



BUSINESS INTERNSHIP/
COOPERATIVE CAREER EDUCATION
CURRICULUM
GRADE 12
2008-09



Board Adopted :
January 2009

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ROCKWOOD SCHOOL DISTRICT MISSION STATEMENT

The mission of the Rockwood School District is that all students, with support from the community, parents, and staff, will be provided a dynamic curriculum within a safe and caring environment so they will develop the skills, abilities, and attitudes to be lifelong learners and citizens of good character who are prepared to contribute to an ever-changing, global society.

RATIONALE

Business Internship/CCE (Marketing, Office, Technical, Professional)

It is our belief that the Business Internship/CCE Program in the Rockwood School District is an integral part of our total school curriculum, accessible to all. The program develops academic and employment skills which serve as the foundation for students pursuing post-secondary education or transitioning from school to career.

We believe that the curriculum should reflect current business trends and prepare students to meet the demands of the business world. The Business Internship/CCE Program presents a unique opportunity to integrate and apply academic and 21st Century Skills. Students earn high school credit at paid internship positions which are approved and supervised by the Business Internship/CCE Coordinator.

BUSINESS INTERNSHIP/CCE BENEFITS

Benefits of the Business Internship/CCE program:

STUDENTS

- Provides opportunities for challenging, meaningful employment through school-supervised work program
- Challenges students to maintain continuous employment and overcome workplace obstacles
- Increases opportunities for advancement in the workplace
- Provides a solid foundation for successful employment
- Develops a positive attitude toward work and school
- Expands marketable job skills
- Increases student contact with adult role models

SCHOOLS

- Increases the likelihood of students pursuing post-secondary education
- Fosters greater student commitment to school due to the relevance between school and work
- Enhances student motivation to perform well
- Increases school attendance and retention
- Creates heightened visibility in the community
- Financially benefits the school through state and federal vocational education funds

COMMUNITY

- Provides opportunities for businesses to partner with education
- Provides reliable students for area businesses
- Reduces unemployment
- Builds student respect for work

EMPLOYER

- Furnishes screening, selection, and recruitment services
- Reduces employee turnover rate and training costs
- Provides motivated, ambitious employees
- Provides public relations opportunities
- Establishes opportunities to assist in shaping school curriculum
- Builds collaboration between schools and area employers



ROCKWOOD SCHOOL DISTRICT EXPECTATIONS

As a result of their experience in the Rockwood Schools, students will become persons:

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- Who demonstrate verbal, quantitative, cultural, and technical literacy.
- Who can utilize community resources to foster continual growth and development.
- With skills and attitudes necessary to become self-directed, life-long learners.
- Who understand the value of effort in realizing their full educational, vocational, civic, and personal potential.
- Who understand the principles of physical and emotional health and the importance of maintaining them.
- With effective skills in written and oral communication.
- With positive self-worth.
- Who demonstrate critical thinking and problem-solving skills in all areas.
- Who demonstrate the adaptability necessary for life in a changing world.
- Who think and express themselves creatively and appreciate the creativity of others.
- Who have a broad familiarity with the world of work to develop and enhance their career potentials and opportunities.
- Who understand and demonstrate individual, social, and civic responsibility, including a global concern, tolerance, and respect for others.
- Who understand and appreciate the elements and principles of the arts and their influence on all areas of life.
- Who demonstrate individual and social ethics.

**BUSINESS INTERNSHIP/CCE
COMMITTEE MEMBERS**

Mary Haar

Renee Revis

Scott Sissom

Brenda Wilken

Steve Ayotte

Reviewed by the following Rockwood School District parents/community
members:

Shari Sevier

Carrie Luttrell

Scott Holland

Douglas Paley

Jeremy Bowman

Will Blaylock

Janice Wunderlich

Kristen Revis

BUSINESS INTERNSHIP/CCE DIFFERENTIATION STATEMENT

The Business Internship/CCE Department in the Rockwood School District recognizes that Differentiation is an important process that teachers use to enhance the learning of all students, building on their individual strengths and level of knowledge. The CCE Curriculum was written to facilitate the incorporation of Differentiation strategies to enhance student learning. The Facilitating Activities of each course provide flexibility to address the individual learning needs of all students.

The chart below provides a comparison between the traditional classroom and the Differentiated Classroom.

<u>Traditional Classroom</u>	<u>Differentiated Classroom</u>
<ul style="list-style-type: none"> • Student differences are masked or acted upon when problematic. • Assessment is most common at the end of learning to see “who got it” • A relatively narrow sense of intelligence prevails • Student interest is infrequently tapped • Relatively few learning profile options are taken into account • Whole-class instruction dominates • Coverage of texts and curriculum guides are the focus of learning • Mastery of facts and skills out-of-context are the focus of learning • Single option assignments are the norm • Time is relatively inflexible • A single text prevails • Single interpretations of ideas and events may be sought • The teacher directs student behavior • The teacher solves problems • The teacher provides whole-class standards for grading • A single form of assessment is often used 	<ul style="list-style-type: none"> • Student differences are studied as a basis for planning • Assessment is ongoing and diagnostic to understand how to make instruction more responsive to learner need • Focus on multiple forms of intelligence is evident • Excellence is defined in large measures by individual growth from a starting point • Students are frequently guided in making interest-based learning choices • Many learning profile options are provided for • Many instructional arrangements are used • Student readiness, interest, and learning profile shaped instruction • Use of essential skills to make sense of and understand key concepts and principles is the focus of learning • Multi-option assignments are frequently used • Time is used flexibly in accordance with student need • Multiple materials are provided • Multiple perspectives on ideas and events are routinely sought • The teacher facilitates students’ skills at becoming more self-reliant learners • Students help other students and the teacher solve problems • Students work with the teacher to establish both whole-class and individual learning goals • Students are assessed in multiple ways

Figure 2.2 – Comparing Classroom
The Differentiated Classroom: Responding to the Needs of All Learners (Tomlinson, 1999)

BUSINESS INTERNSHIP/CCE STATEMENT OF TECHNOLOGY

The Business Internship/CCE course relies extensively on the use of technology. Computers, printers, scanners, digital cameras, smart boards, and laptops are examples of the technology available for use by Business Internship/CCE students. A variety of current software programs is used to supplement the curriculum.

