

Unit 3: Skills for the Workforce

Content Area: **Basic Skills**
Course(s): **S.O.A.R.**
Time Period: **January**
Length: **Feb-June**
Status: **Published**

Enduring Understandings:

- demonstrate financial literacy and workplace preparation (resume writing, behaviors, communication)
- explore career interests and opportunities
- identify and demonstrate appropriate behaviors in the workplace and society
- recognize long-term goals and steps needed to achieve them

Essential Questions:

- How can you properly prepare yourself for the workforce?
- What are necessary characteristics of a good employee and what are your responsibilities as an adult citizen in society?
- What are your long-term goals and what steps will you need to employ to achieve these goal?
- What avenues are available to you in the workplace?

Lesson Titles:

- Career Interests/Inventories
- Citizenship
- Ethics in the Workplace
- Evaluating colleges/trades
- Filling Out a Job Application
- Networking
- Outlining Steps to Achieve Goals
- Personal Finance
- Researching Career Paths
- Setting Long-Term Goals
- Writing a Resume

21st Century Skills and Career Ready Practices:

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Inter-Disciplinary Connections:

Academic skills and strategies are applicable in all content areas

LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.
LA.8.ELA.EE.RL.8.4	Determine connotative meanings of words and phrases in a text.
SOC.5-8.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- 1:1 instructional support when needed
- career inventories
- centers
- cueing and questioning
- etiquette
- job-site exploration
- journaling
- presentation skills
- reflection
- repeated practice
- researching skills
- skill reinforcement
- SMART goals graphic organizer
- student-centered instruction
- templates
- visitors/speakers

Modifications

Modifications are based on individual education plans. Specific modifications and accommodations are provided.

Formative Assessment:

- Anticipatory Set
- Closure
- journal writing
- reflections
- teacher observation
- vision boards
- Warm-Up

Summative Assessment:

- Alternate Assessment
- Benchmark
- EOU project
- Marking Period Assessment

Resources & Materials:

- Acenda Integrated Health School-Based Clinical Services
- AVID mentors
- Community Resources (local job sites and employers)
- digital vision boards
- Gmail
- Google Calendar
- google docs
- google slides
- journals
- Resume templates
- School Wellness Center
- SMART goals graphic organizer
- Southwest Council

