

Van Buren Community Schools
Multi-Occupations Cooperative Education Program
(MOC)

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Acknowledgement

The MOC curriculum, developed by Julie Chapuis, during the summer of 2008, is to guide the work experiences of students in the Multi-Occupations Cooperative program. This program was developed following best practice; standards, benchmarks, critical objectives and assessment tied to each standard.

The project was developed to serve as a springboard for the development of additional concepts of master skills, depending on the ability and interests of each student.

This curriculum should assist all vocational areas in having the format for work experience for students in the Van Buren District.

Chapter 12 General Accreditation Standards

Preamble

The goal for the early childhood through twelfth grade educational system in Iowa is to improve the learning, achievement, and performance of all students so they become successful members of a community and workforce. It is expected that each school and school district shall continue to improve its educational system so that more students will increase their learning, achievement, and performance.

Accreditation focuses on an ongoing school improvement process for schools and school districts. However, general accreditation standards are the minimum requirements that must be met by an Iowa public school district to be accredited. A public school district that does not maintain accreditation shall be merged, by the state board of education, with one or more contiguous school districts as required by Iowa Code subsection 256.11(12). A nonpublic school must meet the general accreditation standards if it wishes to be designated as accredited for operation in Iowa.

General accreditation standards are intended to fulfill the state's responsibility for making available an appropriate educational program that has high expectations for all students in Iowa. The accreditation standards ensure that each child has access to an educational program that meets the needs and abilities of the child regardless of race, color national origin, gender, disability, religion, creed, marital status, geographic location, or socioeconomic background.

With local community input, school districts and accredited nonpublic schools shall incorporate accountability for student achievement into comprehensive school improvement plans designed to increase the learning, achievement, and performance of all students. As applicable, and to the extent possible, comprehensive school improvement plans shall consolidate federal and state program goal setting, planning, and reporting requirements. Provisions for multicultural and gender fair education, technology integration, global education, gifted and talented students, at-risk students, students with disabilities, and the professional development of all staff shall be incorporated, as applicable, into the comprehensive school improvement plan. See subrules 12.5(8) to 12.5(13), 12.7(1), and 12.8(1).

DIVISION V EDUCATION PROGRAM

281-12.5(256) Education program. The following education program standards shall be met by schools and school districts for accreditation with the start of the 1989-1990 school year.

12.5(5) *High school program, grades 9-12.* In grades 9 through 12, a unit is a course or equivalent related components or partial units taught throughout the academic year as defined in subrule 12.5(14). The following shall be offered and taught as the minimum program: English-language arts, six units; social studies, five units; mathematics, six units as specified in 12.5(5)"c"; science, five units; health, one unit; physical education, one unit; fine arts, three units; foreign language, four units; and vocational education, 12 units as specified in 12.5(5)"i." Beginning with the 2010-2011 school year graduating class, all students in schools and school districts shall satisfactorily complete at least four units of English-language arts, three units of mathematics, three units of science, three units of social studies, and one full unit of physical education as conditions of graduation. The three units of social studies may include the existing graduation requirements of one-half unit of United States government and one unit of United States history.

i. *Vocational education-school districts (three units each in at least four of the six service areas).* A minimum of three sequential units, of which only one may be a core unit, shall be taught in four of the following six service areas: agricultural education, business and office education, health occupations education, home economics education, industrial education, and marketing education. The instruction shall be competency-based; shall provide a base of knowledge which will prepare students for entry level employment, additional on-the-job training, and postsecondary education within their chosen field; shall be articulated with postsecondary programs of study, including apprenticeship programs; shall reinforce

basic academic skills; shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups. Vocational core courses may be used in more than one vocational service area. Multi-occupations may be used to complete a sequence in more than one vocational service area; however, a core course(s) and multi-occupations cannot be used in the same sequence. If a district elects to use multi-occupations to meet the requirements in more than one service area, documentation must be provided to indicate that a sufficient variety of quality training stations be available to allow students to develop occupational competencies. A district may apply for a waiver if an innovative plan for meeting the instructional requirement for the standard is submitted to and approved by the director of the department of education.

The instructional programs also shall comply with the provisions of Iowa Code chapter 258 relating to vocational education. Advisory committee/councils designed to assist vocational education planning and evaluation shall be composed of public members with emphasis on persons representing business, agriculture, industry, and labor. The membership of local advisory committees/councils will fairly represent each gender and minority residing in the school district. The accreditation status of a school district failing to comply with the provisions of this subrule shall be governed by 281-subrule 46.7(10), paragraph "g."

(14) "Multi-occupational courses" combine on-the-job training in any of the occupational areas with the related classroom instruction. The instructor provides the related classroom instruction and coordinates the training with the employer at the work site. A multi-occupational course may only be used to complete a sequence in more than one vocational service area if competencies from the appropriate set of minimum competencies are a part of the related instruction.

281-46.1(258) Standards for vocational education. Vocational education programs carried on under the provisions of Iowa Code chapter 258 shall be governed by and administered pursuant to the Acts of Congress accepted by chapter 258 and its provisions, duly-adopted rules of the federal agencies involved and the current federal-state contracts or plans approved pursuant to these statutes and rules.

281-46.6(258) Revised standards for vocational education. Vocational education programs under the provisions of Iowa Code chapter 258 shall be administered by the specific provisions of 281-subrule 12.5(4), as well as the other provisions set forth in 281-Chapter 12.

This rule is intended to implement Iowa Code section 256.11 and chapter 258.

281-46.7(258) Definitions and descriptions of procedures. The strategies for implementing the vocational education standards may be clarified by the following definition and descriptions of procedures which shall be utilized:

Vocational education means organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. Program content shall include recognition of the contributions of individuals with disabilities, men and women in nontraditional roles and minorities. Such term also includes applied technology education.

CHAPTER 258

VOCATIONAL EDUCATION

258.9 Local advisory council.

The board of directors of a school district that maintains a school, department, or class receiving federal or state funds under this chapter shall, as a condition of approval by the state board, appoint a local advisory council for vocational education composed of public members with emphasis on persons representing business, agriculture, industry and labor. The local advisory council shall give advice and assistance to the board of directors in the establishment and maintenance of schools, departments, and classes that receive federal or state funds under this chapter. Local advisory councils may be organized according to program area, school, community, or region. The state board shall adopt rules requiring that the memberships of local advisory councils fairly represent each sex and minorities residing in the school district. Members of an advisory council shall serve without compensation.

[C24, 27, 31, 35, 39, § 3845; C46, 50, 54, 58, 62, 66, 71, 73, 75, 77, 79, 81, §258.9]
86 Acts, ch 1245, §1431

258.10 Powers of district boards.

1. The board of directors of a school district may carry on prevocational and vocational instruction in subjects relating to agriculture, commerce, industry, and home economics, and pay the expense of such instruction in the same way as the expenses for other subjects in the public schools are paid.

2. The board of directors of a school district may establish and maintain school-to-work programs including alternative learning opportunities through which students may obtain skills or training outside the classroom. School-to-work programs include, but are not limited to, the following:

a. Short-term job shadowing opportunities for students to explore career interests by observing work at a workplace or to include a series of visits to various workplaces and time spent with individual workers to observe specific jobs.

b. Structured work experiences integrating school and work-based experiences in an internship that may be an extension of a job shadowing experience.

c. Mentoring experiences providing students with a formal relationship with a worksite role model who shares career insights and teaches students specific work-related skills.

d. Career-oriented work experiences tied to school lessons through formal or informal training agreements, formal learning plans or mentoring, by workplace personnel who may be paid or unpaid, and which may earn students credit toward graduation.

e. Structured on-the-job training or apprenticeships for students who are enrolled in a technical or professional program that leads to a high school diploma, advanced certificate of mastery, or associate degree.

f. Work experiences available to students in school and community placements directly supervised by a school district or community college staff member.