Many application level assessments require students to demonstrate proficient use of technology to fulfill the requirements of the curriculum. Students use the equipment, software, and Internet to prepare business presentations, conduct marketing research, and examine business, economic, and career opportunities. Using the available technology, students prepare business plans, employment correspondence and portfolios. Technology is embedded into every aspect of the Business Internship/CCE curriculum.

BUSINESS INTERNSHIP/CCE EQUITY

The Rockwood School District believes that it is the right of every student to receive equal opportunities in all educational programs and activities conducted by the district. It is the policy of the Board to accord equal considerations and impartial treatment regardless of race, color, national origin, ancestry, religion, socioeconomic status, sex, age or disability. In keeping with this policy, the district strives to ensure equitable programs, course offerings, services, facilities, and educational materials. In addition, the district promotes equal opportunities for educational development by equipping all students with technology, research/information processing, and job-preparedness skills.

In order to promote equity, the Rockwood Department of Curriculum and School Leadership use the following codes* to identify equity and readiness in all curriculum documents:

- GE= Gender Equity
- RE= Racial/ Ethnic Equity
- D= Disability Equity
- T= Technology Skills
- R= Research/ Information Processing
- W= Workplace/ Job Preparedness

A resource selection committee for each content area will evaluate educational material based on specific criteria including equity and readiness. The criteria checklist for this curriculum adoption is included in the Appendix.

*Codes in this document will appear in the Facilitating Activities.

BUSINESS INTERNSHIP/CCE GRADUATE GOALS

Graduates will:

1. Use effective oral and written communication skills necessary for the workplace.
2. Demonstrate personal responsibility in their career.
3. Understand the value of the free enterprise system and become an active, informed participant in the system.
4. Develop the interpersonal and leadership skills necessary to obtain employment and advancement.
5. Understand the components of running a successful business operation from the perspective of the entrepreneur, supervisor, manager, and entry-level employee.
6. Implement effective strategies for marketing and advertising within our economic system.

Depth of Knowledge

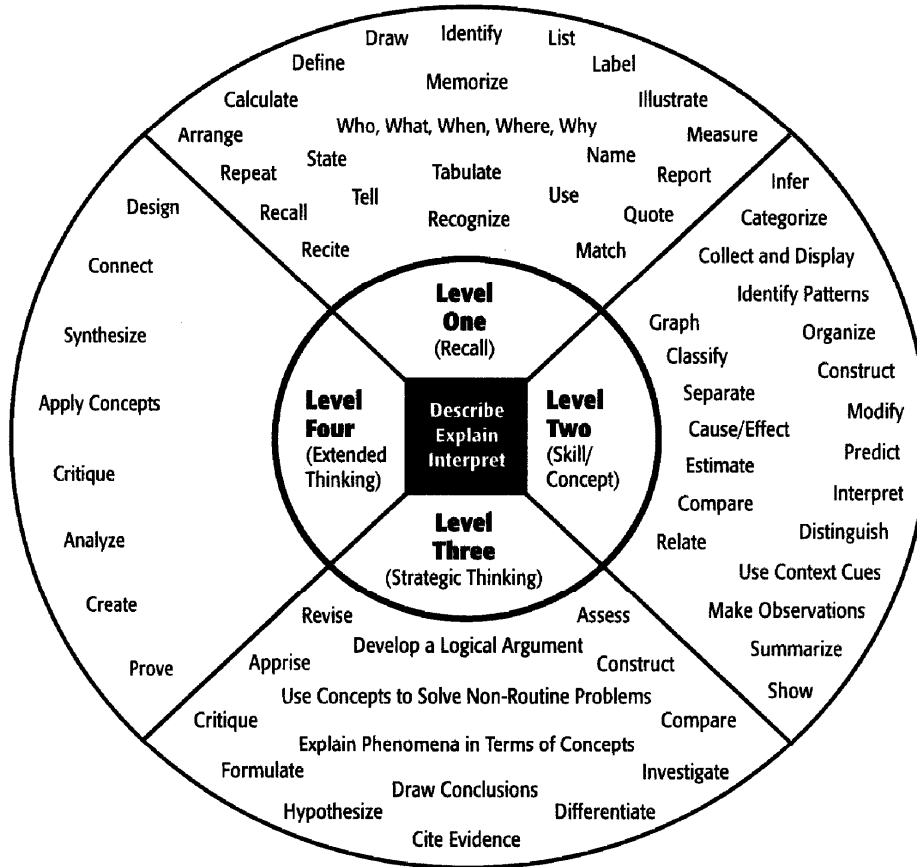
Definition: Measurement of the degree to which the knowledge and skills elicited from students on assessments are as complex as what students are expected to know and do as stated in the curriculum/GLEs/Show-Me Standards.

