

VIRTUAL WORKPLACE EXPERIENCE CURRICULUM GUIDE

Curriculum Guide			
Curriculum Component	Objective	Activity	Resources
<p>Introduction: The purpose of the introduction is to provide the student with an understanding of the VWE course, their responsibilities and the course requirements.</p>	<p>The student will learn about the Virtual Workplace Experience course requirements.</p> <p>Virtual Workplace Experience - 1 Credit: Course Code 080205</p>	<ol style="list-style-type: none"> 1) Students will view the intro to VWE video presentation from Career Compass 2) Students will view the intro to Nepris videos. 3) Students review Student Engagement Monitoring Checklist 	<ol style="list-style-type: none"> 1) VWE introduction video 2) Nepris video 3) Student VWE overview handout with terms (01-03) 4) Student Engagement Monitoring Checklist (01-04)
<p>1) Career Interest Inventory:</p> <p>The purpose of the career interest inventory is to allow students to determine their own pathways based on the results of their assessments.</p>	<p>The student will complete the Career Compass Interest Inventory and react to the findings provided.</p> <p>Students can complete one or more online career interest inventory exercises (depending on available resources).</p>	<ol style="list-style-type: none"> 1) Students will take the Career Compass Interest Inventory. 2) Students will write up their results and answers to additional career interest questions. The teacher will use these write-ups to produce a list of occupations and career clusters that students will research throughout the semester. 3) Students will complete the Nepris Ballot 	<ol style="list-style-type: none"> 1) Career Compass Interest Inventory (should be ordered from Career Compass of Louisiana) Other prospective available resources: Kuder Navigator and ACT Explore/Plan 2) Student Industry Expert Presentations Ballot (01-05)
<p>2) Star Jobs Research Day:</p> <p>Students will use guided research activities to learn more about the specific careers suggested by their Career Interest Inventories.</p>	<p>The student will refer to his/her personal career clusters based on the results of his/her Career Compass Interest Inventory when selecting careers to research. The student will follow the guided research instructions and document his/her results.</p>	<ol style="list-style-type: none"> 1) Complete research activity and answer questions provided on the slides. 	<ol style="list-style-type: none"> 1) Star Jobs industry research documents (02-01 and 02-01.1)

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<p>3) My Life My Way: Students will use guided research activities to learn how their decisions impact their cost of living and financial well-being.</p>	<p>The student will follow the guided research instructions and document his/her results.</p>	<p>1) Complete research activity and answer questions provided on the slides.</p>	<p>1) My Life, My Way Activity document. (03-01 & 03-01.1)</p>
<p>4) Self-Assessment Student Exercise: This is a <i>Micro-Enterprise Credential</i> exercise that provides students with a series of self-assessment terms to learn and a rubric that gives examples of individual performance in each area or term. The exercise then requires the students to complete of a self-scoring spreadsheet that leads to an individualized student report.</p>	<p>The student will first observe the teacher modeling the Self-Assessment Exemplar, then complete their own assessment. This exercise helps students practice both written and verbal communication skills.</p>	<p>1) Teacher will model Exemplar for entire class. Students will need to familiarize themselves with some related vocabulary. 2) Students will complete Self-Assessment Student Exercise. Students will then print out their report, save their file, and email it to teacher. 3) Students will discuss what they learned from the experience.</p>	<p>1) Self-Assessment introduction materials (04-01 through 04-04) 2) Self-Assessment supporting files (04-05 through 04-11)</p>
<p>5) Resume Development: Students will use guided online resources and suggestions from industry experts along with teacher's expertise to develop resumes. Teachers and online mentors (Nepris) will evaluate resumes.</p>	<p>The student will learn how to create a resume that reflects his / her professional skills and experiences.</p>	<p>1) View Nepris archived videos discussing resume development. 2) Review Resume Development for Young Adults (help me with a better title) and Research online resume building sites. 3) Compose and submit personal resume for review. 4) Request specific 1-to-1 and/or 1-to-many sessions with Nepris mentors regarding resume development.</p>	<p>1) Nepris archived videos 2) Resume Development for Young Adults (05-01) (information from Career Readiness curriculum) and Resume building websites – teacher preapproved 3) Nepris session request templates. (01-02)</p>

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<p>6) Job Interview practice: Students will help each other prepare for job interviews.</p>	<p>The student will complete mock job interview sessions with peers to practice answering questions about their job abilities and personality traits.</p>	<ol style="list-style-type: none"> 1) Questions developed from previous job research findings with Star Jobs exercise. 2) Review Job Interview: Tips and Resources presentation. 3) View Nepris archived videos discussing job interview skills and best practices. 4) Request specific 1-to-1 and/or 1-to-many sessions with Nepris mentors regarding job interviews. 	<ol style="list-style-type: none"> 1) Job Interview: Tips and Resources (06-01) 2) Nepris archived videos. 3) Nepris session request templates. (01-02)
<p>7) Self-Assessment Presentation: This is a <i>Micro-Enterprise Credential</i> exercise that provides students with the opportunity to engage with an unfamiliar workplace expert. This exercise requires a student to present his/her Self-Assessment reflections to the student’s online mentor (Nepris).</p>	<p>The student will demonstrate verbal communication skills while expressing what he/she has learned from participating in the Self-Assessment exercise.</p>	<ol style="list-style-type: none"> 1) Review the Self-Assessment Presentation Guidelines. Set timeline for work progress and completion. 2) Confirm submission of Self-Assessment report to online mentor prior to presentation date. 3) Prepare Self-Assessment Essay Form in class before confirmed Nepris mentor interaction date. 4) Complete Thank You Note Student Exercise 	<ol style="list-style-type: none"> 1) Self-Assessment Presentation introduction materials (07-01 – 07-04) 2) Self- Assessment Presentation Essay Student Exercise (07-05 – 07-09) 3) Nepris session request templates. (01-02) 4) Thank You Note Student Exercise (07-10 – 07-12)
<p>8) Informative Interview: An informational interview is an interview conducted to collect information about a job, career field, industry or company.</p>	<p>The student will conduct an informative interview with an individual working in a career you would like to learn more about.</p>	<ol style="list-style-type: none"> 1) Review Informative Interview PowerPoint presentation 2) Teacher: Submit session request to Nepris for student. 3) Collect interview responses. 	<ol style="list-style-type: none"> 1) Informative Interview (08-01) 2) Informative Interview Worksheet. (08-02) 3) Nepris session request templates. (01-02) 4) Thank You Note assignment (12-07)