3. The board may provide workers' compensation coverage by insuring, or self-insuring as provided in section 87.4 , students participating in unpaid school-to-work programs. A school district's liability to students injured while participating in an unpaid school-to-work program is as provided in section 85.20.

[C24, 27, 31, 35, 39, § 3846; C46, 50, 54, 58, 62, 66, 71, 73, 75, 77, 79, 81, §258.10]
97 Acts, ch 37, §6

EDUCATIONAL PHILOSOPHY

The Board of Directors of the Van Buren Community School District is committed to the operation of schools whose purpose is to serve by assisting each learner develop into a mature individual and contributing member of society. The goals of education and the goals of democracy are fundamentally the same. The board believes the nature of learning is a continuous experience throughout the life of each individual. This experience is influenced by a variety of factors including the environment surrounding the learner. The board also believes, and recognizes, the nature of a learner requires an awareness of the unique needs of each individual and the various stages of development associated with growth. It is believed all have the capability of learning given appropriate opportunity.

The Board of Directors recognizes the guardianship of public education is a trust and an obligation. Consequently, the board believes that a desirable learning atmosphere must be provided which includes the following: (1) Appropriate facilities; (2) Competent staff; (3) Appropriate educational and instructional materials; (4) Assurance of safety; (5) Recognition of individual dignity and worth; (6) A scope of educational experiences to challenge each student; and (7) Periodic review, revision, and evaluation.

The Board further believes the scope of educational experience should meet the needs of varied learners and include experiences that encompass the intellect and associated basic and developmental skills, as well as aesthetic, physical, civic, social, vocational, multicultural, and technological awareness.

Date of Adoption: May 9, 1990
Date Reviewed: March 9, 2005
Date Revised: November 8, 1995

EDUCATIONAL EQUITY POLICY

1. It is the policy of Van Buren Community School District to provide equal educational and employment opportunities and not to illegally discriminate on the basis of sex, color, national origin, religion, marital status, race, socioeconomic status or disability in its educational programs, activities or its employment and personnel policies.
2. This district shall provide program activities, a curriculum and instructional resources which will reflect the racial and cultural diversity present in the United States and the variety of careers, roles and life styles open to both men and women in our society. One of the objectives of the district's programs, curriculum, services and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, color, religion, marital status, socioeconomic status, national origin and disability. The curriculum, programs and services shall foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a pluralistic society.
3. It is the policy of this district to affirmatively recruit women and men, members of diverse racial/ethnic groups and persons with disabilities for job categories where they are underrepresented. A fair and supportive environment will be provided for all students and employees regardless of their sex, race, national origin, marital status, religion, socioeconomic status, color or disability. Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities included comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, national origin, sex, disability, socioeconomic status, marital status or religion, made from one employee to another, from an employee to a student or vice versa, and from one student to another creating an intimidating, hostile or demeaning environment is a violation of this policy.
4. The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.
5. Inquiries regarding compliance of equity policies may be directed to the following:
Title IX – High School Principal; Title VI – Early Childhood Center Director; and Section 504 – Superintendent, Van Buren Jr/Sr. High School, 503 Henry Street, Keosauqua, Iowa 52565, 319-293-3333, to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa, or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.
6. The Affirmative Action Coordinator for the district shall be the Building Principals/Superintendent. The Educational Equity Coordinator for the district will be the Curriculum Coordinator. Inquiries concerning a grievance procedure should be addressed to either coordinator.

Federal and state regulations require that the non-discrimination policy, the identity of the designated local coordinator and notification about the existence of the grievance procedure be disseminated to employees, students and parents on an annual or ongoing basis. This notification must be included in major annual or general publications such as:

Student Handbooks

Local Newspapers

Application Forms

Program Brochures & Publications

Agreement forms with labor organizations and businesses which hold professional agreements with the school or agency.

School Newsletters

Employee (Staff) Handbooks

Registration Handbook

Teacher Handbooks

Employment

Legal Reference:

20 U.S.C 1221 et seq. (1994)

20 U.S.C 1681 et seq. (1994)

20 U.S.C. 1701 et seq. (1994)

29 U.S.C. 794 (1994)

42 U.S.C. 12101 et seq. (1994)

34 C.F.R. Pt. 100 (1999)

34 C.F.R. Pt. 104 (1999)

Iowa Code 216.9; 256.11, .11A; 280.3 (2001)

281 I.A.C. 12

Cross Reference:

100.2 District Educational Equity Policy

516 Students Educational Equity Policy

Date of Adoption: May 9, 1990

Date of Review: March 8, 2006

Date of Revision: April 12, 2006

CAREER EDUCATION

Preparing students for careers is one goal of the education program. Career education will be infused into the education program for grades kindergarten through twelve. This education shall include, but not be limited to, awareness of self in relation to others and the needs of society, exploration of employment opportunities, experiences in personal decision-making, and experiences of integrating work values and work skills into their lives.

It shall be the responsibility of the curriculum development committee assist certified personnel in finding ways to provide career education in most courses. The board, in its review of the curriculum, shall review the means in which career education is combined with other instruction programs.

Legal Reference: Iowa Code Sections 256.11, 280.9 (1989); 670 Iowa Admin. Code 3.5(9); 281 Iowa Admin Code 12.5(7) (new standards).

Cross Reference: Curriculum Study

Date of adoption: February 8, 1989

Date of Review: April 11, 2001

Date of Revision: _____

MULTICULTURAL AND GENDER FAIR EDUCATION OPPORTUNITY

Enrolled children in the school district community shall have an equal opportunity for a quality public education without discrimination regardless of their race, color, sex, marital status, national origin, religion, socioeconomic status or disability.

The education program shall be free of such discrimination and provide equal opportunity for the participants. The education program shall foster knowledge of, respect and appreciation for the historical and contemporary contributions of diverse cultural groups as well as men and women, to society. Special emphasis is placed on Asian-Americans, African-Americans, Hispanic-Americans and persons with disabilities. It shall also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

Inquiries regarding compliance with equal education opportunity shall be directed to the High School Principal by writing to Central Administrative Office, Title IX Compliance Officer, 503 Henry Street, Keosauqua, Iowa 52565, or telephoning at 319-293-3334.

Date of Adoption: February 8, 1989

Date of Review: March 8, 2006

Date of Revision: April 12, 2006

PROGRAM FOR STUDENTS AT RISK

The board recognizes some students require additional assistance in order to graduate from the regular education program. The board shall provide a program to encourage and provide an opportunity for students at risk to achieve their potential and obtain their high school diploma.

It shall be the responsibility of the superintendent or his designee to develop a program for students at risk.

It shall also be the responsibility of the superintendent or his designee to develop administrative regulations for identifying students, for program evaluation and for the training of school district personnel.

Legal Reference: Iowa Code Sections 256.9, 261C, 262.71, 280.19, 442.51-.54 (1989); 670 Iowa Admin. Code 3.5(9); 281 Iowa Admin. Code 12.5(13) (new standards).

Date of Adoption: February 8, 1989

Date of Review: April 11, 2001

Date of Revision: _____

SPECIAL EDUCATION AND INTEGRATION

1. Special Education

The board recognizes special education laws change from year to year. All special education students will be identified and placed according to state and federal laws and will be maintained in the least restrictive environment. The board shall provide a free appropriate education program and related services to students identified in need of special education. The special education services will be provided from birth until the appropriate education is completed, age twenty-one or to maximum age allowable in accordance with the law. Students requiring special education shall attend general education classes, participate in nonacademic and extra curricular services and activities and receive services in a general education setting to the maximum extent appropriate to the needs to each individual student. The appropriate education for each student shall provide an appropriate education for a child in need of special education but the board is not required to provide the best possible option or to maximize the potential of the child commensurate with the opportunity provided to nondisabled children.