Bloom's to DOK Conversion Chart

BLOOM'S TAXONOMY	WEBB'S DOK
<p>KNOWLEDGE / REMEMBERING "The recall of specifics and universals, involving little more than bringing to mind the appropriate material"</p>	<p>RECALL Recall of a fact, information, or procedure (e.g., What are 3 critical skill cues for the overhand throw?)</p>
<p>COMPREHENSION / UNDERSTANDING "Ability to process knowledge on a low level such that the knowledge can be reproduced or communicated without a verbatim repetition."</p>	<p>SKILL/CONCEPT Use of information, conceptual knowledge, procedures, two or more steps, etc.</p>
<p>APPLICATION / APPLYING "Using information in another familiar situation."</p>	<p>STRATEGIC THINKING Requires reasoning, developing a plan or sequence of steps; has some complexity; more than one possible answer</p>
<p>ANALYSIS / ANALYSING "Breaking information into parts to explore understandings and relationships."</p>	<p>EXTENDED THINKING Requires an investigation; time to think and process multiple conditions of the problem or task.</p>
<p>SYNTHESIS and EVALUATION / EVALUATING and CREATING "Putting together elements & parts to form a whole, then making value judgments about the method."</p>	

Wyoming School Health and Physical Education Network (2001). *Standards, Assessment, and Beyond*. Retrieved May 25, 2006, from <http://www.wyhspe.net>

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>practice appropriate e-mail etiquette.</p> <p>keep accurate records of work hours and file employment forms.</p> <p>review a case study where obstacles of communication need to be identified and resolved</p>	<p>compose the following letters: letter of application/inquiry, letter of resignation, and a thank-you letter</p> <p>demonstrate knowledge of interviewing skills by participating in a mock interview</p>	<p>construct and implement a research instrument to find a particular need or want in the community and analyze the results.</p> <p>identify the target market at your training station and determine how your business uses the marketing concept to reach that market</p>	<p>self-evaluate job performance</p> <p>develop a management philosophy for a proposed business and critique a fellow student's philosophy</p> <p>given a role play, resolve an ethical dilemma in the workplace and recommend an appropriate solution</p>

Depth of Knowledge Level One

Recall requires recall of information, such as a fact, definition, term, or simple procedure, as well as performing a simple process or procedure. Level 1 problems involve only one step. A student answering a Level 1 item either knows the answer or does not: that is, the answer does not need to be “figured out” or “solved.” The answer to the question is found verbatim in the text.

Content Examples of Level 1 Depth of Knowledge

- Recall elements and details of story structure, such as sequence of events, character, plot and setting
- Conduct basic mathematics calculations
- Label locations on a map
- Represent in words or diagrams a scientific concept or relationship
- Perform routine procedures like measuring length or using punctuation marks correctly
- Describe the features of a place or people

Depth of Knowledge Level Two

Skills and Concepts includes the engagement of some mental processing beyond recalling or reproducing a response. The content knowledge or process involved is more complex. These actions imply more than one step. Level 2 activities include making observations and collecting data.

Content examples of Level 2 Depth of Knowledge

- Identify and summarize the major events in a narrative
- Use context clues to identify the meaning of unfamiliar words
- Solve routine multiple-step problems
- Describe the cause/effect of a particular event
- Identify patterns in events or behavior
- Formulate a routine problem given data and conditions
- Organize, represent and interpret data

Depth of Knowledge Level Three

Strategic Thinking requires deep knowledge using reasoning, planning, using evidence, and a higher level of thinking than the previous two levels. The cognitive demands at Level 3 are more complex and abstract than at Level 2. The multi-step task requires more demanding reasoning skills. In most instances, requiring student to explain their thinking is at Level 3. Other Level 3 activities include drawing conclusions from observations; citing evidence and developing a logical argument for concepts; explaining phenomena in terms of concepts; and using concepts to solve non-routine problems.

Content examples of Level 3 Depth of Knowledge

- Support student thinking/ reasoning with details and examples
- Use voice appropriate to the purpose and audience
- Identify research questions and design investigations for a scientific problem
- Develop a scientific model for complex situation
- Determine the author's purpose and describe how it affects the interpretation of a reading selection
- Apply a concept in other context

Depth of Knowledge Level Four

Extended Thinking/Reasoning requires high cognitive demand and is very complex. Students are required to make several connections- relate ideas within the content area or among content areas – and have to select or devise one approach among many alternatives on how the situation can be solved. Performance assessments are open-ended / constructed response type assessment activities requiring significant thought will be Level 4.

Content examples of Level 4 Depth of Knowledge

- Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions
- Apply mathematical model to illuminate a problem or situation
- Analyze and synthesize information from multiple sources
- Describe and illustrate how common themes are found across texts from different cultures
- Design a mathematical model to inform and solve a practical or abstract situation

Guidelines for Dealing with Disturbing Content in Student Writing

As teachers, we are mandated reporters if we suspect that a student may present a danger to himself/herself or others. As teachers of writing, we may encounter student writing that raises a red flag. If you are concerned about a student because of alarming content in his or her writing, you must follow-up with your administrator. Alarming content includes violent, abusive, threatening or destructive language or passages that are not appropriate for the audience and purpose of an assignment. If you feel uncomfortable or anxious about the content, take action.

1. Talk to the student about the tone or content of his or her writing that has aroused concern.
2. Inform the building administrator and give him or her a copy of the student's writing and documentation outlining concerns and any action taken.
3. Maintain confidentiality about the issue.

