

WORK-BASED LEARNING ASSIGNMENTS
1st Semester Assignments/Syllabus
Judy Williams, WBL Coordinator
2010-2011

The assignments completed for the work-based learning program are a very important part of your portfolio. These writing assignments should be a minimum of one page in length and must be typed (double spaced and no larger than 12 font). All assignments should be saved to a junk drive so that all corrections may be updated in a quick, efficient manner. This will also provide a backup in case an assignment or project is lost.

All assignments will be on the **emanuel.k12.ga.us** website. You will be able to have access to every thing in our program at all times. This, of course, requires you to have internet access. You may use the computers at school, or in my office when available, until you must report to work, use your home computer, or the computers at the public library.

Also, remember that your Wage and Hour Report for each month must be completed and signed by your supervisor and turned in to the work-based learning coordinator by the **10th** of each month.

ASSIGNMENTS:

First Nine Weeks

- 1. Orientation to Work-Based Learning.** Rules, regulations, and requirements of the WBL program. Student/Parent Handbook. **Turn in all paperwork**—Contract, Application, Training Agreement, Info Sheet, Consent Form, Liability Waiver, Work Permit, Driver's License, etc. Rules and **Due: Sept 7**
- 2. Youth Labor Laws and Job Safety:** In sentence form, explain what you do on your job. Your regular duties, equipment you use, special assignment, anything and everything you do on your job. Give details on tasks performed. Describe what you have learned since you have been employed. Describe the safety training you received and what precautions are taken to insure your safety, the safety of others, and the safe-keeping of equipment and tools used on your job. This should be typed in essay format with tasks numbered. Go through **Mentor Handbook** with supervisor and return signed form. **Due: Sept 13**
- 3. Individual Career Plan:** This assignment will help you see how far you have progressed in your high school career and what remains for you to complete in order to reach your goal of graduation. I have a copy of your transcript for you to use it to fill in the courses taken and grade you made. Mark the tests you have passed and scores on the SAT, ACT, Compass, or Asset. Fill in the courses you plan to take for the rest of your high school career and your post-secondary goals. If you are a dual enrolled student, mark that as well. **Due: Sept 20**
- 4. Introduction Letter:** Please type a letter of introduction to be placed in the front of your portfolio. We will review intro letters before this is due. Sample may be found on the website. **Due: Sept 27**
- 5. Portfolio Check:** Please bring portfolio to meeting during the week of **Oct 4**

Second Nine Weeks

6. **Worksheet Assignment**—you are required to complete the **Business Manager** worksheet. You must go to Emanuel County School website and print worksheet. Answer the questions and turn in. You may type your answers in first and then print out. SAVE AS under another name on a disk. **Due: Nov 1**
7. **Getting involved with your high school.** You need to be involved in activities in your school to get the most out of the high school experience. Join a club of any kind and write an essay on an activity in which you have participated since the beginning of this year. **DUE: Dec 6**
8. **Portfolio**—Portfolio will be due **Dec 6**.
9. **Work-Ethic Point Sheet**—turn in at end of semester

MANDATORY MEETING DATES--will be held in Media Center--NO MAKE-UP
We are only meeting these few times so arrange your schedule to be there!!

August	30	September	7	October	4	November	1	December	6
			13						13
			20						
			27						

See me any time that you may have a problem
Schedule: SHS every morning and all day on Tuesday, Wednesday, Friday
ECI on Monday and Thursday

Or call my cell phone 478-494-6119

Changes may be made at the discretion of the coordinator.

Activity Lesson Plan

Teacher: Judy Williams Date: 8-26-10	Course: Work-Based Learning Unit Title: WBL Orientation
Standard(s) and Element(s): Standard 6—placements; 13—application and admission procedures, 19—course credit; 10—employability skills	
Essential Question: WHAT IS WBL?	
Materials Needed: Student/Parent Handbook, student application, info sheet, work permit worksheet	
Opening: The purpose of work-based learning, responsibilities, rules, and directions for getting started	
Work Session: Take students through the application process and the Student/Parent Handbook	
Closing: answer questions	
Assessment: turn in all state required paperwork	
Differentiation:	
Homework: get signatures on all state paper work	
Target Students/Bubble Students Interventions:	

Activity Lesson Plan

Teacher: Judy Williams Date: 9-1-10	Course: Work-Based Learning Unit Title: Labor Laws and Job Safety
Standard(s) and Element(s): Standard 6—WBL placements; 10—employability skills; 12—worksite development; 13—admission and application procedures; 14—mentor training; 15—legal and labor issues; 16—training agreements; 18—evaluation procedures	
Essential Question: What are Labor Laws? What have you learned in Social Studies about labor issues?	
Materials Needed: PowerPoint presentation, worksheet on labor laws and job safety, Mentor Handbook	
Opening: Overview of standard safety rules on the worksite and labor laws that target teenage workers	
Work Session: fill out worksheet as reading guide through the PowerPoint presentation Put worksheet and Safety on the Job information sheet into portfolio. Write essay on job duties and responsibilities. Give details of tasks performed. Write detailed account of safety training on the job.	
Closing:	
Assessment: turn in state required paperwork	
Differentiation:	
Homework: signature on Mentor Handbook Essay	
Target Students/Bubble Students Interventions:	

Daily Lesson Plan

Teacher: Judy Williams Date: 9-15-10	Course: Work-Based Learning Unit Title: Individual Career Plan
Standard(s) and Element(s): Standard 19—course credit; 21—post-secondary options; 10—employability skills; 11—career plans and pathways	
Essential Question: Where have you been and where are you going? Do you know?	
Materials Needed: Individual career planning sheet, student transcript, test scores	
Opening: This assignment will let a student track what they have accomplished in high school, what is left to be achieved, and what is the next step toward a career.	
Work Session: fill out Individual Career planning sheet in accordance with transcript. Write post-secondary goals.	
Closing:	
Assessment: Must be filled out completely and correctly.	
Differentiation:	
Homework:	
Target Students/Bubble Students Interventions:	

Daily Lesson Plan

Teacher: Judy Williams Date: 9-29-10	Course: Work-Based Learning Unit Title: Introduction letter
Standard(s) and Element(s): 3—portfolios;10—employability skills;11—individual plans and pathways	
Essential Question: Why does one need a letter of introduction?	
Materials Needed: Letter of Introduction template, overhead and transparency, exemplary examples	
Opening: Explain what a letter of introduction is and the purpose. Describe the use in the portfolio.	
Work Session: Show examples	
Closing:	
Assessment: must be typed, completed, and correct—no mistakes	
Differentiation:	
Homework: Write letter of introduction	
Target Students/Bubble Students Interventions:	

Daily Lesson Plan

Teacher: Judy Williams Date: Nov 9	Course: Work-based learning Unit Title: Responsibility
Standard(s) and Element(s):	
Essential Question	
Materials Needed:	
Opening:	
Work Session:	
Closing	
Assessment:	
Differentiation:	
Homework:	
Target Students/Bubble Students Interventions:	