

# (5) College & Job Interviews

Content Area: **ELA**  
Course(s): **Public Speaking**  
Time Period: **Marking Period 2**  
Length: **3 weeks**  
Status: **Published**

## Course Pacing Guide

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Unit	MP/Trimester	Weeks
Intro to Course & Course Goals	1	0.5
Instructional Techniques/Speech	1	2.5
Informational Techniques/Speech	1	3
Persuasive Techniques/Speech	1 & 2 (overlaps)	3
Interviewing (College & Job)	2	3
Dawg Talks	2	4

## Unit Overview

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- examination of etiquette & expectations involved in college & job interviews
- determine how to prepare for an interview
- understand how employers/college admissions officers may prepare for interviews
- determine how to best answer interview questions & conduct one's self during an interview

## Enduring Understandings

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- Job interviews can be divided into three major categories, each with their own expectations, formats, and types of questions
- College interviews share some of these characteristics with job interviews, but have additional unique elements as well
- All interviews require extensive preparation and reflection before the interview
- Interviews may have specialized etiquette that needs to be understood and implemented
- Interviews require you to talk about your experiences with confidence, honesty, and a high level of detail

## Essential Questions

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- What are the major categories of job interviews?
- How are college interviews different from job interviews?

- What is expected of me in an interview? How are candidates assessed?
- How can I best prepare for an interview?
- How can I respond to interview questions capably?
- What happens after an interview?

## **New Jersey Student Learning Standards (No CCS)**

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LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

## **Amistad Integration**

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Discussion of interview etiquette will involve analysis of cultural expectations that are often created by dominant groups but applied to all; discussion of employment law, including non-discrimination laws.

LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior

## **Holocaust/Genocide Education**

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Discussion of employment laws relevant to job interviews will address issues of discrimination, and how to respond to violations of these laws responsibly.

## **Interdisciplinary Connections**

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HPE.2.1.12.E.CS1	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
HPE.2.2.12.C.1	Analyze the impact of competition on personal character development.
HPE.2.2.12.C.CS1	Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.
HPE.2.5.12.B.2	Apply a variety of mental strategies to improve performance.
HPE.2.5.12.B.CS1	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.

## Technology Standards

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TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.

## 21st Century Themes/Careers

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CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

## Financial Literacy Integration

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PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.E.5	Evaluate business practices and their impact on individuals, families, and societies.

## Instructional Strategies & Learning Activities

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- activation of previous knowledge: what kinds of interviews have you already participated in? what was required of you, and why?
- reflection writing: what would an employer want from an employee, and why? how might that vary from job to job? what might a college be seeking, and how might it vary from school to school?
- analysis of mock interviews & interview tips from various college/career centers' websites
- discussion of specific etiquette/cultural/legal expectations
- review information regarding Naviance resume creation from 10th grade English classes; group by grade level to reinforce/extend knowledge
- prepare for and participate in a mock interview as either an interviewer or an interviewee
- use teacher-provided rubric to assess both your own performance and that of classmates

### **Differentiated Instruction**

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- individualized role selection (interviewee vs interviewer, college vs job, types of jobs/college in question) to allow for age/developmental appropriateness
- tiered learning targets (in part based on self-assessment in previous unit)
- individualized feedback based on current levels of development/achievement/need
- mastery learning (feedback toward goal)
- game-based Learning

### **Formative Assessments**

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Speech preparation packet

### **Summative Assessment**

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Mock interview

### **Benchmark Assessments**

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Mock interview

## **Alternate Assessments**

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- All students complete the same major assignment, but have significant choice in their topic & method of approach to that assignment as long as they address key skills for the unit (see differentiation section above)

## **Resources & Technology**

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- websites of college admissions & career centers (pages used in past include Ohio State University, Sienna College, and Kahn Academy modules)
- teacher-created interview etiquette packet/discussions
- model interview prep assignments from previous semesters' students

## **BOE Approved Texts**

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N/A

## **Closure**

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- Daily strategies: exit tickets, Google Doc sum-ups, index card assessments
- Final closure: individual student self-assessment of performance & growth in this unit/course overall

## **ELL**

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- Use of more extensive notes while speaking (may be partially or fully scripted)
- Use of captions on video
- Oral & shortened responses for self-evaluation
- Simplified written and verbal instructions
- Frequent breaks
- E-Dictionaries
- Google Translate

## **Special Education**

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- Shorten assignments to focus on mastery of key concepts.

- Substitute alternatives for written assignments (oral self-evaluation)
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Stand near the student when giving directions or presenting a lesson
- Give progress reports/completion grades instead of standard grades
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Permit a student to rework missed problems for a better grade.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

## **504**

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Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits

## **At Risk**

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- Have student restate information
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Peer or scribe note-taking
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task

- Immediate feedback
- Cue/model expected behavior
- Use de-escalating strategies
- Provision of notes or outlines
- No penalty for spelling errors or sloppy handwriting
- Adjusted assignment timelines
- Work-in-progress check
- Pace long-term projects
- Use peer supports and mentoring
- Chart progress and maintain data

## **Gifted and Talented**

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Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Encourage risk taking