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BUSINESS INTERNSHIP/CCE RESOURCES

Textbooks

Marketing Essentials	Glencoe
Succeeding in the World of Work	Glencoe
Job Hunting Handbook	Dahlstrom & Company

Software

Desktop Publishing Software

Multimedia Presentation Software

Word-Processing Software

Data-Base Management Software

Spread-Sheet Processing Software

Business Simulation Software

Marketing Simulation Software

PRACTICAL ARTS
BUSINESS INTERNSHIP/COOPERATIVE CAREER EDUCATION

868 (1 st Sem., 10 to 19 hours a week internship)	(12)
869 (2 nd Sem.)	2-3 Units
870 (1 st Sem. 20 or over hours a week internship)	
871 (2 nd Sem.)	

Prerequisite: Approval of instructor, completion of application, senior status is required.

STUDENTS SHOULD NOT SIGN UP FOR THIS COURSE ON THE COURSE REQUEST FORM. TO TAKE THIS COURSE, STUDENTS MUST OBTAIN AN APPLICATION FROM THEIR GUIDANCE COUNSELOR OR THE BUSINESS INTERNSHIP/CCE COORDINATOR.

The Business Internship/CCE curriculum is a program where students can earn high school credit by taking the CCE class and working at paid internship positions. The curriculum reflects current business trends and prepares students to meet the demands of the business world. Topics covered in the class include marketing, employment, career preparation, communication skills, entrepreneurship, and business ethics and etiquette.

The Business Internship/CCE student schedule will vary to meet individual employment and academic needs. Students have the flexibility to work during the school day, evenings or weekends in order to earn credit for employment. Students enroll in three credit hours and typically take a minimum of four classes, one of which is the CCE class. A dual enrollment course can substitute for one of the four classes.

**SCOPE AND SEQUENCE
BUSINESS EDUCATION/BUSINESS INTERNSHIP/
COOPERATIVE CAREER EDUCATION**

	9	10	11	12
TECHNOLOGY STRAND				
Information Technology				
Multimedia Applications				
Digital Animation and Multimedia				
Introduction to A+ Certification				
A+ Certification				
FINANCIAL STRAND				
Personal Financial Management				
Accounting				
Business and Personal Law				
MANAGEMENT STRAND				
Personal Financial Management				
Business Management				
Sports and Entertainment Management				
Business and Personal Law				
CCE				

CCE CORE CONCEPTUAL OBJECTIVES

- I. The student will demonstrate personal responsibility in the Business Internship/CCE program.
(SM 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8)
- II. The student will research and distinguish the characteristics and skills needed for employment and advancement.
(SM 1.1, 1.2, 2.2, 2.6, 3.1, 3.2, 3.4, 4.5, 4.6, 4.8)
- III. The student will analyze and apply marketing and entrepreneurial concepts necessary to organize, develop, and operate a business.
(SM 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 2.1, 2.2, 2.5, 2.7, 3.1, 3.5, 3.6, 3.8, 4.1, 4.5, 4.6, 4.7, 4.8)
- IV. The student will create and apply effective oral and written communications and human relations.
(SM 2.1, 2.2, 2.3, 2.5, 2.6, 2.7)

I. **CORE CONCEPTUAL OBJECTIVE:** The student will demonstrate personal responsibility in the Business Internship/CCE program.
(SM 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8)

A. Essential Content and Skills

Students will:

1. understand how credit is earned and maintaining the appropriate schedule
2. participate in co-curricular club (DECA)
3. record work hours
4. file pay stubs
5. submit all employment forms and evaluations in a timely manner*
6. fulfill Business Internship/CCE contract

B. Facilitating Activities

Students may:

1. keep accurate records of work hours and file employment forms. (1) (W)
2. practice regular communication between employer and coordinator. (2) (W)
3. model the attitudes and behaviors necessary to fulfill the requirements of the CCE contract. (2)
4. describe the benefits of DECA. (1)
5. participate in an activity expressing appreciation to their employer. (3)
6. show the relationship between the Business Internship/CCE class and the internship experience. (2)
7. complete Individualized Management Plan (IMP) activities by consulting with employer. (3) (W)
8. self-evaluate job performance. (4)

C. Application Level Assessment

The student will prepare Income Tax Returns based on individual CCE employment.

*see Appendix for examples of forms and agreements

Scoring Guide

CCO I: The student will demonstrate personal responsibility in the Business Internship/CCE program.

Application Level Assessment

The student will prepare Income Tax Returns based on individual CCE employment.

Criteria	4	3	2	1
Prepare Federal Income Tax Form	Records completed with 100% accuracy.	Records completed with 80% accuracy or above.	Records completed with 60% accuracy or above.	Records completed with below 60% accuracy.
Prepare State Income Tax Form	Records completed with 100% accuracy.	Records completed with 80% accuracy or above.	Records completed with 60% accuracy or above.	Records completed with below 60% accuracy.

