



West Windsor-Plainsboro Regional School District  
Senior Practicum Curriculum

## Summary and Rationale

The overall goal of the Senior Practicum and Internship Curriculums, taken together, is to provide eligible students the opportunity to utilize their last year of high school to gain purposeful real-life experiences. The program allows high school seniors, who are in good academic standing, to intern with local companies and organizations.

This program provides students the opportunity to evaluate chosen high-interest career paths in an effort to determine future career goals. Students enrolled in the Senior Practicum and Internship Program will complete a Senior Practicum class first semester, followed by an on-site job internship second semester (SLE).

According to the NJ Department of Education, a SLE refers to an experiential, supervised, in-depth learning opportunities for senior students. These rigorous experiences follow individualized training plans which integrate classroom learning with hands-on business experience, ensuring relevant knowledge that will propel students forward along their future career paths.

Qualified seniors may elect to apply for placement in Senior Practicum/Internship. These experiences are structured, supervised activities that take place in a classroom as well as a workplace, agency, association, or non-profit community organization. These opportunities are designed to provide students with experiences that will enable them to clarify career goals, explore career possibilities, develop employable skills, and facilitate the transition between school and employment or further education and training.

Specific requirements for student participation in the Senior Practicum/Internship include the following: 3.0 Grade Point Average (GPA); completion of an application packet and interview process; arrangement and availability of class schedule to leave the high school campus in the afternoon session during the second semester of the senior year; and ability to provide personal transportation to the internship site. Acceptance into the program is at the discretion of the coordinator. Student participants must also adhere to the attendance and punctuality requirements, as well as the policies and procedures of the internship site. Student performance in the ten-credit Senior Practicum/Internship is assessed by the program director in collaboration with the worksite mentors and the student interns through lenses of observation, consultation, discussion, documentation and presentation.

## Unit 0: Senior Practicum

Content Area: Senior Practicum

Course & Grade Level: Senior Practicum - Seniors

### Summary and Rationale

The West Windsor-Plainsboro Regional School District recognizes the importance of the study of 21<sup>st</sup> Century Life and Careers standards. Additionally, it is also believed this learning should be taught via cross curricular and career ready practices, which are embedded in every unit of study in this curricular document.

### Recommended Pacing:

ELA Companion Standards and Career Ready Practices will be integrated throughout all units of study.

### Interdisciplinary Connections

#### Grades 9-12

#### Progress Indicators Reading Science and Technical Subjects

##### Key Ideas and Details

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

##### Craft and Structure

RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

RST.9-10.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

##### Integration of Knowledge and Ideas

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8. Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

**Range of Reading and Level of Text Complexity:**

RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

**Career Ready Practices**

- CRP1. Act as a responsible and contributing citizen and employee.  
 CRP2. Apply appropriate academic and technical skills.  
 CRP3. Attend to personal health and financial well-being.  
 CRP4. Communicate clearly and effectively and with reason.  
 CRP5. Consider the environmental, social and economic impacts of decisions.  
 CRP6. Demonstrate creativity and innovation.  
 CRP7. Employ valid and reliable research strategies.  
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
 CRP9. Model integrity, ethical leadership and effective management.  
 CRP10. Plan education and career paths aligned to personal goals.  
 CRP11. Use technology to enhance productivity.  
 CRP12. Work productively in teams while using cultural global competence.

**Competencies for 21<sup>st</sup> Century Learners**

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

## **Unit 1: Self-Assessment, Goal Setting and Effective Communication**

Content Area: Senior Practicum

Course and Grade Level: Seniors Students

### **Summary and Rationale**

In preparation for the SLE internship, students will identify the importance of having employment goals. Students will identify personal strengths, potential areas for improvement and strong areas of interest. This information will highlight possible career opportunities that capitalize on their strengths and focus in their area of interest. Students will refine their communication skills in order to better communicate their thoughts and ideas.