Special education students shall be required to meet the requirements stated in board policy "Graduation Requirements" for graduation, or the requirements stated in their individual education plans.

It shall be the responsibility of the superintendent or his designee and the area education agency director of special education to administer the special education program. While the board secretary shall be custodian of school records, the building principal shall be responsible for maintaining the records of the children in need of special education. These records may be viewed by authorized school personnel and in accordance with the requirements of board policy, "Student Records Access."

Special education students shall be required to meet the requirements stated in board policy or in their IEP's for graduation. It shall be the responsibility of the superintendent and the area education agency director of special education to provide or make provisions for appropriate special education and related services.

2. Integration

All education programs, including those of the moderately and severely handicapped, will be integrated to the least restrictive environment. The integration shall assure that the educational program include the physical, functional, social and societal aspects of development. Such integration shall also include minority populations regardless of the race, creed, color, gender, marital status, national origin, ability or disability.

3. Provision of Special Education

In keeping with education's commitment to provide a seamless system of special education services for children from birth through twenty-one years of age, children from birth through two years of age, and children three through five years of age shall be provided comprehensive special education services within the public education system. The district shall work in conjunction with the Are Education Agency to provide services, at the earliest appropriate time, to children with disabilities from birth through age two, and to ensure for eligible children a smooth transition from early childhood special education provided through an individualized family service plan (IFSP) to early childhood special education services provided through an individualized education program (IEP).

Legal Reference: Board of Education v. Rowley, 458 U.S. 176 (1982).
Springdale School District #50 v. Grace, 693 F. 2d 41 (8th Cir. 1982)
Southeast Warren Comm. School District v. Dept. of Public Instruction,
258 N.W. 2d 173 (Iowa 1979)
20 U.S.C. §§ 256.11(7); 256B; 273.1, .2, .5, .9(2)-(3); 280.8

Date of Adoption: August 13, 1986

Date of Review: February 21, 2001

Date of Revision: March 14, 2001

Historical Review

HISTORICAL

Vocational and technical education historically has met the needs of business and industry through competency-based education grounded upon skills identified as essential in the workplace. Iowa code has identified broad content areas. These areas include:

- **Business and Technology**
- **Marketing**
- **Agriculture**
- **Consumer and Family Sciences**
- **Industrial Technology**
- **Health Occupations**

State legislation passed in 1992 (SF 449) required vocational programs be competency-based and that minimum competencies be identified at the state level. The process for developing competencies is established by sub-rule 281.46.7 (1) in the administrative rules and regulations. Local school districts and community colleges may elect to develop competencies. A school district is provided the option of utilizing minimum competencies developed through a structured group interview process, involving a technical committee composed of incumbent workers within an occupational cluster of a service area. The law further requires that the competencies be revalidated periodically.

Iowa Code, chapter 258.4 (8) also requires that the program sequence addresses the following: new and emerging technologies, job-seeking, job-keeping, and other employment skills, including self-employment and entrepreneurial skills, that reflect current industry standards, leadership skills, entrepreneurial, and labor-market needs; and the strengthening of basic academic skills.

The Carl D. Perkins Technical and Vocational Act of 1998 requires that programs eligible for federal funds include competency-based instruction, applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupational-specific skills of an individual.

Since the passage of SF 449, another major legislative initiative, HF 2272, has further shaped the model framework. School improvement focuses upon district identified and adopted standards and benchmarks.

A component of the "Iowa State/Federal School-to-Work Plan" is the development of career pathways. Schools receiving the federal STW funds are encouraged to adopt a career pathways model. The STW grant has supported a model developed by the Tech Prep area coordinators and the Iowa Association of Business and Industry has approved the model framework.

In further defining the Career Pathways model, essential employability skills were identified as "Thirteen Essential Skills." (see page vi) These skills were later consolidated into seven standards in a project funded by STW. The broad pathway skills were identified through a DACUM process and refined into standards and benchmarks. The pathways identified include the following: Arts and Communications, Business/Information Management and Marketing, Health Sciences, Family and Human Services, Industrial Technology, and Agriscience & Natural

Resources. Employability skills and broad sector career standards are included in the pathways, which form a framework for technical and vocational content standards and benchmarks.

CURRENT STATUS

The revalidation of the technical and vocational and technical content competencies has involved the participation of field with industry, business, and content area professionals. The program management teams from each content area have worked diligently, not only in identifying competencies, but in defining functions and establishing standards and benchmarks, to be consistent with school improvement efforts.

Each content area program management committee has utilized validated state competency statements, reviewed national skills standards and national standards projects during the process of identifying standards and benchmarks. Dedicated individuals from the public and private sectors have provided their expertise for this project. Those members are listed at the end of each content section. Their commitment to a continuous improvement model will ensure that future revisions are timely and will meet business, industry, and community needs.

DEFINITIONS

The following definitions are utilized throughout the document. Sections may also include further clarification and examples.

Foundation – fundamental understandings that can be viewed as co-requisites, and as pre-requisites for the content area.

Function – defines the discipline as applied or practiced in the content area field.

Content Standard – broad statements about what students are expected to know and be able to do.

Benchmarks – specific knowledge and skills anchored to content standards that a student needs to accomplish by a specific grade or grade span.

Performance competency – describes the activity utilized to measure performance necessary to reach the benchmark.

CAREER PATHWAYS

A career pathway framework is an organizational structure that identifies a pre K-12 + broad field of study designed to provide opportunities for a student to prepare for further education and/or entry-level employment and includes the following components:

- Integration of National Career Development guidelines
- Opportunities to integrate academic and occupational instruction supported by school-based and work-based experiential learning
- Horizontal and vertical articulation
- Preparation of the student for future employment in a broad occupational cluster, industry sector, and/or continued education.

- Inclusion of specific occupational preparation which may link two years of secondary education with a two-year or four-year educational institution (Tech Prep model) or an apprenticeship program
- Provision for strong experience in, and understanding of, the career areas of interest to the student
- Introduction of all aspects of the industry

The career Pathway framework includes the following six pathways:

- 1. Business/information Management/Marketing**
- 2. Agriscience/Natural resources**
- 3. Arts and Communications**
- 4. Engineering/Industrial/Technological Sciences**
- 5. Family and Human Services**
- 6. Health Sciences**

The Career Pathway framework provides an opportunity to build a vocational program utilizing vocational and technical standards and benchmarks, the career pathway standards and benchmarks, and the employability standards in a sequential organization to meet local district and community needs.

Standards and benchmarks for the occupational cluster knowledge and skills for five of the six pathways are included in this document. Career pathway standards may be accessed through a future AEA 11 website when the final documents are available.

21st Century Skills

As each Iowa student is provided access to essential concepts and meaningful learning experiences in the core academic content areas, it is imperative that we also look to 21st century skills to build capacity in students so they are prepared to lead productive, satisfying lives. According to Ken Kay, president of the Partnership for 21st Century Skills, the 21st century skills se “is the ticket to economic upward mobility in the new economy” (Gerwertz, 2007). Business and industry is providing a very clear message that students need the skills to “work comfortably with people from other cultures, solve problems creatively, write and speak well, think in a multidisciplinary way, and evaluate information critically. And they need to be punctual, dependable, and industrious.” (Gerwertz, 2007).

The Framework for 21st Century Learning stated, “We believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects” (2007). 21st century skills bridge the knowledge, skills, and dispositions of students from the core academic areas to real life application.

“The primary aim of education is not to enable students to do well in school, but to help them do well in the lives they lead outside of the school.”