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<p>9) Act Right/Dress Right: Multi-day exercise that gives students positive reinforcement when they exhibit professional behaviors with selected school administrators, teachers, and visitors.</p>	<p>The student will display professional dress and behavior. This valuable practice will allow them to experience adults' reactions to their improved efforts.</p>	<ol style="list-style-type: none"> 1) Introduce the activity to students. Set dates (3) for judging so students can prepare. 2) Review exercise procedures and expectations one day prior to judging. 	<ol style="list-style-type: none"> 1) Video, Act Right / Dress Right 2) Act Right/Dress Right exercise documents (01-08)
<p>10) The Game of Life: This nine-part exercise students understand the consequences of life crises and life choices. This exercise enables students to engage with a virtual mentor, describe their career interests, and complete individual and team exercises that encourage them to consider their future career success, well-being, and happiness.</p>	<p>Students will learn about the consequences of decisions and life events they're likely to encounter after high school graduation.</p>	<ol style="list-style-type: none"> 1) Student complete initial preparation 3) Introduction to mentor / Student presents <i>Life Crises Ranking</i> 4) Student Trade-off Exercise Presentation to Mentor 5) Student <i>Purchasing Auto Insurance Exercise</i> 6) Student <i>Purchasing Auto Insurance Discussion with Mentor</i> 7) Student Final Written Assignment: <i>How I Will be "Lucky" as an Adult</i> 8) Mentor Final Point Assignments and Advice 9) Student Appreciation Deliverable 	<ol style="list-style-type: none"> 1) <i>The Game of Life</i> files (10-01 through 10-10) 3) Nepris request templates (10-00)
<p>11) Personal Financial Literacy</p>	<p>The student will complete the <i>Everfi</i> personal financial literacy online program.</p>	<ol style="list-style-type: none"> 1) View EverFi – Financial Literacy Course Overview video. 2) Complete the eight modules. 	<ol style="list-style-type: none"> 1) EverFi Implementation Manager will pre-register each teacher and provide training. (11-01, 11-02)

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12 a) In-Field Experiences: Job Fairs	The student will participate in a school or community sponsored Job Fair.	<ol style="list-style-type: none"> 1) Review the “Dress Right” tips from Act Right/Dress Right. 2) Seek out and speak with industry representatives present in desired career field. 	<ol style="list-style-type: none"> 1) Act Right/Dress Right 2) Job Fair preparation tips. (12-04) 3) Job Fair Evaluation (12-04.1)
12 b) In-Field Experiences: Day on the Job	The student will further explore their career choices by spending a day with an individual in an occupation compatible with the student’s interests.	<p>Occupation/Company Selection:</p> <ol style="list-style-type: none"> 1) Consult Career Compass Interest Inventory results to choose occupation field. If not locally available, take this opportunity to explore a lesser scored result from the CCII. 2) Further consult results from Star Jobs and My Life, My way to choose an occupation to explore. 3) Solicit choice companies to participate via letter or email. 4) Get school and parent’s permission. <p>Day Of:</p> <ol style="list-style-type: none"> 1) Attend the scheduled day and follow guidelines. 2) Write a thank you note to the key individual(s). 	<ol style="list-style-type: none"> 1) In-Field Experience Guidelines and Checklist (12-01) for students (12-01T) for teachers 2) Example of solicitation letter for local businesses.(12-02) 2) Parent permission slip. (12-03) 4) Evaluations (12-05, 12-06) 5) Thank You Note assignment (12-07)

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<p>12 c) In-Field Experiences: Volunteer/Service Work</p>	<p>The student will volunteer with or provide a meaningful service to an organization that is directly related to their career objectives.</p>	<p>Occupation/Organization Selection:</p> <ol style="list-style-type: none"> 1) Consult Career Compass Interest Inventory results to choose occupation. If not locally available, take this opportunity to explore a lesser scored result from the CCII. 2) Explore local organizations that have compatible positions with desired occupation. 3) Solicit choice organizations to participate via letter or email. 4) Get school and parent's permission. <p>When Placed:</p> <ol style="list-style-type: none"> 1) Attend the scheduled event(s) and follow guidelines. 2) Write a thank you note to the key individual(s). 	<ol style="list-style-type: none"> 1) In-Field Experience Guidelines and Checklist (12-01)for students (12-01T) for teachers 2) Example of solicitation letter for local businesses.(12-02) 3) Parent permission slip. (12-03) 4) Evaluations (12-05, 12-06) 5) Thank You Note assignment (12-07)
<p>13) Conclusion: The purpose of the conclusion is for students to share their reflections on their experience in order to assess their understanding and benefit of the VWE course 080205.</p>	<p>The student expresses in writing his/her personal reflections on their Virtual Workplace Experience.</p>	<ol style="list-style-type: none"> 1) Student completes Written Summary and submits to teacher. 	<ol style="list-style-type: none"> 1) Student Written Summary (01-07)