### **Recommended Pacing**

12 days

### **State Standards**

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION  
CONTENT AREA: 21<sup>st</sup> CENTURY LIFE AND CAREERS

**STRAND A: INCOME AND CAREERS**

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

**STRAND B: CAREER EXPLORATION**

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success

**STRAND C: CAREER PREPARATION**

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

### **Interdisciplinary Standards**

NJSLS 11-12.SL Comprehension and Collaboration

2. Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

NJSLS 11-12.SL Presentation of Knowledge and Ideas:

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5. Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

### **Instructional Focus**

#### **Enduring Understandings:**

- Setting and striving to achieve goals in life are essential to success, both personally and professionally.
- Individual interests, preferences, strengths and opportunities for improvement influence career development.
- The affective qualities of commitment, dedication, diligence, enthusiasm, maturity, and responsibility are critical characteristics that play a vital role in attaining success in both career and life.
- Effective communication skills are essential to long-term career success.

#### **Essential Questions:**

- Why is it important to set goals?
- What are my strengths and opportunities for improvement?
- How do my strengths and area of opportunities for improvement impact my employability?
- What are career interests?
- How do my personality traits align with my career interests?
- How can I effectively communicate my thoughts and ideas?

**Objectives:**

- Students will identify their personal strengths and areas that may need improvement.
- Students will develop strategies to strengthen areas in need of improvement.
- Students will Identify personal interests.
- Students will recognize that individual interests may not correspond with the individual's strengths.
- Students will establish appropriate career goals.
- Students will be able to identify the five steps of effective communication and utilize them to advance career opportunities.

**Activities:**

- “Why do we set goals?” Lesson
- Career internship opportunities
- Personal career interest inventory
- Personality assessment and review
- Review job descriptions to determine whether it matches personal strengths, skills and interests.
- Communication exercises that incorporate critical soft skills.

**Resources**

- New Jersey Core Curriculum Content Standards 21<sup>st</sup> Century Life and Careers (NJCCCS)
- Personality Assessment Websites
- Communication exercises

## Unit 2: Employment Preparation

Content Area: Senior Practicum

Course and Grade Level: Seniors Students

### Summary and Rationale

In preparation for the SLE internship, students will identify and participate in the process of finding a job. Students will develop and complete professional documentation (resume, cover letter, thank you letter, application, etc.). Students will learn that proper interview preparation and technique are essential to successfully obtain career employment.

### Recommended Pacing

21 days

### State Standards

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION  
CONTENT AREA: 21<sup>st</sup> CENTURY LIFE AND CAREERS

**STRAND B: CAREER EXPLORATION**

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success

**STRAND C CAREER PREPARATION**

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

### Interdisciplinary Standards

6.1.12.D.14.c Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.



8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

## Instructional Focus

### Enduring Understandings:

- Career opportunities present themselves in many forms, from various sources. Potential employees should understand how to take advantage of these opportunities.
- A resume is the foundation of every career search. It presents the candidates qualifications in a concise, professional manner.
- A cover letter expresses the candidate's interest in an opportunity, and requests consideration for the position. A cover letter is a marketing tool, designed to highlight the candidate's enthusiasm for the position and articulate how the candidate will be an asset to the company.
- An interview is the candidate's opportunity to present themselves to the employer in a professional manner.
- An interview is an opportunity to learn more about the employer, the company, the industry, job expectations, etc.
- To be successful in the interview process, it is essential to be prepared. This includes preparing answers to potential questions asked by the interviewer, and having questions ready for the interviewer regarding the position, the company, etc.
- Professionalism requires a candidate to follow-up an interview with some form of communication expressing gratitude and expressing interest in the position.
- Many times, technology is used to scan resumes for keywords from the job description. It is essential a candidate incorporate these words into their professional documentation.
- Candidate behavior during an interview, both verbal and non-verbal, is being evaluated.

### Essential Questions:

- How can I locate possible career opportunities?
- How can I create a resume that effectively communicates my qualifications and interests?
- What should be included in an effective cover letter? How can I use this tool to communicate my interest and enthusiasm for the position?
- How can I properly prepare for a job interview?
- What is expected behavior during an interview (in-person or electronic)?
- What do I need to do as a post-interview follow-up?