- Ray McNulty, ICLE

Iowa High School Summit, December 10, 2007

Descriptions of the new global reality are plentiful, and the need for new, 21st century skills in an increasingly complex environment is well documented. In one form or another, authors cite (1) the globalizations of economics; (2) the explosion of scientific and technological knowledge; (3) the increasingly international dimensions of the issues we face, i.e. global warming and pandemic diseases; and (4) changing demographic as the major trends that have resulted in a future world much different from the one that many of us faced when we graduated from high school (Friedman, 2005 and Stewart, 2007). The trends are very clear that each Iowa students will need essential 21st century skills to lead satisfying lives in this current reality.

Descriptions of what constitute essential 21st century skills are plentiful as well. In the 2007 session, the Iowa Legislature established the Iowa 21st century framework as:

1. employability skills
2. financial literacy
3. health literacy
4. technology literacy

Within this 21st century skill framework are the common strands of learning and innovation; communication, information, and technology; and, life and career skills.

The development of the Iowa 21st century essential concepts and skills was a collaborative process engaging the expertise of p – 16 educators, business, and industry representatives. Sources used for this work included the 1991 SCANS report, What Work Requires of Schools, and Framework for 21st Century Learning, from the Partnership for 21st Century Skills. The committee surveyed the literature and endeavored to bring together the common elements of these frameworks. The members have outlined the concepts, dispositions and habits of mind believed essential for success in the 21st century.

The reality of building capacity for the 21st century is that we do not know what the work of the future will be like (Darling-Hammond, 2007) or how technology will influence health and financial issues. The challenge is to prepare students to think critically, to engage in mental activity, or habits of mind, that "...if the complex questions of the future are to be determined ...by human beings...making one choice rather than another, we should educate youths – all of them – to join in the conversation about those choices and to influence that future..." (Meier, 2008)

Primary Elementary Grades – Being Developed

Intermediate Elementary Grades – Being Developed

Middle School Level – Being Developed

High School

Financial Literacy

- Demonstrate financial responsibility and planning skills to achieve financial goals for a lifetime of financial health
- Manage money effectively by developing spending plans and selecting appropriate financial instruments to maintain positive cash flow
- Make informed and responsible decisions about incurring and repaying debt to remain both creditworthy and financially secure
- Evaluate and identify appropriate risk management options, including types of insurance, non-insurance, and identity protection
- Assess the value, features, and planning processes associated with savings, investing, and asset building, and apply this knowledge to achieve long-term financial security with personal and entrepreneurial goals in a global market
- Understand human, cultural, and societal issues related to financial literacy, and practice legal and ethical behavior

Health Literacy

- Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health
- Synthesize interactive literacy and social skills to establish and monitor personal, family and community goals related to all aspects of health
- Apply critical literacy/thinking skills related to personal, family and community wellness
- Use media literacy skills to analyze media and other influences to effectively manage health risk situations and advocate for self and others
- Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society

Technology Literacy

- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology
- Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
- Apply digital tools to gather, evaluate, and use information
- Demonstrate critical thinking skills using appropriate tools and resources to plan and conduct research, manage projects, solve problems and make informed decisions
- Understand human, cultural, and societal issues related to technology, and practice legal and ethical behavior
- Demonstrate a sound understanding of technology concepts, systems and operations

Employability

- Communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work
- Adapt to various roles and responsibilities and work flexibly in climates of ambiguity and changing priorities
- Demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals
- Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life
- Demonstrate productivity and accountability by meeting high expectations

Van Buren Community School District

Multi-Occupational Cooperative

Purpose

The purpose of the multi-occupational program is to provide a quality learning experience for all students who elect to enter the program. The program should prepare students for gainful employment in one or more of the occupational clusters including Business/Information Management; Agriscience/Natural Resources; Arts and Communications; Engineering/Industrial/Technological Sciences; Family and Human Services and Health Sciences.

Philosophy

The MOC Program at Van Buren School District provides career and technical experience and training through organized work experience and related curriculum. The program allows the student to work a half-day and go to school a half day. The program is designed to enhance the students' self-esteem and self-worth, thus giving students skills to more easily transition from school to work. The business community, by providing a training station, becomes closely tied to the school and the enrolled students. For many students, this job away from home is a first experience in the world of work. The program, with the support of family and the guidance of a work experience coordinator, gives the student a chance to grow and develop proper work habits, skills and attitudes.

Objectives

The program is designed to combine classroom and on the job learning to best prepare students for the world of work. The program is structured into three enrollment options to provide flexibility and various entry levels for each student. The enrollment options are described briefly at this point.

Option 1: Student would enroll as a second semester junior and receive one semester of exploratory training and two semesters of preparatory training. The classroom portion of the curriculum would be semester one, two, and three.

Option 2: The student would enroll as a first semester senior and receive one semester of exploratory training and one semester of preparatory training. The classroom portion would be semester one and three of the curriculum.

Option 3: The student would enroll as a second semester senior and receive one semester of exploratory training and the classroom portion would be semester one of the curriculum.

Specific curriculum outlines, objectives and competency profiles have been developed for each option and are described at length on the following pages.

Student Selection

The MOC program is open to all juniors and seniors as an elective course. The students, upon enrolling in the program, will complete an application for enrollment and should have the recommendation of the guidance counselor, or principal. Students will be accepted into the program without regard to race, color, national origin, sex, marital status, religion, socioeconomic status or disability.

Related Instruction

Students are encouraged to enroll in a variety of courses in their freshman and sophomore years to enhance their knowledge and preparation for the MOC program. Suggested areas of study, in addition to the core requirement, include business education, family/consumer science, agriculture and industrial technology.

Business Education

Keyboarding I
Accounting I
Business Law

Industrial Technology

Drafting I
Drafting II
Woods I
Woods II
Construction I
General Auto
Residential Wiring
Energy, Power and Transportation

Family/Consumer Science

Textiles and Clothing
Culinary Arts
Consumer Foods
Child Development
Adult Choices
Skills for Living

Agriculture

Agricultural Marketing
Agribusiness Management
Fundamentals of Agriculture (Biotechnology)
Farm Management
Fundamentals of Agriculture/Horticultural Science and Business
Natural Resources
Modern Livestock Production
Natural Resources
Turf Management

Participant Roles

The success of the MOC program depends on the cooperation of many participants including the student, parents, employers, school personnel, and the coordinator. Each individual assumes the responsibility not only for his/her role, but also for communication and cooperation with the other participants.

Role of the Student

The student assumes a significant role and benefit to the cooperative agreement. Students must be responsible for their education, training and actions. Students prepared to follow their training plan and agreements, will be successful in learning and earnings. Students must at all times show respect and cooperation to their employer, parents/guardians, school personnel and the MOC coordinator. The commitment to the agreement will produce high quality skills and best prepare the student to take those skills into a successful employment situation.

Role of the Parent

Van Buren Community Schools are committed to working with parents at all levels of a student's education. Careful attention is devoted to parent involvement from the time a student enters kindergarten until the student graduates. As a parent, perhaps one of the most crucial stages for involvement is during their child's decision to participate in MOC and offer additional supports such as insurance and transportation in order for the program to be successful. Parents must also understand the importance of attendance in work programs. Employers will expect, from students, the same attendance as is expected from all employees and absences should be carefully weighed due to the impact on the work record. Parents are also keys to the success of the student. By being available for conferences, showing interest and support for the student the parent relays the importance of building not only a good educational foundation but also life-long employment skills.

Role of the Employer

The employer will provide students with a variety of work experiences that will contribute to the students' career goals. Each employer will help students apply the knowledge they learn in the classroom to actual work experience on the job. By taking the opportunity to confer regularly with the student and coordinator, the employer will help ensure a positive and fulfilling experience for the student. The employer in return should expect to see positive work habits and quality results emerge from student efforts. The employer will verify hours and evaluate the performance of the student at regular intervals.

Role of the School

The school, by supporting the MOC program, has committed to the unique opportunity of allowing students to make the connection between school and work. The school will assist in scheduling for students and the coordinator that will allow flexibility in order to make the program successful. The school will also make available a coordinator, space, and supplies to instruct students in gaining and retaining employment. The school will also make additional course offerings available in the areas of family and consumer science, business and technology,

marketing, health occupations, agriculture and industrial technologies in order to best prepare students for their work experiences.

