [videorecording]

Summary: Shows women working as a Marine Biologist, Environmental Committee Director, Environmental Secretariat, Coast Guard officer, Oceanography Professor and Fisheries ecology students, graduates and their teacher.

V 650.13 SOC

Title: **Social skills at work: keys to success** (1998) [videorecording]

Summary: Presents practical, no-nonsense information focused on a few common problems many people experience in the early phases of a job. It then repeats and reinforces key points for better comprehension. This video uses situations to teach appropriate on-the-job behavior, such as making new friends, handling frustration and anger, and using good manners.

V 909.821 PEO-8

Title: **1930: sporting fever** (1998) [videorecording]

Summary: Follows sports' transition from a modest pastime to a fiercely competitive business to an expression of national pride and politics.

RESOURCES

INTERNET

Title: **Academy of Achievement, The Hall of Arts: Quincy Jones**

Summary: "The lives of legendary achievers have endlessly fascinated the public. In the Gallery of Achievers, we focus on individuals who have shaped the twentieth century by their accomplishments. Through interviews with Academy inductees, we believe that these great achievers can motivate and educate others by serving as inspiring roles models for us all. These contemporary role models have been categorized in the great walks of life: the Arts, Public Service, Sports, Business, and Science and Exploration. The biography and profile of each featured achiever are also available." – Website. The site profiles Quincy Jones, music impresario.

INTERNET

Title: **Academy of Achievement, The Hall of Arts: Wynton Marsalis**

Summary: "The lives of legendary achievers have endlessly fascinated the public. In the Gallery of Achievers, we focus on individuals who have shaped the twentieth century by their accomplishments. Through interviews with Academy inductees, we believe that these great achievers can motivate and educate others by serving as inspiring roles models for us all. These contemporary role models have been categorized in the great walks of life: the Arts, Public Service, Sports, Business, and Science and Exploration. The biography and profile of each featured achiever are also available." – Website. The site profiles Wynton Marsalis, Pulitzer Prize for music.

INTERNET

Title: **Career clusters** (2002)

National Association of State Directors of Career Technical Education Consortium (NASDCTEC) Career Cluster web page

Contents: Agriculture, Food & Natural Resources – Architecture & Construction – Arts, A/V Technology & Communications – Business, Management & Administration – Education & Training Finance – Government & Public Administration – Health Science – Hospitality & Tourism – Human Services – Information Technology – Law, Public Safety & Security – Manufacturing – Marketing, Sales & Service – Science, Technology, Engineering & Mathematics – Transportation, Distribution & Logistics.

V 650.1 DEV

Title: **Developing a professional image** (2002) [videorecording]

Summary: Discusses the importance of a professional image and how to develop and maintain it.

V 650.1 DEV

Title: **Developing communication skills** (2002) [videorecording]

Summary: Discusses the importance of being an effective communicator in the workplace and looks at the various ways we communicate. This discussion includes a special look at e-mail communication and its proper use in business.

RESOURCES

V650.1 DEV

Title: **Developing problem solving skills** (2002) [videorecording]

Summary: Discusses the importance of learning how to solve problems.

V B IACocca

Title: **Iacocca: an American profile** (1989) [videorecording]

Summary: Brokaw hosts an in-depth look at one of America's most successful businessmen and tells of his personal values, family ties, and his business acumen.

DVD 338.7 LOC

Title: **Local businesses** (2006) [videorecording]

Summary: This engaging program will teach viewers that there are two basic types of businesses: ones that provide goods and ones that provide a service.

V 650.1 MAN

Title: **Managing stress** (2002) [videorecording]

Summary: Provides an explanation of the effects of emotional stress, and offers advice on how to manage and deal with it.

DVD 332.4 PIG

Title: **Piggy banks to money markets** (2005) [videorecording]

Summary: Presents a discussion of money for children, explaining what money is and how people get it, discussing ways young people can make money, and looking at what they can do with it – including spend, save, share, and invest.

V 650.12 QUI

Title: **The quick video guide to salary negotiations** (2000) [videorecording]

Summary: Handling salary negotiations is one of the most overlooked parts of a job interview. This video includes tips from real employers as well as from job search experts who also review a variety of dramatized negotiation situations. Students will discover how employers use questions about pay to screen out candidates and learn why any unprepared answer to a salary question could damage a candidate's chances of getting a job offer. Students will also learn easy-to-follow rules for handling discussions of compensation at all stages of the interview process.