Teacher Comments:

II. **CORE CONCEPTUAL OBJECTIVE:** The student will research and distinguish the characteristics and skills needed for employment and advancement. (SM 1.1, 1.2, 2.2, 2.6, 3.1, 3.2, 3.4, 4.5, 4.6, 4.8)

A. Essential Content and Skills

Students will:

1. perform career research
2. prepare a resume and and list references
3. file job application forms
4. write a letter of application/inquiry
5. write letters requesting a recommendation
6. write a letter of resignation
7. write a thank-you letter and follow-up activities
8. complete employment tests
9. participate in a pre-interview and demonstrate knowledge of interview techniques
10. learn about salary and benefit information
11. know the factors that influence employment advancement
12. be able to demonstrate proper job change techniques
13. effectively use inter-office communication

B. Facilitating Activities

Students may:

1. research available career information resources and analyze which is most appropriate for his/her needs. (4) (R)
2. create a resume. (2) (W)
3. compose the following letters: letter of application/inquiry, letter of resignation, and a thank-you letter. (2) (W)
4. demonstrate knowledge of interviewing skills by participating in a mock interview. (2) (W)
5. develop a flow chart illustrating the skills, aptitudes, and experience necessary to gain advancement through all levels of employment at their training station. (3)

C. Application Level Assessment

The student will develop a portfolio which may include career goals, sample application, resume, cover letter, letter of request for references, reference sheet, thank you letter, letter of application/inquiry, letter of acceptance, letter of resignation, letter of recommendation.

Scoring Guide

CCO II: The student will research and distinguish the characteristics and skills needed for employment and advancement.

Application Level Assessment

The student will develop a portfolio which may include career goals, sample application, resume, cover letter, letter of request for references, reference sheet, thank you letter, letter of application/inquiry, letter of acceptance, letter of resignation, letter of recommendation.

Criteria	4	3	2	1
Resume Format	100% accurate	80% accurate	60% accurate	Below 60% accurate
Resume Content	Excellent description of all parts of the resume	Good description of all parts of the resume	Satisfactory description of all parts of the resume	Unsatisfactory description of the resume
Correspondence Format	100% accurate	80% accurate	60% accurate	Below 60% accurate
Correspondence Content	Letter includes all of the following: positive, concise, truthful , uses ‘you’ attitude, and follows appropriate guidelines provided by the teacher	Letter includes most of the following: positive, concise, truthful , uses ‘you’ attitude, and follows appropriate guidelines provided by the teacher	Letter includes some of the following: positive, concise, truthful , uses ‘you’ attitude, and follows appropriate guidelines provided by the teacher	Letter includes little of the following: positive, concise, truthful , uses ‘you’ attitude, and follows appropriate guidelines provided by the teacher

Teacher Comments:

III. **CORE CONCEPTUAL OBJECTIVE:** The student will analyze and apply marketing and entrepreneurial concepts necessary to organize, develop, and operate a business. (SM .1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 2.1, 2.2, 2.5, 2.7, 3.1, 3.5, 3.6, 3.8, 4.1, 4.5, 4.6, 4.7, 4.8)

A. Essential Content and Skills

Students will demonstrate knowledge in the areas of:

1. Marketing
 - a) marketing mix
 - b) marketing research
 - c) marketing concept
 - d) market segmentation
 - e) target market
2. Entrepreneurship
 - a) analysis of business opportunities
 - b) development of marketing/promotion plans
 - c) proposal of financial plan
3. Financing
 - a) sources of capital
 - b) financial statements
4. Operating
 - a) organizational chart
 - b) business policies
 - c) management philosophy
5. Promotion
 - a) promotional mix
6. Selling
 - a) sales approach
 - b) sales presentation
 - c) closing the sale
 - d) customer service
 - e) handling objections

B. Facilitating Activities

Students may:

1. identify how the training station uses the marketing mix to be profitable. (2)
2. construct and implement a research instrument to find a particular need or want in the community and analyze the results. (3) (R)
3. identify the target market at your training station and determine how your business uses the marketing concept to reach that market. (3)
4. attend a seminar conducted by local business professionals, then incorporate concepts learned into the student's training station. (2)
5. prepare an organizational chart of your training station and describe the role of each job title. (2)

6. role play a situation where the student explains the policies of a business and their importance to a new employee. (3) (W)
7. develop a management philosophy for a proposed business and critique a fellow student's philosophy. (4)
8. develop a seasonal promotional plan for a specific product or service at your training station. (3) (W)
9. participate in a field research activity by visiting a local sports franchise and preparing a report evaluating the effectiveness of the organization's operational strategy. (3) (R)
10. identify the types of marketing exchanges, as well as the marketing mix, and determine how it relates to sports marketing, through the Fantasy Football simulation. (2)
11. open and operate a virtual store, critique the store's financial statements, and implement marketing/business strategies to make the store successful. (3) (W)
12. DECA written and oral role plays. (2)
13. present a 60-second sales pitch. (2)
14. role play how you would handle a no-return policy to a customer. (2) (W)

C. Application Level Assessment

The student will develop a business plan for creating a new business or develop and present a PowerPoint presentation of a business plan.

Scoring Guide

CCO III: The student will analyze and apply marketing concepts necessary to organize, develop, and operate a business.

Application Level Assessment: The student will develop a business plan for creating a new business or develop and present a PowerPoint presentation of a business plan.

