



Course Instruction Plan (CIP)

Course Title		RCOE Advanced Work-Based Learning (WBL)			
Pathway Title		Media Arts	CALPADS Pathway Code	111D	
CALPADS Course Sequence Code		7221	Course Level	<input type="checkbox"/> Intro <input type="checkbox"/> Con <input checked="" type="checkbox"/> Cap <input type="checkbox"/> App Con	
Pathway Duration		<input checked="" type="checkbox"/> 2-Yr <input type="checkbox"/> 3-Yr <input type="checkbox"/> 4-Yr		Grade Level	<input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total Hours	90	Classroom	60	CC/CVE	30
RCOE Course Code		AME-111D-02-03		Transcript Abbrev.	AME-111D-02-03
A-G		G		Date Approved	7/8/2024
Articulated		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Institution	
Articulated Course Title					
Course Status		<input checked="" type="checkbox"/> New <input type="checkbox"/> Revision		Previous Title	NA

Course of Study/Pathway	
Introduction	
Concentrator	RCOE Intermediate Media Arts
Capstone	RCOE Advanced Work-Based Learning (WBL)
Applied Concentrator	

O*Net Codes			
Code	47-2061.00	Title	Construction Laborer
Code	27-1024.00	Title	Graphic Designer
Code	49-3023.00	Title	Automotive Service Technicians and Mechanics
Code	35-1011.00	Title	Chefs and Head Cooks

Course Description
<p>The RCOE Advanced Work-Based Learning (WBL) course is an exploratory course with an internship element that affords students the ability to experience and evaluate their post-secondary options. Students will learn subjects related to workplace acquisition and retention, while also gaining sought after soft/professional skills such as communication, leadership and management, and ethics. The internship will afford students the opportunity to experience industry settings and expectations while extending the learning from the classroom. The internship element will be a minimum of 25 hours.</p>

Textbooks			
Title # 1	NA	Edition/Year	
Author(s)		Publisher	
Website			
Title # 2		Edition/Year	
Author(s)		Publisher	
Website			
Title # 3		Edition/Year	
Author(s)		Publisher	
Website			

Units of Instruction

Unit 1 Title	Exploring Industry Sectors				
Unit 1 Essential Question	How does “your” sector benefit society?				
Unit 1 Description (3-5 Sentences)	Students will explore the 15 Industry Sectors that encapsulate Career Technical Education (CTE). Through this, students will learn about types of jobs, skills, and certifications related to each. Additionally, students will analyze the impact of each sector on society and the local community.				
Unit 1 Key Assignment	<p>Students will research and present on an industry sector. The presentation will include:</p> <ul style="list-style-type: none"> ● The name of the industry sector. ● 4-6 jobs within the sector, including skills, abilities, and/or education needed for each. ● Rationalization of its impact on the local community. ● 2-3 local businesses within the industry sector. 				
Unit 1 Pathway Standard(s)	A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.				
Unit 1 Pathway – Performance Indicator(s)	A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.				
Unit 1 Anchor Standard(s)	3.0 Career Planning and Management				
Unit 1 Anchor – Performance Indicators	3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.				
Unit 1 Curricular Resources	NA				
Unit 1 Total Hours	5	Classroom	5	CC/CVE	0

Unit 2 Title	Introduction to Careers				
Unit 2 Essential Question	What characteristics would a fulfilling career have?				
Unit 2 Description (3-5 Sentences)	Students will be exposed to the world of work with an eye towards identifying a variety of options for transition after high school. Students will differentiate between work and a career while also considering college and the trades as an avenue to pursuing personal aspirations. Through this, students will research labor market information in an effort to measure the viability of their career interests.				
Unit 2 Key Assignment	<p>Students will research and present on career options. The presentation will include:</p> <ul style="list-style-type: none"> ● Using the O*Net Interest Profiler, students will identify: <ul style="list-style-type: none"> ○ Interest Profiler Scores ○ 4-6 Jobs Aligned to Interests <ul style="list-style-type: none"> ■ Link: https://www.mynextmove.org/explore/ip ■ Note: O*Net is a suggestion; other interest profilers can be used. ● Students will then select 1 of the jobs in order to identify: <ul style="list-style-type: none"> ○ 5-10 year career lattice path to attaining the position. <ul style="list-style-type: none"> ■ For each job include skills and abilities needed, education, and job outlook. <ul style="list-style-type: none"> ● For job outlook, students should also research Labor Market Information to evaluate the viability for their chosen profession. ● The closing slide will identify a business in the region that is aligned to the career that the student would be interested in interning at. <ul style="list-style-type: none"> ○ Students should include the business name, address, and contact information. ○ Additionally, students should identify the learning related to the career they would hope to achieve if an internship opportunity was available. 				
Unit 2 Pathway Standard(s)	A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.				
Unit 2 Pathway – Performance Indicator(s)	A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.				
Unit 2 Anchor Standard(s)	3.0 Career Planning and Management				
Unit 2 Anchor – Performance Indicators	3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning. 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.				
Unit 2 Curricular Resources	NA				
Unit 2 Total Hours	5	Classroom	5	CC/CVE	0