### Objectives:

- Students will explore the myriad of ways to locate career opportunities.
- Students will understand that each employer requires specific information, which varies from one employer to the next.
- Students will draft and revise a resume,
- Students will draft and revise a cover letter.
- Students will draft and revise a post-interview communication.
- Students will prepare for an interview via role-playing; students will evaluate their own performance as well as learn from their peers.
- Students will understand the importance of presenting an appropriate image to a potential employer, including physical appearance, social media presence, etc.

**Activities:**

- Job board, newspaper, website career opportunity exploration
- Resume/Cover letter/Post interview writing workshops
- Interview Preparation and Role-Playing
- Application completion

**Resources**

- NJCCCS
- Applications
- Resume and cover letter templates
- Employment forms
- Job boards, newspapers, employment sections of company websites

## **Unit 3: Success on the Job**

Content Area: Senior Practicum

Course and Grade Level: Seniors Students

### **Summary and Rationale**

As students begin their employment, they should expect a certain amount of anxious anticipation. The first day brings a plethora of forms, introductions and orientation. Students should expect to be nervous. The first few days, students should learn about the environment and employer expectations, establish good habits, and ask questions. Employer's expectations will vary. Students should recognize that there are certain barriers to success, and take steps to avoid them immediately.

### **Recommended Pacing**

13 days

### **State Standards**

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION  
CONTENT AREA: 21<sup>st</sup> CENTURY LIFE AND CAREERS

STRAND B: CAREER EXPLORATION

- 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
- 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

STRAND C CAREER PREPARATION

- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

### **Interdisciplinary Standards**

NJSLS 11-12.SL Presentation of Knowledge and Ideas:

4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

9.2.12.E.4 Evaluate business practices and their impact on individuals, families, and societies.

## Instructional Focus

### Enduring Understandings:

- Success on the job requires honesty and integrity, ethical behavior, and good employee habits (i.e. punctuality, commitment, dedication, etc.).
- Success on the job requires a commitment to ongoing learning and development.
- Understanding company policies and expectations is critical to success on the job.
- Balancing work demands with personal life is critical.
- Appropriate collaboration and teamwork is essential to accomplishing goals and objectives.
- Recognizing the contributions of others in achieving company objectives is paramount.
- Compensation is the reward for dedication and commitment to the objectives of the company.
- Labor laws are designed to protect both employees and employers and should be thoroughly understood.

### Essential Questions:

- What is the difference between ethical and illegal?
- How can you show your employer that you are honest and trustworthy?
- What employee habits are essential to success?
- How does continuing education advance an employee's career?
- What company policies are important for you to know when you start a new job?
- Why is initiative important to employers?
- Why does a positive attitude matter on the job?
- What is stress?
- What behavioral strategies will enhance my collaborative and teamwork interactions?
- What is the industry standard compensation for the chosen field?
- What can workers do to make their workplace safer?
- What are some labor laws that affect employers and employees?
- Why is understanding your rights in an employment situation crucial?

### Objectives:

- Students will explain the purpose of ethics in the workplace and identify ethical principles and ways to apply them in a work setting.
- Students will identify the skills and personal qualities employers look for in employees.
- Students will describe how to assert yourself on the job.
- Students will identify the causes of stress and ways to manage stress.
- Students will describe how to manage the anxieties and challenges of a first day of work.
- Students will identify typical forms of payment and common employee benefits.
- Students will explain how labor laws and labor unions affect the workplace.

**Activities:**

- Videos showing the Do's and Don'ts in the workforce
- Role play (stress management, ethics, interpersonal skills, harassment, etc.)
- First day activities
- First day, 30 day, 60 day, 90 day plans
- Scenarios that illustrate labor laws/violations

**Resources**

- New Jersey Core Curriculum Content Standards 21<sup>st</sup> Century Life and Careers (NJCCCS)
- Videos
- TED Talks
- Planning templates

## Unit 4: Fiscal Responsibility

Content Area: Senior Practicum

Course and Grade Level: Senior Students

### Summary and Rationale

As students are indoctrinated into the workforce, they will need to focus on the financial obligations that coincide with civic responsibility and personal goals and objectives. They will comprehend the need for, and the necessity of, saving to meet personal goals.

The students will become acutely aware of the most important score in life...their credit score, and how it can impact their daily lives. The need for money management should align itself with their career choice. Decisions, both long and short term, will be affected by job/career choice, financial remuneration, location, and other personal decisions.