Criteria	4	3	2	1
Mechanics	Free of errors in the following areas: typed double spaced, complete sentences, grammatically correct, correct spelling, subject verb agreement, pronoun usage, verb tense, capitalization, punctuation.	Relatively free of errors in the following areas: typed double spaced, complete sentences, grammatically correct, correct spelling, subject verb agreement, pronoun usage, verb tense, capitalization, punctuation.	May contain some errors in the following areas: typed double spaced, complete sentences, grammatically correct, correct spelling, subject verb agreement, pronoun usage, verb tense, capitalization, punctuation.	Contains many errors in the following areas: typed double spaced, complete sentences, grammatically correct, correct spelling, subject verb agreement, pronoun usage, verb tense, capitalization, punctuation.
Content	Shows extensive research of the following areas: marketing, finance, operations, promotion.	Shows adequate research of the following areas: marketing, finance, operations, promotion.	Shows some research of the following areas: marketing, finance, operations, promotion.	Shows minimal or no evidence of research of the following areas: marketing, finance, operations, promotion.
Organization	Follows a logical order of sequence in the development of the document.	Follows a somewhat logical order of sequence in the development of the document.	Follows little logical order of sequence in the development of the document.	Follows no logical sequence in the development of the document.
Style	Contains a variety of sentence lengths and types. Free of sentence structure errors. Contains vocabulary that is properly and precisely used.	Contains a variety of sentence lengths and types. Relatively free of sentence structure errors. Contains vocabulary that is appropriately used.	Contains some variety of sentence lengths and types. May contain a moderate number of structure errors. Contains vocabulary that is adequately used.	Contains little or no variety of sentence lengths or types. Contains many sentence structure errors. Contains vocabulary that is frequently misused or incorrect.

Teacher Comments:

CORE CONCEPTUAL OBJECTIVE: The student will effectively apply communications and human relations skills.
(SM 2.1, 2.2, 2.3, 2.5, 2.6, 2.7)

A. Essential Content and Skills

Students will demonstrate knowledge and mastery in the following areas:

1. methods of communication
 - a) verbal
 - b) written
 - c) non-verbal
 - d) electronic
 - e) telephone techniques
 - f) listening
2. obstacles to communication
3. conflict resolution strategies
4. professional responsibility:
 - a) business ethics
 - b) business etiquette
 - c) professional relationships

B. Facilitating Activities

Students may:

1. interpret management policies. (2)
2. identify methods of communications by providing examples of these methods used at their training station. (1)
3. compose business documents such as letters, memos, reports. (1) (W)
4. read a variety of business communications and determine the relevant information. (2) (R)
5. review a case study where obstacles of communication need to be identified and resolved. (1)
6. demonstrate negotiation skills by working in teams to reach consensus on an issue of conflict. (3) (W)
7. discuss the impact of white collar theft on business. (2)
8. given a role play, resolve an ethical dilemma in the workplace and recommend an appropriate solution. (4) (GE, RE, D)
9. interview a Human Resource Director to prepare a written report describing the attributes of a desirable employee. (2)
10. role play a situation where the student is a liaison designated to express an employee/management concern. (2) (W)
11. investigate the various forms of electronic communications such as satellite communications, cellular phones, pagers, fax/modem, video conferencing, e-

mail through the internet, and practice using each form of communication. (2)
(T, W)

12. research and bring examples to the classroom of professional etiquette. (2)
13. DECA written and oral role plays. (2)
14. practice appropriate e-mail etiquette. (1)
15. demonstrate appropriate dining etiquette while attending a professional luncheon. (1)

C. Application Level Assessment

The student will demonstrate appropriate communication in a simulated work setting.

Scoring Guide

CCO IV: The student will effectively apply communications and human relations skills.

Application Level Assessment

The student will demonstrate appropriate communication in a simulated work setting.

Criteria	4	3	2	1
Selected Method of Communication	Appropriate, effective communication method selected	Adequate communication method selected	Inadequate communication method selected	Inappropriate communication method selected
Approach to Handling the Communication Situation	Very organized and clearly presented	Very organized; however, inadequate presentation of ideas	Somewhat organized; however, missing important elements of effective communication	Disorganized and inadequately presented
Role Play of Communication Situation	Solutions to the problem are creative and presentation of ideas is effectively conveyed	Concrete solutions to the problem are developed and adequate communication skills are used	Solutions to the problem are difficult to follow and poorly presented	Solutions to the problem are ineffective and poorly presented
Demeanor	Student exhibits effective presentation skills including eye contact, good posture, voice projection, language/content, format...	Student exhibits adequate presentation skills including eye contact, good posture, voice projection, language/content, format...	Student exhibits inadequate presentation skills including eye contact, good posture, voice projection, language/content, format...	Student exhibits inappropriate presentation skills including eye contact, good posture, voice projection, language/content, format...

Teacher Comments:

Appendices



Business Internship/CCE
1st Semester—1st Quarter
Employer Job Rating of Student Worker

*Please evaluate your CCE worker on a grading scale of 1-10,
with 10 being the highest possible grade.*

SCORE
(1 - 10)

Accuracy and Speed	
---------------------------	--

Comments:

Assumes Responsibility	
-------------------------------	--

Comments:

Interest in Job	
------------------------	--

Comments:

Attitude: Pleasant, Positive, and Tactful	
--	--

Comments:

Follows Instructions	
-----------------------------	--

Comments:

Profits from Errors	
----------------------------	--

Comments:

Cooperation and Communication with Co-workers & Supervisors	
--	--

Comments:

Appearance: Grooming, Appropriate Dress, & Cleanliness	
---	--

Comments:

Attendance: List the number of absences from beginning of Quarter to Present # of absences: _____

Comments:

Punctuality: List the number of times tardy from beginning of Quarter to Present # of tardies: _____

Comments:

Please indicate below

- If the student has gone above and beyond their job responsibility.
- If the students has any special skills and accomplishments that contribute to their success on the job.
- Any suggestions for the student to improve their performance.

