

**RIALTO UNIFIED SCHOOL DISTRICT
CURRICULUM PROPOSAL**

Name of Course: Generation Go Vocational Training **Grade Level(s):** 10-12

Brief Course Description:

This semester elective course is taken after the concentration course of a CTE Pathway. Students are taught the skills needed to prepare for their future workplace experience related to their career. Students learn how to write a resumé, develop interview skills, learn soft skills, learn about laws affecting the workplace, and develop and discuss work ethics, among much more. Upon completing this course, students will earn the Job Skills Readiness Certificate. Not a UC designated course. They will also be eligible to have a 90 hour paid or unpaid work experience in their area of CTE concentration. This course is only available for CTE students who have completed the concentration course.

Proposed By: Ed D'Souza/ Juanita Chan **School:** All high schools **Date:** November 7, 2019

The Following is Proposed for this Course:

- | | | | |
|--|--------------------------------------|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Revision | <input type="checkbox"/> A – G | <input type="checkbox"/> Deletion |
| <input type="checkbox"/> Required Course | <input type="checkbox"/> Content | <input type="checkbox"/> Honors | <input type="checkbox"/> Name of Course |
| <input checked="" type="checkbox"/> Elective | <input type="checkbox"/> Name Change | <input type="checkbox"/> Career Tech. Ed. | |

The Following Maximum Credits are Proposed for this Course:

5 Units of Credit in (Subject Area): **Elective** or in:

The Following Schools will Offer this Course:

- Carter High Eisenhower High Rialto High Milor/Zupanic

The Proposed Course will have the Following Budget Implication:

Individual School Site: No costs associated with it.
District Level:
Total Estimated Cost:

Approval Signatures for the Proposed Course:

Printed Name	Signature	Title	Yes/No	Date
Ed D'Souza		Submitting School Department Chair <i>Person</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Greg Anderson		Carter High School Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Frankie Carrasco		Eisenhower High School Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Caroline Sweeney		Rialto High School Principal	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Kayla Griffin		Milor/Zupanic High School Principal	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Juanita Chan		District Curriculum Committee Chair	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Patricia Chavez		Curriculum Council Chair	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Approved by *Juanita Chan* Curriculum Committee on (Date): 3/19/19

Approved by Curriculum Council on (Date): 12/31/19

Approved by Rialto Unified School Board on (Date): 26/10/20

Approved by UC (or N/A) on (Date):

Name of Course: Generation Go Vocational Training

Number of credits: 5 credits

Grades course will be offered to: 10-12

Duration of course: 1 semester

Brief Course Description:

This semester course is taken after the concentration course of a CTE Pathway. Students are taught the skills needed to prepare for their future workplace experience related to their career. Students learn how to write a resume, develop interview skills, learn soft skills, learn about laws affecting the workplace, and develop and discuss work ethics, among much more. Upon completing this course, students will earn the Job Skills Readiness Certificate. Not a UC designated course. They will also be eligible to have a 90 hour paid or unpaid work experience in their area of CTE concentration.

This course consists four major units

Unit 1: Introduction to the Workplace (18 hours)

This unit is designed to provide students with the skills to identify and develop tools for success in the workplace. The topics covered include, but are not limited to, career-discovery, job market analysis, workplace skills, workplace law, workplace and personal finances, and time management.

OBJECTIVES:

- Identify one's personal strengths, and career interests and how to build upon them for success
- Explain personal and workplace finances
- Describe the laws that govern and protect employees from unfair practices

A. Ready to work

1. Motivation for work
2. Work ethic
3. Available jobs vs. ideal jobs
4. Job hopping

B. Career discovery

1. Career assessment
2. Personality assessment
3. Identifying transferable skills
4. Identifying employability skills

C. Overview of the job market

1. Career outlook
2. Jobs with growing demand
3. Educational attainment
4. Planning for career growth

D. Workplace skills for today's employees

1. Basic skills
2. Information and technology competencies
3. Problem solving and applied learning
4. Communication and interpersonal skills

E. Understanding workplace law

1. Equal Employment Opportunity (EEO)
2. Employee rights
3. Discrimination and harassment in the workplace
4. Employer rights
5. Minimum wage
6. Trade and professional unions
7. Federal and state taxes

F. Time management

1. Punctuality
2. Time management skills
3. Time savings skills
4. Creating a time management map

G. Paperwork and finances

1. Papers needed for employment: W-4 & I-9
2. Tracking work hours
3. Reading and interpreting a paycheck
4. Reading and interpreting a pay stub
5. Personal Finance
6. Developing and maintaining a budget

H. Communication and interpersonal skills

1. Rules for good listening
2. Non-verbal communication
3. Focus on body language
4. Communicating at work
5. Language etiquette
6. Cultural competency in the workplace

I. Keeping your job

1. Good workplace skills and manners
2. Most common reasons for getting fired
3. Dealing with problem situations in the workplace

Unit 2: Customer Service (18 hours)

This unit is designed to provide students with the customer service skills required to interact with customers or clients in the workplace. The topics covered include understanding customer needs, listening to customers, and telephone customer service.