Role of the Coordinator

The coordinator will work with all parties to facilitate a program that offers an environment for students to best prepare themselves for their chosen career. Recognizing the need for good job matches, the coordinator will be closely in tune with the students' needs and strengths so as to place students where they will experience the greatest rewards and avoid problems or concerns. The coordinator will monitor student progress and schedule conferences whenever progress needs to be discussed. The coordinator will work closely with parents, employers and school personnel to ensure the student has supports and needed feedback to be successful. The coordinator will maintain a good rapport with the business community in order to ensure receptive and constant training environments. The coordinator will be responsible for instruction on a daily basis to assist the student gain skills for success on the job. The coordinator will also place, monitor, and transfer all students in meaningful work sites to assist them in realizing and reaching their career potential.

Program Evaluation

The Van Buren Community School District will strive to continuously improve the MOC Program. In doing so, it is important to remember that constant evaluation from our students, parents, administration, faculty, work experience coordinator and training sponsors is necessary. The work experience coordinator will be in constant communication with the involved parties to ensure the program is running smoothly and meeting the goals. In addition to this communication, the work experience coordinator will conduct annual surveys each spring to ensure that the program is meeting goals and to help the coordinator and administration establish new goals and focus areas.

The attached forms will be distributed to the various involved parties the first week of April.
(See forms section in the appendix)

Process of Awarding Credits

Students will be awarded 2 credits for each successful (passing grade) semester completed in the MOC program. Student may earn up to 6 total credits for MOC participation if the student enters the program in the junior year and then completes two semesters in the senior year.

Student Evaluations

Students will be evaluated and awarded credit for each nine-week term. Students will receive an evaluation from the training sponsor. Students will also receive an evaluation from their course work. Letter grades from each component (training sponsor and classroom) will be awarded and the grades will be weighted equally and then averaged to provide the nine-week grade. Semester grades will be awarded based on the average of two nine-week grades.

Articulation with Vocational Program

Van Buren Schools is committed to preparing students for their futures and developing the best career and technical skills. In pursuing this goal, Van Buren has worked cooperatively with Indian Hills Community College to develop the attached articulation agreements on behalf of those students pursuing post-secondary education (see appendix). Further agreements will be developed, as demand is present. It is our belief that these agreements best serve our students, school and community. The process is based on three factors: competencies, cooperation, and trust.

We feel that the use of validated competencies is the best way to determine what should be taught as well as what is actually being taught in a given course.

We feel that cooperation is the best way to arrive at articulation agreements that will meet the reasonable expectations of all involved institutions.

We feel that trust is a vital factor in producing an articulation agreement that reflects a respect for the professionalism of involved faculty.

Accommodations

The Van Buren MOC program will work closely with community business, students and families to ensure that legal obligations of the American with Disabilities Act are met. Reasonable accommodations will be made in the following three areas:

- to ensure equal opportunity in the application process;
- to enable a qualified individual with a disability to perform the essential functions of a job; and
- to enable an employee with a disability to enjoy equal benefits and privileges of employment.

The following eight points will be carefully observed and addressed as employers and students work together.

- An employer must provide a reasonable accommodation to the known physical or mental limitations of a qualified applicant or employee with a disability, if needed.
- Reasonable accommodation is any modification or adjustment to a job, an employment practice or the work environment that makes it possible for an individual with a disability to enjoy an equal employment opportunity.
- The obligation to provide a reasonable accommodation applies to all aspects of employment. This duty is ongoing and may arise any time that a person's disability or job changes.
- An employer cannot deny an employment opportunity to a qualified applicant or employee because of the need to provide reasonable accommodation, unless it would cause an undue hardship.
- An employer does not have to make an accommodation for an individual who is not otherwise qualified for a position.
- Generally, it is the obligation of an individual with a disability to request a reasonable accommodation.
- A qualified individual with a disability has the right to refuse an accommodation. However, if the individual cannot perform the essential functions of the job without the accommodation, she/he may not be qualified for the job.
- If the cost of an accommodation would impose an undue hardship on the employer, the individual with a disability should be given the option of providing the accommodation, paying that portion of the cost, which would constitute an undue hardship.

Advisory Committee

The advisory committee will consist of five representatives from the business community with a variety of industry being represented. The committee will also have school personnel including the Secondary Principal, Superintendent, and teachers involved in industrial technology, agriculture, family/consumer sciences, business education and MOC. The advisory committee will meet one time per year to review the program and offer suggestions for the program in the up-coming year. Program evaluations from parents, students and others will be presented to the committee for consideration. The spring of the year will be the time of the meeting with the exact date, time and place being determined by the coordinator.

Public Relations

Constant attention to the public relations of the program will be noted by the coordinator. The coordinator will work closely with school officials to ensure publicity of the program is available in local papers and the school newsletter. The coordinator will be closely in tune with employer's feedback regarding the student's preparation for the employment setting and how the school is progressing in meeting industry needs for labor. The MOC program and coordinator will host an annual banquet for students, parents and employers. This banquet will be held locally with a meal and certificates being presented to all employers as appreciation for their commitment to the students and program.

**MOC Application for Admission
Van Buren Community School District**

Personal:

Name: _____ Social Security Number: _____
Address: _____ Date of Birth: _____
_____ Home Phone: _____
Mother's Name: _____ Father's Name: _____
Address: _____ Address: _____
_____ Phone: _____
Occupation: _____ Occupation: _____
Work Phone: _____ Work Phone: _____
Emergency Contact Person: _____
Relationship: _____ Phone: _____

Health:

List any physical problems that would cause you undue hardship working at a particular job site: _____

Work Experience:

Date Started	Employer	Position/Duties	Length of Employment	Salary
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Are you employed now? _____ Would you like to continue in this job? _____

Additional Information:

Do you own a vehicle? _____
Do you have access to one? _____
Do you have a license? _____
Present hobbies or school activities? _____
List any special recognition or awards that you have received _____

***Student Orientation Plan
Van Buren Community School District
Keosauqua, IA 52565***

A good orientation is important to all new student employees. This may be the student's first job and he/she may be uneasy about asking questions. The orientation-training plan provides you with an opportunity to develop a spirit of cooperation and effective communication between each new student and yourself. The activities listed in the outline are suggested items to explain during the orientation period. You may wish to modify the form for use in your business. Please note the date each item is completed.

ORIENTATION TO THE BUSINESS

Date Completed

- Provide printed materials about the company.
- Provide background information on the business.
- Explain the business' philosophy toward customers or clients.
- Explain the business' expectation of the student.
- Provide an overview of the job duties.
- Have the student complete necessary forms and paper work.
- Answer any questions from the student.

BUSINESS PROCEDURES AND REGULATIONS

- Explain work schedules
- Explain how to check in and out.
- Explain pay rate (regular/overtime) when and how the student is paid.
- Explain all applicable fringe benefits.
- Explain appropriate dress and grooming.
- Explain schedules and locations for meals and breaks.
- Explain procedures for absences, tardiness, and time off.
- Explain safety procedures and how to handle accidents.
- Explain how to deal with job questions and problems.
- Explain probationary period and reasons for termination.
- Explain evaluation procedures.

ORIENTATION TO THE JOB

- Introduce the person to whom the student will be responsible.
- Explain the supervisor's role.
- Tour the work area with the student.
- Introduce the student to co-workers.
- Explain the duties of the job.
- Review training materials and procedures available to the student.

