

Secaucus
Board of
Education

Career Education Internship Program and Seminar (CEIP)

Course Code 7401, 7402

Business Department



Born on January 2017

Aligned to the NJSL - Technology (2014), 21st Century Life & Career Standards (2014), Mathematics (2016), and ELA (2016)

Approved by the Secaucus Board of Education on January 19, 2017

District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

Course Description

CEIP is designed for seniors who want to apply all that they have learned in school in a real-world, hands-on career experience. Accepted students will go through a comprehensive assessment process to determine an appropriate career path and placement. Participants will be placed from a wide variety of business settings in the local community or beyond. They will spend mornings in school, then commute to their respective sites where they will work with an on-site mentor in the afternoon. They will be responsible for related assignments for the program (e.g., journals, timesheets and a final project). Schedules must accommodate this experience including after-school activities, which may conflict with commuting time and program requirements. *All internship programs will be scheduled during the summer or after school with the exception of Future Teacher Academy students who will be placed in experiences during the school day. Credit to Summer Internships will be given by September of that school year.*

Interdisciplinary Connections

21st Century Life and Careers - Career Ready Practices:

Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- ❖ CRP1. Act as a responsible and contributing citizen and employee.
- ❖ CRP2. Apply appropriate academic and technical skills.
- ❖ CRP3. Attend to personal health and financial well-being.
- ❖ CRP4. Communicate clearly and effectively and with reason.
- ❖ CRP5. Consider the environmental, social and economic impacts of decisions.

- ❖ CRP6. Demonstrate creativity and innovation.
- ❖ CRP7. Employ valid and reliable research strategies.
- ❖ CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- ❖ CRP9. Model integrity, ethical leadership and effective management.
- ❖ CRP10. Plan education and career paths aligned to personal goals.
- ❖ CRP11. Use technology to enhance productivity.
- ❖ CRP12. Work productively in teams while using cultural global competence

NJSLS – ELA (Speaking and Listening):

- ❖ SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- ❖ SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- ❖ SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- ❖ SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- ❖ SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- ❖ SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- ❖ NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ❖ NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Course Modifications (ELLs, Special Education, Gifted and Talented)

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed on projects
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Peer assistance

<p>Unit:</p>	<p>9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>
<p>Timing:</p>	<p>150 days</p>
<p>Standards:</p>	<p>NJSLS – 21st Century Life and Careers: 9.2.12.A.1 Analyze the relationship between various careers and personal learning goals. 9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt. 9.3.12.C.1 Assess and modify Personalized Student Learning Plans to support declared career goals. 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extracurricular activities. 9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans. 9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements. 9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans). 9.3.12.C.8 Interpret how changing economic and societal needs influence employment trends and future education. 9.3.12.C.9 Investigate career opportunities in the United States or abroad that involve working with people from diverse cultures and that require knowledge of other languages or cultures.</p>

	<p>9.3.12.C.20 Analyze employment trends by industry sector to determine how employment training requirements change over time.</p> <p>9.4.12.A.23 Operate Internet applications to perform tasks.</p> <p>9.4.12.A.29 Employ computer operations applications to manage work tasks.</p> <p>21st Century Themes including: critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding, global awareness, civic literacy, and interpersonal communication</p>	
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> ● What strategies can I employ and what resources can I use for success in high school? ● How will I set my short- and long-term goals during my high school years? ● How will my high school experiences prepare me for my life after high school? ● How do I research information about careers and colleges? ● How will my strengths and weaknesses affect my career goals? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Realize that career preparation requires purposeful planning based on research, self-knowledge, and informed choices. ● Understand how the school community (parents, teachers, and students) will utilize Naviance components that can help plan a student’s high school education, career, and future. ● Recognize that there are many strategies, techniques, and activities that promote a successful academic and social high school experience. ● Prepare for life’s challenges in all settings and come to an understanding 	<ul style="list-style-type: none"> ● Students research different private and government careers that require knowledge of different cultures and the ability to speak foreign languages in the United States and abroad. Students proceed to write a persuasive research paper comparing and contrasting their findings, and supporting either private or government careers as having a stronger job outlook. ● Students research the history of entrepreneurship in the United States and how the knowledge, skills, abilities, and resources needed has

<ul style="list-style-type: none"> ● What resources are available to enhance my understanding of my academic course material? ● What courses will help me develop skills and requirements for career choices? ● What options other than academic courses will enrich and broaden my high school experiences? ● What information do college fairs and campus visits provide? ● How might communication skills affect potential interviews? ● What criteria might be used to select a postsecondary placement? ● How does one prepare for the PSAT and HSPA tests? ● Which resources are essential to prepare for the PSAT and HSPA standardized tests? ● How are course selections toward high school graduation requirements and career options made? ● What is the importance of completing “Brag Sheets” for college recommendations from instructors? 	<p>of one’s own abilities as well as be willing to work as a team member.</p> <ul style="list-style-type: none"> ● Recognize that naviance is an essential tool that needs to be utilized, updated, and revised. 	<p>changed from the 1950s to the present day. Students proceed to select an entrepreneurial occupation and write an essay analyzing how technology has impacted the knowledge, skills, abilities, and resources needed to be successful.</p>
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<ul style="list-style-type: none"> • How do I finalize research for postsecondary options? • What resources are available to prepare for SAT testing? • What critical factors help me to select the best college? • How do I apply for national college and private institution scholarships? • What criteria during campus visits are used to ascertain the best college fit? • How do I apply for local scholarships? 		
<p>Assessments:</p>	<p>Materials:</p>	<p>Resources:</p>
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Internship observations • Quarterly evaluations (Employers) • Self-evaluation sheets • Notebooks/Folders • Participation in and completion of tasks assigned in Naviance • Interim reports and grades <p>Summative Assessments</p> <ul style="list-style-type: none"> • Internship project 	<ul style="list-style-type: none"> • Chromebooks with internet access • Naviance handbook • Transition Project handbook • No Kidding About Bullying • PSAT, SAT, and HSPA materials • SHS Internship Training Plan 	<ul style="list-style-type: none"> • Evaluation Handouts • Naviance • NJDOE toolbox • Learn-Do-Earn • Standardized test preparedness • COIN 3 • Career Cruising • NJLWD usage • CareerInfoNet • Federal Occupation Information Network

<ul style="list-style-type: none">• Performance Tasks		<ul style="list-style-type: none">• Collegeboard.com• Websites:<ul style="list-style-type: none">○ http://www.internships.com/new-jersey○ http://www.sboe.org/apps/pages/index.jsp?uREC_ID=436881&type=d&pREC_ID=959009
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