### Recommended Pacing

21 days

### State Standards

#### 9.1 PERSONAL FINANCIAL LITERACY

##### CONTENT AREA: 21<sup>st</sup> CENTURY LIFE AND CAREERS

#### STRAND A: INCOME AND CAREERS

- 9.1.12.A.1 Differentiate among the types of taxes and employee benefits.
- 9.1.12.A.2 Differentiate between taxable and nontaxable income.
- 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.
- 9.1.12.A.10 Demonstrate how exemptions and deductions can reduce taxable income.
- 9.1.12.A.11 Explain the relationship between government programs and services and taxation.
- 9.1.12.A.12 Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
- 9.1.12.A.13 Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice

#### STRAND B: MONEY MANAGEMENT

- 9.1.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.

- 9.1.12.B.2 Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.
- 9.1.12.B.3 Construct a plan to accumulate emergency “rainy day” funds.
- 9.1.12.B.4 Analyze how income and spending plans are affected by age, needs, and resources.
- 9.1.12.B.5 Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
- 9.1.12.B.6 Design and utilize a simulated budget to monitor progress of financial plans.
- 9.1.12.B.7 Explain the meaning of income tax, describe how it is calculated, and analyze its impact on one’s personal budget.
- 9.1.12.B.8 Describe and calculate interest and fees that are applied to various forms of spending, debt, and saving.
- 9.1.12.B.9 Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.).
- 9.1.12.B.10 Develop a plan that uses the services of various financial institutions to meet personal and family financial goals.
- STRAND C: CREDIT AND DEBT MANAGEMENT**
- 9.1.12.C.1 Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.
- 9.1.12.C.3 Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit.
- 9.1.12.C.5 Analyze the information contained in a credit report and explain the importance of disputing inaccurate entries.
- 9.1.12.C.6 Explain how predictive modeling determines “credit scores.”

### **Interdisciplinary Standards**

- 6.1.12.C.9.c: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
- 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- 8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
- 8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
- 9.2.12.B.5 Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.

## Instructional Focus

### Enduring Understandings:

- Fiscal responsibility is a life-long learning skill.
- Effectively managing your financial resources and obligations can lead to wealth accumulation and a financially secure life.
- Federal, state and local services, through taxes, provide the public with some protection against medical and financial losses.
- Savings and investment strategies are essential to being fiscally responsible.
- Creating and adhering to a monthly budget is an effective tool to manage your income and expenses.
- The cost of using someone else's money (interest) can impact the advisability of a decision.
- Understanding your pay stub is important to fiscal well-being and budgeting.
- A person's credit score is a determining factor in the cost of credit and is positively and negatively affected by certain financial behaviors.
- A person should actively monitor their credit scores and ensure accuracy.

### Essential Questions:

- What is fiscal responsibility?
- How do you build and manage wealth?
- How can savings and investment strategies build wealth?
- What are the services provided by government agencies? What are the costs of those services?
- What is a budget? Why is it important?
- What is the true cost of credit?
- What is a credit score? Why is it important? How do you monitor/manage your credit score?
- What is the difference between gross and net pay?

### Objectives:

- Students will understand the importance of becoming fiscally responsible at an early age.
- Students will understand the steps in building and managing wealth.
- Students will explore the various government services provided by federal and state agencies and identify how these services can affect their income.
- Students will prepare a monthly budget based on financial goals and objectives.
- Students will identify ways to adhere to a monthly budget.
- Students will explore the credit agencies and how each report is generated.
- Students will understand how a credit score will affect their financial opportunities.
- Students will be able to understand their pay stub.



**Activities:**

- Preparation of a monthly budget
- Explore Yahoo Finance; build mock portfolio
- Review credit reporting agencies
- Five steps to building a credit report
- Review and evaluate a credit report
- Repairing a credit score/correcting a credit report

**Resources**

- New Jersey Core Curriculum Content Standards 21<sup>st</sup> Century Life and Careers (NJCCCS)
- Annualcreditreport.com
- Best Savings rate in America site
- Budgeting template
- Socialsecurity.gov (for Medicare/Medicaid, etc.)
- TED Talks