**Multi-Occupational Cooperative Educational Program
Training Agreement
Van Buren Community School District**

Student: _____ Date of Birth: _____
Business: _____ Telephone No. _____
Address: _____ Job Supervisor: _____
Job Duties: _____ Date: _____
Parent/Guardian: _____ Daytime Phone No. _____

The student agrees to:

1. Do an honest days work, and show a desire to learn and cooperate with all persons responsible for his/her training.
2. Be punctual, properly dressed and groomed.
3. Follow directions, avoid unsafe acts, and be alert to unsafe conditions.
4. Be courteous and considerate of the employer, customer and others.
5. Keep required records of cooperative training program.
6. Contact the employer and the school in the event of an emergency or illness. The student must NOT go to work if he/she is absent from school.
7. Adhere to all rules of the training agency.
8. Contact the teacher/coordinator before resigning.

The parent/guardian agrees to:

1. Placement of the student in this cooperative agreement.
2. Provide a method of getting the student to and from work.
3. Assist in promoting the value of the student's experience by cooperating with the employer and teacher when placed.
4. Assume full responsibility for any action or happening pertaining to the student from the time he/she leaves school until he/she reports to the cooperating business.

The teacher/coordinator, in half of the school agrees to:

1. Give systematic instruction at the school related to the student's duties and responsibilities in the cooperating business.
2. Visit the student on the job at intervals for the purpose of supervision and evaluation.
3. Show discretion as to time and circumstances for visits, especially when the work of the cooperating business is pressing.
4. Coordinate conferences about unsatisfactory situations, either at work, or school. These conferences should be held to avoid the dismissal of the student from either work or school.

The employer agrees to:

1. Provide the student with opportunities to learn how to do many jobs well in the business.
2. Assign the student new responsibilities according to his/her abilities and progress.
3. Assist the teacher/coordinator to make an honest appraisal of the student's performance and progress.
4. Avoid subjecting the student to unnecessary hazards.
5. Contact the teacher/coordinator before discharging the student.

All parties agree to:

1. The length of the training period will include a minimum of _____ hours, beginning _____ and ending _____.
2. Working hours will normally be from _____ to _____ on Monday through Friday.
3. A beginning wage of _____ per hour.

We the undersigned, indicate by our signatures that we have read and understand the purpose and intent of the Training Agreement.

Student: _____ Employer: _____
Parent/Guardian: _____ Teacher/Coordinator: _____

*Students will be accepted into the program without regard to race, color, national origin, sex, marital status, religion, socioeconomic status or disability.

***Van Buren Community Schools
Multi-Occupations Cooperative***

Confidentiality Agreement

I understand that it is imperative that what I see, hear, or read at my job experience location must remain confidential. I will not take any information away from the business site, which can in any way cause harm or financial loss to that business.

I understand that some material that I may see is of great importance to the company, and I will do everything possible to maintain a high level of trust between the business and myself.

I understand that failure to do so can result in loss of my job and legal action against me, as well as prevent future students from benefiting from MOC work site experience with the business.

Student Signature _____

Parent/Guardian Signature _____

Date _____

**Van Buren Community Schools
Multi-Occupations Program
503 Henry Street
Keosauqua, IA 52565
319-293-3183**

AUTHORITY TO RELEASE AND EXCHANGE INFORMATION

RE: _____
Name (type or print)

Date of birth

TO: _____

I, the undersigned, hereby authorize you to disclose and deliver to Van Buren Multi-Occupations Program the following specific information. I also authorize Van Buren Multi-Occupations Program to disclose information to your agency.

_____ Medical: evaluation or treatment reports
_____ Hospital: admitting history/exam, consultant exams and discharge summary
_____ Psychiatric: discharge summary letters and clinical notes
_____ Psychological: evaluation and/or treatment reports
_____ Vocational: evaluation or progress reports
_____ Academic: transcript of grades or other performance reports
_____ Other: specify _____

I understand that the information you release will be used as appropriate and necessary in the determination of eligibility, for and development of a program to serve me. I understand that the information may be given verbally, or in written form and this release includes permission to furnish copies. I understand a copy of this form will accompany any written information released and I will also receive a copy at the time of disclosure. This form will accompany any written information released and I will also receive a copy at the time of disclosure. This form will also be kept in my case file. I understand that I may review the disclosed information by contacting the person, agency, or individual releasing the information. I understand the information will be used for purposes relating to my programming and will not be released to any other agency, individual or organization for any other purpose without my written permission except as required by federal or state law. I understand that any action on my part to deny access to information that is essential to my program my result in delaying or stopping services. I also understand that I may withdraw this permission at any time by sending written notification to Van Buren Community Schools, Multi-Occupations Program, 503 Henry Street, Keosauqua, IA 52565. If I do so, I know that it cannot apply to any information that has been given before Multi-Occupations has received by written withdrawal and notified the supplier named above. In the absence of any withdrawal, or special instructions below, this release will remain effective for a period of one year.

Signature of Student: _____ Address: _____

Signature of Parent/Guardian: _____ Date: _____

MOC Standards and Benchmarks

Standard 1: Demonstrates interpersonal, teamwork and leadership skills necessary to function in multicultural business settings.

Benchmarks:

1. Understands and demonstrates how personal qualities transfer from school to the workplace
2. Practices appropriate interpersonal and teamwork skills for working with and for others.
3. Demonstrates leadership skills through class and student organization activities

Standard 2: Develops career awareness and related skills in order to make viable career choices and become employable in a variety of business careers.

Benchmarks:

1. Updates employment portfolio (resume, letter of application, application form, references)
2. Understands that career options are based on personal skills and aptitudes
3. Uses a variety of research methods in the career exploration process (Interviews, Occupational Outlook Handbook)
4. Demonstrates proper business etiquette and appearance (grooming, and attire) on the job
5. Prepares individual tax forms (federal and state)
6. Demonstrates good attendance and punctuality

Standard 3: Selects and applies the tools of technology as they relate to personal and business decision making

Benchmarks:

1. Uses correct keyboarding skills at acceptable speed and accuracy levels
2. Uses software to create, modify, store, retrieve, and print mailable documents
3. Demonstrates proficiency with business application problems on the desktop calculator

Standard 4: Understands the interrelationships of different functional areas of business and the impact of one component on another.

Benchmarks

1. Understand aspects of a business occupation
2. Experiences paid work opportunity in a related business occupation

Standard 5: Assess personal characteristics as they relate to career exploration and development.

Benchmarks:

1. Evaluate and assess personal qualities and interests
2. Identify individual personality and temperament characteristics
3. Relate personal characteristics to appropriate career options

Standard 6: Utilize career resources to develop an individual career plan

Benchmarks:

1. Identify, gather, interpret and evaluate available career opportunities and trends
2. Compare and contrast various educational opportunities
3. Identify sources of financial assistance for career preparation
4. Prepare a comprehensive set of goals and an individual career plan

Standard 7: Develop strategies for effective job seeking and employability techniques

Benchmarks:

1. Compare and contrast the different methods of job searching and evaluate the advantages and disadvantages of each
2. Explain the importance of networking
3. Demonstrate the ability to research organizations in order to apply for a specific position
4. Compare all necessary application paperwork
5. Demonstrate appropriate interviewing techniques

Standard 8: Develop and demonstrate qualities and techniques for successful employment.

Benchmarks:

1. Develop and demonstrate attitudes necessary for successful job performance and cooperation with coworkers and managers
2. Explain various techniques for managing stress and emotions
3. Illustrate strategies in dealing effectively with discrimination in the work place
4. Develop and demonstrate effective communication skills
5. Identify employee rights and employment laws

Standard 9: Develop career awareness and related skills in order to make viable career choices and become employable in a variety of business careers

Benchmarks:

1. Know the process of how to obtain a job (resume, applications, interview, follow-up)

Standard 10: Develop strategies for successful independent living

Benchmarks:

1. Identify and develop productive time management skills
2. Plan and evaluate a realistic budget for a person new to the workforce
3. Examine options of independent living and evaluate associated advantages, disadvantages and costs of each
4. Demonstrate understanding of credit and associated finance charges
5. Compare and contrast various savings and investment plans

MULTI-OCCUPATIONS COOPERATIVE (MOC)

Enrollment may be made in the Multi-Occupations Cooperative (MOC) at the beginning of the second semester of a student's junior year, first semester of the senior year or second semester of the senior year. A student can be enrolled in 1, 2, or 3 semesters based on individual needs.