RESOURCES

V 338.47 SEC

Title: **Secrets of the Silicon Valley** (2001) [videorecording]

Summary: Chronicles a tumultuous year in the lives of two young activists grappling with rapid social change and the meaning of globalization on their own doorsteps. Magda Escobar runs Plugged In, a computer training center in a low income community just a few miles from the epicenter of high-tech wealth. Magda struggles to find Plugged In a new home as Silicon Valley's skyrocketing rents and increasing evictions drive out the people she is supposed to serve. Raj Jayadev, a temporary worker, reveals the reality of conditions for immigrant workers in the computer assembly plants of Silicon Valley. He is laid off when he organizes other temporary workers to challenge health and safety conditions. Throughout the film, CEOs and moguls comment on Magda and Raj's stories with revealing insights on time, technology, greed, and globalization.

DVD 330 REA-9

Title: **Simple supply and demand** (2004) [videorecording]

Summary: Using examples from vegetable and sheep farming, this program shows how to plot simple supply and demand curves. It explores the various factors which influence the equilibrium price, and how government intervention may also affect it.

DVD 330 ECO-2

Title: **Starting a business** (2005) [videorecording]

Summary: Using the example of starting a cookie business, introduces various economic concepts involved in starting a new business, such as supply and demand, capital resources, competition, marketing, and profit and loss.

V 381.149 STO

Title: **Store wars: when Wal-Mart comes to town** (2001) [videorecording]

Summary: Explores the impact of discount chain stores on American towns and cities and on our society as a whole. Follows the events in Ashland, VA over a one-year period, from the first stormy public hearing that galvanizes residents' opposition through the Town Council's final vote on the proposed Wal-Mart store. Articulates arguments for the store including tax revenues, low prices and jobs, and the arguments against it including traffic, low-end jobs, and the destruction of the town's character.

V650.1 TAK

Title: **Taking initiative on the job** (2000) [videorecording]

Summary: Explains the importance of taking initiative to succeed in the workplace.

DVD 307 THI

Title: **This for that** (2006) [videorecording]

Summary: Discusses how people get the things they want, explains the concept of specialization, and prompts students to identify goods and services.

RESOURCES

INTERNET

Title: **Thomas A. Edison and the Menlo Park Laboratory**

Summary: Presented by the Henry Ford Museum and Greenfield Village, located in Dearborn, Michigan. This online exhibit focuses on the life and works of the American inventor Thomas Alva Edison (1847-1931). The museum provides a chronological timeline of Edison's life and descriptions of his inventions and the patents held by him. Edison's inventions included a printing telegraph, talking motion pictures, and the microphone, among others. Edison conducted experiments at his laboratory in Menlo Park, New Jersey. The laboratory was an "invention factory" and a business. Photographic images of Edison and his co-workers are available as part of the exhibit.

V 330 INT-10

Title: **Unemployment, inflation, and national output** (1996) [videorecording]

Summary: Looks at how cycles in an economy develop by explaining how unemployment, inflation, and gross domestic product are measured. The program also introduces aggregate supply and demand and uses these concepts to spell out why business cycles occur.

DVD 808.042 WRI

Title: **Writing for formal and informal purposes** (2006) [videorecording]

Summary: Discusses writing, both formally and informally, demonstrating the difference, for example, between an e-mail to a friend and a business letter.

V 808 WRI

Title: **Writing for results: the winning written report** (1991) [videorecording]

Summary: This program stresses that good writing skills are critical to job success and that employers seek job applicants who have these skills. Learn how to produce a winning written report by analyzing the reader; determining the purpose; selecting and narrowing topics; gathering, recording, and filing information; and organizing the paper. Learn the benefits of concrete and specific supporting material, proofreading and revising, and a well-polished final product. Gain valuable skills for future success while acquiring the ability and confidence to put thoughts in writing.

RESOURCES

Related Web Sites

Student Job Sites Hit or Miss

www.com/culture/lifestyle/news/2005/03/66908

CBI Resources and Tools

www.ode.state.oh.us/gd/templates/pages/ode/odeprimary.esp

Fact Sheet: Ohio Career Based Intervention (CBI) – The Model

www.ode.ohio.gov/gd/documentmanagement/document/

Student Web Sites Provide 21st Century Portfolios

ezinearticles.com/?Student-Websites-Provide-21st-Century-Portfolio

Student Employment

www.pratt.edu/admissions/financing_your_education/

YouTube: Leadership Lessons from Dancing Guy