Unit 3 Title	Job Acquisition				
Unit 3 Essential Question	What do I need to do to be employable?				
Unit 3 Description (3-5 Sentences)	Students will learn the process that candidates undertake to seek employment. Students will review how applications, resumes, cover letters impact the decision to interview a candidate. Students will recognize the multiple interview styles as well as questions used to select the best candidate. Additionally, students will analyze appropriate dress protocols during an interview.				
Unit 3 Key Assignment	<p>In small groups, students will conduct mock individual or group interviews. During the interviews, students will:</p> <ul style="list-style-type: none"> ● Participate as the interviewee answering questions and the interviewer posing questions. ● Offer feedback to the interviewee on their answers. 				
Unit 3 Pathway Standard(s)	A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.				
Unit 3 Pathway – Performance Indicator(s)	A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.				
Unit 3 Anchor Standard(s)	2.0 Communications 3.0 Career Planning and Management				
Unit 3 Anchor – Performance Indicators	2.3 Interpret verbal and nonverbal communications and respond appropriately. 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format. 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.				
Unit 3 Curricular Resources	NA				
Unit 3 Total Hours	10	Classroom	10	CC/CVE	0

Unit 4 Title	Job Retention				
Unit 4 Essential Question	What does it take to lose a job?				
Unit 4 Description (3-5 Sentences)	Students will examine the role of expectations and satisfaction in the workplace and how it impacts a worker’s longevity. Students will analyze the process and purpose of employee evaluations and upward mobility. Students will reflect on strategies employers utilize to stimulate the performance of employees.				
Unit 4 Key Assignment	<p>Students will create an informational pamphlet and will include the following:</p> <ul style="list-style-type: none"> ● Career title and industry sector ● Research and detail 3-5 reasons why an employee can be disciplined and/or fired in this field. ● Offer tips to employees to avoid making these mistakes. <p>In an employee training day scenario, students will then present these pamphlets to class for feedback.</p>				
Unit 4 Pathway Standard(s)	A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.				
Unit 4 Pathway – Performance Indicator(s)	A1.1 View and respond to a variety of industry-related artistic products integrating industry appropriate vocabulary.				
Unit 4 Anchor Standard(s)	2.0 Communications				
Unit 4 Anchor – Performance Indicators	2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.				
Unit 4 Curricular Resources	NA				
Unit 4 Total Hours	10	Classroom	10	CC/CVE	0

Unit 5 Title	Communication Skills				
Unit 5 Essential Question	How does effective communication play a role in your career?				
Unit 5 Description (3-5 Sentences)	Students will consider the origins of formalized communication in rhetoric. Students will examine the process of communication, including the message, sender-receiver model, and how messages are decoded. Students will also consider barriers to communication and how to counteract each. Students will learn to utilize communication in their career journey by tailoring the language of their job acquisition documents (i.e. cover letter, resume, and thank you letters) to specific positions.				
Unit 5 Key Assignment	<p>Using Unit 3, students will develop 2 sets of job acquisition documents and tailor each to a specific position at a specific company. For each set:</p> <ul style="list-style-type: none"> ● Select a position and company, either teacher selected or student selected using an employment platform (i.e. Monster.com, LinkedIn, Career Finder). ● Develop a cover letter, resume, and thank you letter for each position and company. <ul style="list-style-type: none"> ○ As a preparatory step, students should seek industry feedback on whether the acquisition documents contain sufficient indications of the position. 				
Unit 5 Pathway Standard(s)	A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.				
Unit 5 Pathway – Performance Indicator(s)	A7.5 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.				
Unit 5 Anchor Standard(s)	2.0 Communications				
Unit 5 Anchor – Performance Indicators	2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format. 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.				
Unit 5 Curricular Resources	NA				
Unit 5 Total Hours	10	Classroom	10	CC/CVE	0

Unit 6 Title	Leadership and Management				
Unit 6 Essential Question	What makes good leadership?				
Unit 6 Description (3-5 Sentences)	Students will examine the characteristics and delineation between leadership and management. Students will evaluate varying leadership models and the skills required for each. Students will also consider how motivation types impact when and how to deploy leadership models and management styles. As part of this unit, students will reflect on conflict management strategies.				
Unit 6 Key Assignment	<p>Using the Keirsey Temperament Sorter, students will complete the assessment and present on the following:</p> <ul style="list-style-type: none"> ● The identified temperament and its characteristics ● A person in history who had the same temperament. <ul style="list-style-type: none"> ○ Select an event in this person's history where the characteristics of this temperament manifested ○ Rationalize how this temperament motivated how this person responded to the event <ul style="list-style-type: none"> ■ Ex: Because the famous person was a Guardian, she responded to the war by doing the following because of... ● Using Unit 2 and 4, rationalize how the student, through the lens of their chosen career and temperament, would handle a common issue at work. <ul style="list-style-type: none"> ○ Ex: In culinary, there are high-paced environments. Because I am an Idealist, my challenges would be ... and I would react by.... <p>Note: If Keirsey is not available, students can take an alternative assessment.</p>				
Unit 6 Pathway Standard(s)	A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.				
Unit 6 Pathway – Performance Indicator(s)	A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.				
Unit 6 Anchor Standard(s)	5.0 Problem Solving and Critical Thinking 9.0 Leadership and Teamwork				
Unit 6 Anchor – Performance Indicators	5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions. 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.				
Unit 6 Curricular Resources	NA				
Unit 6 Total Hours	10	Classroom	10	CC/CVE	0