MOC I

Students must complete one exploratory semester in which they work at 3-4 **non-paid** sites during the semester to determine their individual strengths as well as aptitudes and abilities for various careers. The course work and curriculum for this semester will revolve around self-exploration and job seeking skills including career interest inventories, application processes, resume writing and interviewing.

MOC II

For students choosing to enroll in a second semester of MOC, every attempt will be made to place students in an employer paid position. Wages will be based on employer's base salary and will vary among job sites. Students may stay at these sites during the full course of the semester. The course work and curriculum during the full course of the semester will revolve around workplace communications, leadership, health, safety and entrepreneurship.

MOC III

In the third semester of MOC, students may continue work for the same employer as MOC II or they may change jobs based on employment trends or student interests. Coursework and curriculum will be based on budgeting, insurance, and adult living skills including life-long learning and college planning.

*It is important to note during MOC II or MOC III that paid employment will be based on availability and student performance. In the event paid positions cannot be obtained, non-paid positions may be obtained in order to ensure a comprehensive program. ½ unit of credit is awarded for each period that a student is enrolled with the maximum number of working periods at three and an additional one period for class so students may earn up to two credits of MOC per semester.

The classroom activities will evolve around the World of Work text.

Subject Area: MOC I – Unit 1 – Self Awareness

Length of Unit: 4 weeks

Instructor: Julie Chapuis

Standard: 2. Develops career awareness and related skills in order to make viable career choices and become employable in a variety of business careers.

Benchmarks:

2. Understands that career options are based on personal skills and aptitudes
3. Uses a variety of research methods in the career exploration process (Interviews, Occupational Outlook Handbook)

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2, 3	World of Work text Chapter 1	Define a job, occupation and career. Describe how skills, interests and desired lifestyles may shape career plans. Explain how work life affects lifestyle. List reasons why people work. Identify workplace trends such as global economy, changing technology, diversity and teamwork. Evaluate job outlooks when making career plans.	Chapter 1 test	CE, GS, TECH, MCGF
2, 3	Chapter 2	Name the seven steps in the decision making process. Explain how to use the decision making process to choose a career. Determine your values, interests, aptitudes and abilities. Explain the importance of a good self-concept in choosing a career. Identify your personality and learning styles and match them to career choices	Chapter 2 test	CE, GUID, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: MOC I - Unit 2 - Job Seeking Skills**Length of Unit: 9 Weeks****Instructor: Julie Chapuis****Standard 2: Develops career awareness and related skills in order to make viable career choices and become employable in a variety of business careers.****Benchmarks:**

1. Updates employment portfolio (resume, letter of application, application form, references)

Standard 3: Selects and applies the tools of technology as they relate to personal and business decision making

1. Uses correct keyboarding skills at acceptable speed and accuracy levels
2. Uses software to create, modify, store, retrieve, and print mailable documents

Standard 7: Develop strategies for effective job seeking and employability techniques**Benchmarks:**

1. Compare and contrast the different methods of job searching and evaluate the advantages and disadvantages of each
2. Explain the importance of networking
3. Demonstrate the ability to research organizations in order to apply for a specific position
4. Compare all necessary application paperwork
5. Demonstrate appropriate interviewing techniques

Standard 9: Develop career awareness and related skills in order to make viable career choices and become employable in a variety of business careers**Benchmarks:**

1. Know the process of how to obtain a job (resume, applications, interview, and follow-up)

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.1, 3.1, 3.2, 7.1-4, 9.1	Chapter 6	Define networking and explain why it is an effective way to develop job leads. Develop a career network and contact list. Explain how to use the internet and other resources to find career opportunities. Explain how to prepare for and complete a job application. Write an effective resume and cover letter	Chapter 6 test, completed job application, completed cover letter, and resume	CS, CE, MEDIA, TECH
7.5, 9.1	Chapter 7	List ways to prepare for an interview. Develop answers to typical and tough interview questions. Identify the importance of body language in creating a good impression. Explain how to project a positive attitude and use good communication skills. Describe how to follow up after a job interview. Summarize the best methods for accepting and rejecting employment offers and handling rejections.	Chapter 7 test, mock interviews, rating	CS, CE, HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: MOC I - Unit 3 - Workplace Skills**Length of Unit: 4 weeks****Instructor: Julie Chapuis****Standard 1: Demonstrates interpersonal, teamwork and leadership skills necessary to function in multicultural business settings.****Benchmarks:**

1. Understands and demonstrates how personal qualities transfer from school to the workplace
2. Practices appropriate interpersonal and teamwork skills for working with and for others.
3. Demonstrates leadership skills through class and student organization activities

Standard 2: Develops career awareness and related skills in order to make viable career choices and become employable in a variety of business careers.**Benchmarks:**

4. Demonstrates proper business etiquette and appearance (grooming, and attire) on the job
5. Prepare individual tax forms (federal and state)

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1-3, 2.4-5	Chapter 8	Describe how to manage the anxieties and challenges of a first day of work. Explain how to dress for work. Explain the purpose of orientation and distinguish among the different types of orientation programs. Identify typical forms of payment. Describe common employee benefits. Explain the role of employee performance reviews.	Chapter 8 test, dress code demonstration, completion of W-4 and I-9	CE, HOTS
1.1-3	Chapter 9	Identify the skills and personal qualities employers look for in employees. Describe ways to demonstrate desirable personal qualities on the job. Explain the importance of ethics in the workplace. Identify ethical principles and ways to apply them in a work setting. Describe strategies for handling unethical practices.	Chapter 9 test	MCGF, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: MOC II - Entrepreneurship - Unit 1

Length of Unit: 4 weeks

Instructor: Julie Chapuis

Standard 6: Utilize career resources to develop an individual career plan

Benchmarks:

1. Identify, gather, interpret and evaluate available career opportunities and trends

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
6.1	Chapter 4	Define entrepreneur and name the traits that most successful entrepreneurs share. Summarize the advantages and disadvantages of entrepreneurship. Identify the four main ways to become a business owner and explain the advantages and disadvantages of each. Identify the different forms of legal business ownership. Explain how to prepare to finance a new business. Identify factors that can affect business success.	Chapter 4 test, Essay of guest speakers	CE, TECH, HOTS, GS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: MOC II - Unit 2 - Exploring Careers

Length of Unit: 6 weeks

Instructor: Julie Chapuis

Standard 6: Utilize career resources to develop an individual career plan

Benchmarks:

2. Identify, gather, interpret and evaluate available career opportunities and trends
3. Compare and contrast various educational opportunities
4. Identify sources of financial assistance for career preparation
5. Prepare a comprehensive set of goals and an individual career plan

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
6.1-2	Chapter 3	Describe formal and informal methods of researching careers. Evaluate sources of career information. Identify work experiences that can help you explore careers. Develop key questions to ask when researching and assessing careers. Identify the characteristics used to develop a career profile. Determine the education and training needed for different careers.	Chapter 3 Test Career Research Reports	TECH, CE, SPECIAL, TAG, GUID
6.3-4	Chapter 5	Evaluate different career possibilities. Choose a career that seems right for you. Develop a career plan and set intermediate career goals. Determine the education and training you need to reach your career goals.	Chapter 5 Test, Completed college applications, financial aid forms, military, or other training opportunity, completed testing/entry exams (i.e. COMPASS, ACT/SAT, ASUAB, etc.)	GUID, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Julie Chapuis**Standard 8: Develop and demonstrate qualities and techniques for successful employment.**