Employer Signature

Student Signature

Date of Employer/Student Conference: _____



TRAINING AGREEMENT BUSINESS INTERNSHIP/CCE

Student Name _____ Teacher _____

For School Year _____ - _____

THE STUDENT LEARNER WILL:

1. Conform to all rules and regulations of the school and the employment site. The Employer and Teacher expect honesty, punctuality, cooperation, courtesy and willingness to learn.
2. Maintain regular attendance at school and on the job. Attendance on the job might include days when school is not in session, such as Spring Break.
3. Report absences in advance to the Employer and Teacher. A student absent from any hour of the school day (excused or unexcused) is not permitted to go to work. If the student violates the policy, the student will receive a Violation of CCE Policy notification and points will be deducted from the student's professional participation grade.
4. If a school absence is imperative, the student may go to work, only if approved by the Business Internship/CCE Teacher in advance.
5. Keep all employment records and participate in the Employer Appreciation Program.

THE EMPLOYMENT SUPERVISOR WILL:

1. Train the student for the initial job duties; then offer advanced training in as many competencies as possible, at a time when the Employer determines that the student is ready.
2. Evaluate the student quarterly and discuss the evaluation with the student.
3. Conform to federal, state and local laws and regulations regarding employment and compensation of student-learners. Student-learners must be covered by workman's compensation.
4. Reserve the right to discharge the student for just cause from the employment site. The Teacher requests consultation prior to the action.
5. Notify the Teacher immediately if a termination occurs.
6. Keep an open line of communication with the Teacher.

THE PARENT/GUARDIAN WILL:

1. Encourage the student to do well in the work experience.
2. Be responsible for providing transportation for the student for the work experience activity.
3. Be responsible, along with the student, for the safety and conduct of the student while he/she is at or between school, the employment site, and home.

THE TEACHER WILL:

1. Consult with the Employer concerning the student's work.
2. Make periodic contacts/visits to the employment site.
3. Counsel the student about the work experience.
4. Be available to help with employment problems or program changes. The Teacher should be contacted whenever help is needed.
5. Make the final determinations concerning credit received and reassignment of the student, in the event of termination.

It shall be agreed that all parties participating in this program will not discriminate in training and/or employment opportunities on the basis of race, color, religion, sex, national origin or handicap.

It shall be agreed the Rockwood School District and their employees will not be held liable for workplace accidents and/or harassment incidents.

Student Signature/Date

Employment Supervisor Signature/Date

Parent Signature/Date

Teacher Signature/Date



PARENT & STUDENT AGREEMENT BUSINESS INTERNSHIP/CCE

- I. Attendance**
 - a. The student must call the Business Internship/CCE Teacher by 9:00 a.m. if tardy or absent from school.
 - b. A student absent from any hour of the school day (excused or unexcused) is not permitted to go to work. If the student violates the policy, the student will receive a Violation of CCE Policy notification and points will be deducted from the student's professional participation grade.
 - c. If a school absence is imperative, the student may go to work, only if approved by the Business Internship/CCE Teacher in advance.
 - d. Excessive absences may be cause for dismissal from the program.
- II. Employment Requirements**
 - a. Job changes are not permitted. In extenuating circumstances, job changes can only be made with prior approval from the Business Internship/CCE Teacher.
 - b. If a student is fired or quits their job, a 0% will be assigned for the CCE employer evaluation grade. This 0% will be averaged with the student's CCE classroom grade to determine the quarter grade.
 - c. If termination is a result of illegal actions at work, the student will receive an "F" for the semester and will be removed from the program.
 - d. A student unemployed more than two weeks will be dismissed from the program.
- III. Grades/Credit**
 - a. Fifty percent of the grade is based on the CCE employer evaluation of the student's work performance.
 - b. Fifty percent of the grade is based on the Business Internship/CCE classroom performance.
- IV. School Arrival and Departure**
 - a. The Business Internship/CCE identification card must be carried at all times.
 - b. The student must leave campus in an orderly and quiet manner, at the appropriate time.
 - c. The student must provide their own transportation. Absences and tardies related to transportation are unexcused.
- V. Conduct – School and Work**
 - a. The student must notify the Business Internship/CCE Teacher promptly of any problems pertaining to school or work.
 - b. If a student's conduct results in a disciplinary hearing resulting in long-term suspension or expulsion, the student will receive a 0% for the CCE employer evaluation.
- VI. Records**
 - a. Each student will be responsible for accurately recording hours worked per day.
 - b. Each student must submit paycheck stubs to the Teacher within five days of receiving their paycheck.
- VII. Employer Appreciation**
 - a. The student will participate in the presentation of an appreciation award to the employer. To help fund this award, the student will be given the opportunity to participate in fundraisers.

NOTE: It is the purpose of this agreement to provide a mutual understanding of what is required of students enrolled in the Business Internship/CCE Program. Failure to fulfill these requirements may be cause for dismissal from the program or loss of credit.

It shall be agreed the Rockwood School District and their employees will not be held liable for workplace accidents and/or harassment incidents.

Student Signature: _____

Date: _____

Parent or Guardian Signature: _____

Date: _____



VIOLATION OF CCE POLICY NOTICE BUSINESS INTERNSHIP/CCE

STUDENT: _____ DATE: _____

PREVIOUS VIOLATION NOTICES: _____

Participation in CCE is a privilege earned by the student through mature, responsible conduct at school and at work. The Parent-Student Agreement, which you signed when entering the CCE program, explains what is required of students enrolled in CCE.