Objectives:

- Employ basic customer service techniques including strategies for remaining positive on the job
- Read a customer service scenario, analyze the content for desired customer service practices, and provide recommendations in writing

A. Customer service basics

1. Why customers matter
2. Effective customer service traits
3. In-person customer service
4. Telephone customer service
5. Online customer service

B. Communication skills

1. First impressions
2. Active listening
3. Relationship building
4. Positive interactions
5. Body language
6. Cross-cultural etiquette

C. Customer service interactions

1. Listening carefully
2. Identify customer need
3. Assisting the customer
4. Positive conclusion

D. Serving difficult customers

1. The difficult customer
2. Diffusing hostility
3. Show empathy
4. Set realistic expectations

E. Last impressions

1. The importance of a good last impression
2. Customer feedback

Unit 3: Job Search Strategies (9 hours)

This unit is designed to provide prospective employees with a support system that will assist them in preparation for the workforce. The topics covered but are not limited to: planning their job search, utilizing outside resources, the "hidden" job market, and job market research.

Objectives:

- Define technical skills, soft skills, and transferable skills
- Conduct job market and industry research
- Prepare a resume, cover letter, and reference list
- Understand the benefits and consequences of networking and social media as related to employment
- Demonstrate best practices for interviewing

A. Job Market and Industry

- Occupational and salary outlook resources
- Unions, contracts, and personnel policies
- Hiring equity

B. Workplace skills

- Workplace skills self- assessment
- Soft skill and hard skills
- Incorporating education and life experience

C. Job search

- Job search etiquette
- Online job search resources
- Print job search resources
- Your job search timelines

D. Networking

- Defining networks
- Identifying networks
- Creating networks
- Social media resources and identity

E. Application, resume and cover letters

- Purpose of an application
- Purpose of a resume and cover letter
- Types of resumes and cover letters
- Additional correspondence
- Basic formatting, grammar, and punctuation
- References and letter of recommendation
- Resume and cover letter checklist

G. Interviewing

- Preparing for an interview
- Researching potential employers
- Contacting employers

- Typical interview questions
- Interview attire
- Interview etiquette
- Mock interview
- Following-up an interview

Unit 4: Positive Strategies for the New Employee (9 hours)

This unit is designed to provide students with the knowledge to increase their level of customer services and colleague relations. The topics covered will include new employee skills, workplace culture, continuing education, and work-life balance.

Objectives:

- Be able to describe common workplace protocol and ethics in a multi-cultural environment
- Create goals for continuing education and career advancement
- Create a plan for work-life balance

A. Workplace skills

- Applying learned knowledge and skills to the workplace environment
- Hard skills
- Soft skills
- Workplace attire
- Understanding workplace culture

B. Work habits and ethics

- Teamwork and leadership
- Cultural competency
- Workplace ethics
- Social responsibility

C. Communication skills

- Listening skills
- Verbal communication
- Non-verbal communication
- Personal space

D. Written communication

- Business writing and documentation
- Impact of social media communication

E. Work-life balance

- Defining work-life balance
- Time management skills
- Prioritization skills
- Personal and emotional well-being
- Setting personal boundaries

F. Career planning and continuing education

- Exploring career paths in the workplace
- Benefits of continuing education
- Keep current with technology

Assignments

- A. Reading assignments are required based on handouts from each unit. Topics included are:
- Read the handout on legal and ethical issues in the workplace and be prepared to discuss in class
 - Read the Occupational Outlook Handbook for your chosen field. How does the job outlook for your chosen field impact your job search? Be prepared to discuss it in class.

- Read the handout on customer service interactions and be prepared to discuss in class
- Read the chapter on cultural competency and be prepared to discuss it in class.

B. Writing assignments are required and include main topics from each unit such as:

- Write a one-page paper on employee rights.
- Create a one page resume with an accompanying cover letter.
- Write a paragraph on how body language is used in customer interactions
- Create a continuing education plan

C. Critical thinking assignments are required and include topics from each units such as:

- Synthesize results of career assessment, personality assessment, skills assessments, and job outlook and identify potential fields of employment
- Develop a job search strategy and conduct a workplace skills self-assessment
- Observe customer service interactions: Write a one-paragraph description of the customer interaction and analyze the body language
- Prepare a work-life balance self-assessment
- Analyze employer/employee communication scenarios

Methods of Evaluation

- A. Class participation
- B. Examinations
- C. Homework
- D. Presentations (oral or visual)
- E. Written papers or reports

Texts

- A. Simon, Gray. Super Secrets of the Successful First-Time Job Seeker. Career Codex, 2016
- B. Vohra, Shilpa. You Are Hired - Resumes & Interviews . V&S Publishers, 2015
- C. Wendleton, Kate. Shortcut Your Job Search: Get Meetings that Get You the Job. Five O'Clock Club Basic Book Series, 2014.
- D, Brassey, J. and Van Dam, N. Staying Relevant in the Workplace: Developing Lifelong Learning Mindsets. Open Educational Resource, 2017. E. Department of Labor Skills to Pay the Bills- Mastering Soft Skills for Workplace Success. Open Educational Resource, 2017.
- F.Partridge, M. 4 Steps to Career Success: The new career transition workbook. Open Educational Resource, 2017.