Unit 7 Title	Ethics and the Law in the Workplace			
Unit 7 Essential Question	How do we respond to the “gray areas” of work?			
Unit 7 Description (3-5 Sentences)	Students will be exposed to ethics and how it impacts how people interact with society and work. Students will research workplace ethics and how the law attempts to address how to be ethical. Students will also consider major laws, including safety, rights, and mandates.			
Unit 7 Key Assignment	<p>Students will conduct a debate on a workplace ethical issue. As part of the debate, students will:</p> <ul style="list-style-type: none"> ● Research and agree upon a workplace issue for debate. <ul style="list-style-type: none"> ○ As necessary, the teacher can override the issue. ● Establish a minimum of 2-sides to the issue and align students. ● Each side will prepare statistics, case studies, and impact the issue has on work. ● Additionally, each side should identify members who will open with the affirmative and negative, support the affirmative and negative, and offer closing remarks. <ul style="list-style-type: none"> ○ The teacher can assign time to each section. ● Upon completion, the class can be polled for winning position: the affirmative or negative. 			
Unit 7 Pathway Standard(s)	A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.			
Unit 7 Pathway – Performance Indicator(s)	A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.			
Unit 7 Anchor Standard(s)	6.0 Health and Safety 8.0 Ethics and Legal Responsibilities			
Unit 7 Anchor – Performance Indicators	6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA). 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.			
Unit 7 Curricular Resources	NA			
Unit 7 Total Hours	10	Classroom	10	CC/CVE 0

Unit 8 Title	Internships				
Unit 8 Essential Question	What will/has my internship revealed about me and my career interests?				
Unit 8 Description (3-5 Sentences)	<p>Students will examine the role of internships in exploring career interests. Students will conduct research on local business to determine alignment based on desired outcomes. Students will also evaluate and reflect on their experiences.</p> <p>Sample Internship Model (based on Minimum of 50 hours)</p> <ul style="list-style-type: none"> ● 2 week cycle consists of: <ul style="list-style-type: none"> ○ First week - 5 work days ○ Second week - 4 work days/1 control day 				
Unit 8 Key Assignment	<p>Part 1 - Internship</p> <ul style="list-style-type: none"> ● Using an Individual Training Plan (ITP), students will work at their internship site. <ul style="list-style-type: none"> ○ If an ITP is not available, one can be developed to guide the internship experience. <p>Part 2 - Reflection (also Final).</p> <ul style="list-style-type: none"> ● Upon completion of the internship experience, students will write a reflective essay that includes: <ul style="list-style-type: none"> ○ A description of a typical day (i.e. tasks, people encountered, environment, etc.). ○ Likes and dislikes about the job. ○ What the student would like to have been exposed to or had more opportunities with. ○ Challenges and how the student worked through each. ○ What the student learned from the internship. ○ Whether the internship experience solidified their career choice or whether it caused reconsideration. <p>Note: Students should also have the option to present their reflection to the class.</p>				
Unit 8 Pathway Standard(s)	A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.				
Unit 8 Pathway – Performance Indicator(s)	A1.4 Select industry-specific works and analyze the intent of the work and the appropriate use of media.				
Unit 8 Anchor Standard(s)	7.0 Responsibility and Flexibility				
Unit 8 Anchor – Performance Indicators	7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.				
Unit 8 Curricular Resources	NA				
Unit 8 Total Hours	30	Classroom	5	CC/CVE	25

Course Assessments

1st Semester Common Assessment	
Narrative	Employment Portfolio (Unit 3 & 5) <ul style="list-style-type: none">● Students will develop 2 sets of job acquisition documents and tailor each to a specific position at a specific company. For each set:<ul style="list-style-type: none">○ Select a position and company, either teacher selected or student selected using an employment platform (i.e. Monster.com, LinkedIn, Career Finder).○ Develop a cover letter, resume, and thank you letter for each position and company.<ul style="list-style-type: none">■ As a preparatory step, students should seek industry feedback on whether the acquisition documents contain sufficient indications of the position.

Final Common Assessment	
Narrative	Internship Reflection <ul style="list-style-type: none">● Upon completion of the internship experience, students will write a reflective essay that includes:<ul style="list-style-type: none">○ A description of a typical day (i.e. tasks, people encountered, environment, etc.).○ Likes and dislikes about the job.○ What the student would like to have been exposed to or had more opportunities with.○ Challenges and how the student worked through each.○ What the student learned from the internship.○ Whether the internship experience solidified their career choice or whether it caused reconsideration. <p>Note: Students should also have the option to present their reflection to the class.</p>