VIOLATION

- Did not notify Teacher by 9:00 a.m. of absence or tardy on this date(s): _____.
- Without Teacher approval, worked on this date(s) when absent from school: _____.
- Excessive absences/tardies.
Dates: _____
- Unacceptable conduct at school or work. Date of Incident: _____
Description of Incident or Conduct: _____

- Other. _____

Please take action to avoid any further violations. You are advised that repeated violations may result in dismissal from the CCE program and loss of credit.

Teacher Signature/Date
Comments: _____

Student Signature/Date
Comments: _____

Parent Signature/Date
Comments: _____

THE SHOW-ME STANDARDS

Authority for the Show-Me Standards: Section 160.514, Revised Statutes of Missouri, and the Code of State Regulations, 5 CSR 50-375.100

PERFORMANCE (PROCESS) STANDARDS

GOAL 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

- 1.1 develop questions and ideas to initiate and refine research
- 1.2 conduct research to answer questions and evaluate information and ideas
- 1.3 design and conduct field and laboratory investigations to study nature and society
- 1.4 use technological tools and other resources to locate, select and organize information
- 1.5 comprehend and evaluate written, visual and oral presentations and works
- 1.6 discover and evaluate patterns and relationships in information, ideas and structures
- 1.7 evaluate the accuracy of information and the reliability of its sources
- 1.8 organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
- 1.9 identify, analyze and compare the institutions, traditions and art forms of past and present societies
- 1.10 apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

- 2.1 plan and make written, oral and visual presentations for a variety of purposes and audiences
- 2.2 review and revise communications to improve accuracy and clarity
- 2.3 exchange information, questions and ideas while recognizing the perspectives of others
- 2.4 present perceptions and ideas regarding works of the arts, humanities and sciences
- 2.5 perform or produce works in the fine and practical arts
- 2.6 apply communication techniques to the job search and to the workplace
- 2.7 use technological tools to exchange information and ideas

SHOW-ME STANDARDS

GOAL 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

- 3.1 identify problems and define their scope and elements
- 3.2 develop and apply strategies based on ways others have prevented or solved problems
- 3.3 develop and apply strategies based on one's own experience in preventing or solving problems
- 3.4 evaluate the processes used in recognizing and solving problems
- 3.5 reason inductively from a set of specific facts and deductively from general premises
- 3.6 examine problems and proposed solutions from multiple perspectives
- 3.7 evaluate the extent to which a strategy addresses the problem
- 3.8 assess costs, benefits and other consequences of proposed solutions

GOAL 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

- 4.1 explain reasoning and identify information used to support decisions
- 4.2 understand and apply the rights and responsibilities of citizenship in Missouri and the United States
- 4.3 analyze the duties and responsibilities of individuals in societies
- 4.4 recognize and practice honesty and integrity in academic work and in the workplace
- 4.5 develop, monitor and revise plans of action to meet deadlines and accomplish goals
- 4.6 identify tasks that require a coordinated effort and work with others to complete those tasks
- 4.7 identify and apply practices that preserve and enhance the safety and health of self and others
- 4.8 explore, prepare for and seek educational and job opportunities

KNOWLEDGE (CONTENT) STANDARDS

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation that includes knowledge of and proficiency in

- CA 1 speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
- CA 2 reading and evaluating fiction, poetry and drama
- CA 3 reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
- CA 4 writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
- CA 5 comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multimedia productions)
- CA 6 participating in formal and informal presentations and discussions of issues and ideas
- CA 7 identifying and evaluating relationships between language and culture

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation that includes knowledge of

- FA 1 process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
- FA 2 the principles and elements of different art forms
- FA 3 the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
- FA 4 interrelationships of visual and performing arts and the relationships of the arts to other disciplines
- FA 5 visual and performing arts in historical and cultural contexts

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation that includes knowledge of

- HP 1 structures of, functions of, and relationships among human body systems
 - HP 2 principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
 - HP 3 diseases and methods for prevention, treatment and control
 - HP 4 principles of movement and physical fitness
 - HP 5 methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
 - HP 6 consumer health issues (such as the effects of mass media and technologies on safety and health)
 - HP 7 responses to emergency situations
-

SHOW-ME STANDARDS

Mathematics

In Mathematics, the students in Missouri public schools will acquire a solid foundation that includes knowledge of

- MA 1 addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
- MA 2 geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
- MA 3 data analysis, probability and statistics
- MA 4 patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
- MA 5 mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
- MA 6 discrete mathematics (such as graph theory, counting techniques, matrices)

Science

In Science, students in Missouri public schools will acquire a solid foundation that includes knowledge of

- SC 1 properties and principles of matter and energy
- SC 2 properties and principles of force and motion
- SC 3 characteristics and interactions of living organisms
- SC 4 changes in ecosystems and interactions of organisms with their environments
- SC 5 processes (such as plate movement, water cycle, airflow), and interactions of Earth's biosphere, atmosphere, lithosphere and hydrosphere
- SC 6 composition and structure of the universe and the motions of the objects within it
- SC 7 processes of scientific inquiry (such as formulating and testing hypotheses)
- SC 8 impact of science, technology and human activity on resources and the environment

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation that includes knowledge of

- SS 1 principles expressed in the documents shaping constitutional democracy in the United States
- SS 2 continuity and change in the history of Missouri, the United States and the world
- SS 3 principles and processes of governance systems
- SS 4 economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
- SS 5 the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
- SS 6 relationships of the individual and groups to institutions and cultural traditions
- SS 7 the use of tools of social science inquiry (such as surveys, statistics, maps, documents)