Benchmarks:

1. Develop and demonstrate attitudes necessary for successful job performance and cooperation with coworkers and managers
2. Explain various techniques for managing stress and emotions

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
8.1	Chapter 10	Explain why a positive attitude, high self-esteem, and enthusiasm contribute to career success. Develop the ability to think positively, overcome doubt, and deal with mistakes. Describe how to assert yourself on the job. Develop effective strategies to handle criticism, pressure, and gossip in the workplace. Identify ways to manage negative feelings	Chap 10 Test Positive attitude improvement strategies checklist	CE, HOTS
8.2	Chapter 13	Identify personal traits and interpersonal skills that will make you an effective co-worker. Describe steps to self-improvement. Summarize the rules of workplace etiquette. Describe the process of conflict resolution. Define diversity and describe effective ways to work with a diverse group of people.	Chap 13 Test Cultural Diversity Report	CS, MCGF

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Subject Area: MOC II - Unit 4 - Teamwork and Leadership

Length of Unit: 2 weeks

Instructor: Julie Chapuis

Standard 1: Demonstrates interpersonal, teamwork and leadership skills necessary to function in multicultural business settings.

Benchmarks:

3. Demonstrates leadership skills through class and student organization activities

Standard 8: Develop and demonstrate qualities and techniques for successful employment.

Benchmarks:

1. Develop and demonstrate attitudes necessary for successful job performance and cooperation with coworkers and managers

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
8.1, 1.3	Chapter 14	Identify the benefits of teamwork for team members and businesses, Explain how to organize and manage an effective team, Describe how to be a good team member, Define total quality management and explain how it affects workers, Explain the characteristics of effective leaders and name four leadership styles, Summarize the procedures for leading a formal meeting	Chapter 14 test	CS, CE

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Subject Area: MOC II - Unit 5 - Professional Communication

Length of Unit: 1 week

Instructor: Julie Chapuis

Standard 8: Develop and demonstrate qualities and techniques for successful employment.

Benchmarks:

4. Develop and demonstrate effective communication skills

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
8.4	Chapter 15	Identify ways to improve your speaking skills. Describe good speaking skills, habits, and explain their importance in the workplace. Explain how active listening and note taking can help you listen. Summarize strategies for improving your writing skills. Identify common forms of business writing and the style appropriate to each. Explain reading skills such as skimming and previewing	Chapter 15 test, daily reports	CS

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Subject Area: MOC II - Unit 6 - Legal Matters

Length of Unit: 2 weeks

Instructor: Julie Chapuis

Standard 8: Develop and demonstrate qualities and techniques for successful employment.

Benchmarks:

3. Illustrate strategies in dealing effectively with discrimination in the work place
5. Identify employee rights and employment laws

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
8.3, 8.5	Chapter 12	Explain how labor laws and labor unions affect the workplace. Identify the main antidiscrimination laws and explain their role in protecting workers. Describe effective strategies for handling sexual harassment. Distinguish between civil law and criminal law. Give examples of civil law cases and explain how they are resolved. Explain how to find and evaluate legal services	Chapter 12 test Identify workplace case studies	MCGF, CS

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Subject Area: MOC III - Unit 1 - Health and Safety

Length of Unit: 2 weeks

Instructor: Julie Chapuis

Standard 8: Develop and demonstrate qualities and techniques for successful employment.

Benchmarks:

2. Explain various techniques for managing stress and emotions

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
8.2	Chap 11	Explain the relationships between good health and career success. Describe how a nutritious diet and good sleep, and hygiene contributes to health. Identify the causes of stress and ways to manage stress. Describe rules and procedures for maintaining a safe workplace. Summarize the role of the employer and the employee in protecting the environment. Explain how to respond effectively to workplace emergencies.	Chapter 11, evaluation of current diet and development of a healthy diet	HGD, GUID, LS

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Subject Area: MOC III - Unit 2 - Life Skills

Length of Unit: 9 weeks

Instructor: Julie Chapuis

Standard 2: Develops career awareness and related skills in order to make viable career choices and become employable in a variety of business careers.

Benchmarks:

5. Prepares individual tax forms (federal and state)

Standard 3: Selects and applies the tools of technology as they relate to personal and business decision making

Benchmarks:

3. Demonstrates proficiency with business application problems on the desktop calculator

Standard 10: Develop strategies for successful independent living

Benchmarks:

1. Identify and develop productive time management skills
2. Plan and evaluate a realistic budget for a person new to the workforce
3. Examine options of independent living and evaluate associated advantages, disadvantages and costs of each
4. Demonstrate understanding of credit and associated finance charges
5. Compare and contrast various savings and investment plans

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
10.4, 10.5	Chapter 21	Identify common ways to save money. Identify different types of retirement plans. Explain how to offset, manage, and reconcile a checking account. Define credit and name the different types of credit. State the advantages and disadvantages of using credit. Explain how to compare credit costs	Chapter 21 test, successful completion of check register	HOTS, LS
10.3	Chapter 22	Define common insurance terms. List ways to lower insurance costs. Explain the importance of owning home insurance. Describe the basic types of property, health and life insurance coverage. Explain the difference between group and individual health insurance plans.	Chapter 22 Test	GUID, HOTS
10.2, 2.5	Chapter 23	Describe the U.S. tax system and the services it finances. Explain how to complete a federal tax form. Describe how the Social Security system works. Identify Social Security benefits. Describe the challenges facing the Social Security system today	Chapter 23 Test	LS, GS
10.2-3, 3.3	Chapter 20	Identify the steps to take to prepare a budget. Explain how to keep records effectively. Describe strategies that will help you stay within your budget. Name personal changes that can affect your financial situation. Describe ways to adapt to changes in the economy. List sources of help for financial problems.	Chapter 20 Test, Development of a personal budget	HOTS, GUID

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Subject Area: MOC III - Unit 3 - Personal Development

Length of Unit: 4 weeks

Instructor: Julie Chapuis

Standard 6: Utilize career resources to develop an individual career plan

Benchmarks:

2. Compare and contrast various educational opportunities

Standard 10: Develop strategies for successful independent living

Benchmarks:

1. Identify and develop productive time management skills

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
6.2	Chapter 16	Apply the seven-step decision making process on the job. Evaluate your alternatives. Prioritize your work. Identify the six basic steps of the problem solving process. Describe how to generate, choose and implement solutions to problems. Evaluate solutions	Chapter 16 Test,	HOTS, HGD
10.1	Chapter 18	Explain how to prioritize your work. Create a schedule that will help you accomplish tasks on time. Identify strategies for managing your time effectively. Describe strategies for organizing your work and your work areas. Describe how to develop and maintain a system for organizing information	Chapter 18 Test	CS, CE

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Subject Area: MOC Job Sites

Length of Unit: 36 weeks

Instructor: Julie Chapuis

Standard 2: Develops career awareness and related skills in order to make viable career choices and become employable in a variety of business careers.

Benchmarks:

4. Demonstrates proper business etiquette and appearance (grooming, and attire) on the job
6. Demonstrates good attendance and punctuality

Standard 4: Understands the interrelationships of different functional areas of business and the impact of one component on another.

Benchmarks

1. Understand aspects of a business occupation
2. Experiences paid work opportunity in a related business occupation

Standard 5: Assess personal characteristics as they relate to career exploration and development.

Benchmarks:

1. Evaluate and assess personal qualities and interests
2. Identify individual personality and temperament characteristics
3. Relate personal characteristics to appropriate career options

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.4, 2.6, 4.1-2, 5.1-3	(NA) Work experience	Understand specific job related skills. Manage paycheck schedules. Demonstrate good attendance and punctuality. Describe personal qualities for appropriate careers.	Employer evaluations	CS, CE

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