

# Unit 3: Job Skills

Content Area: **CTE**  
Course(s):  
Time Period: **Sample Time Period**  
Length: **60 Days**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**WBL Unit 3, 12th GRADE**

**Job Skills**

**Belleville Board of Education**

**56 Ralph Street**

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Board Approved:

## **Unit Overview**

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Unit 3 Job Skill will introduce students to understanding employability skills for career readiness.

- Do you have leadership quality's?
- What are soft skills ?
- What are hard skills?
- What are transferable skills?
- What are critical thinking skills?
- What are flexibility skills?
- Do you have the ability to work with others?
- Do you have good communication skills?
- Are you friendly and outgoing?
- Are you detailed orientated?
- Do you have organizational skills?
- Do you have interpersonal skills?
- Do you have problem-solving skills?
- What is a strong work ethic?
- Are you dependable?

## **Enduring Understanding**

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- Leadership skills
- Dependability
- Accountability
- Flexibility
- Soft skills
- Transferable skills
- Communication skills
- Organizational skills
- Critical thinking skills
- Interpersonal skills
- Problem solving skills
- Technical skills
- Flexible and adaptable skills
- Strong work ethic vs. weak work ethic

## **Essential Questions**

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- What skills do you need to become career readiness?
- What is your work history?
- What is meant by leadership qualities?
- Why is it important to develop organizational skills?

- Why are problem solving skills important for job security?
- How adaptable are you in everyday situations?
- What are soft skills?
- What are transferable skills?
- Why is it important to have good communication skills?
- Why is it important to develop job flexibility and adaptability skills?
- What are interpersonal skills?
- Why is it important to have technical skills for employment?

## **Exit Skills**

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- Have ability to properly fill out an application correctly
- Facilitate problem-solving skills
- Team building skills
- A list of references
- Create a chart using learned skills
- Demonstrate the ability to be able to explore career opportunities and earning potential.
- Demonstrate problem solving
- Demonstrate understanding of leadership skills
- Demonstrate ability to identify why skill building is important
- Identify flexibility skills and adaptable skill
- Demonstrate why communication skills are key to job security

9.3.12.BM.1	Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
9.3.12.BM.2	Describe laws, rules and regulations as they apply to effective business operations.
9.3.12.BM.3	Explore, develop and apply strategies for ensuring a successful business career.
9.3.12.BM.4	Identify, demonstrate and implement solutions in managing effective business customer relationships.
9.3.12.BM-OP.2	Develop and maintain positive customer relationships.
CS.9-12.8.2.12.ETW.1	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
	Accurate information may help in making valuable and ethical choices.
	Advanced search techniques can be used with digital and media resources to locate

information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.

With a growth mindset, failure is an important part of success.

Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

Innovative ideas or innovation can lead to career opportunities.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.

## **Interdisciplinary Connections**

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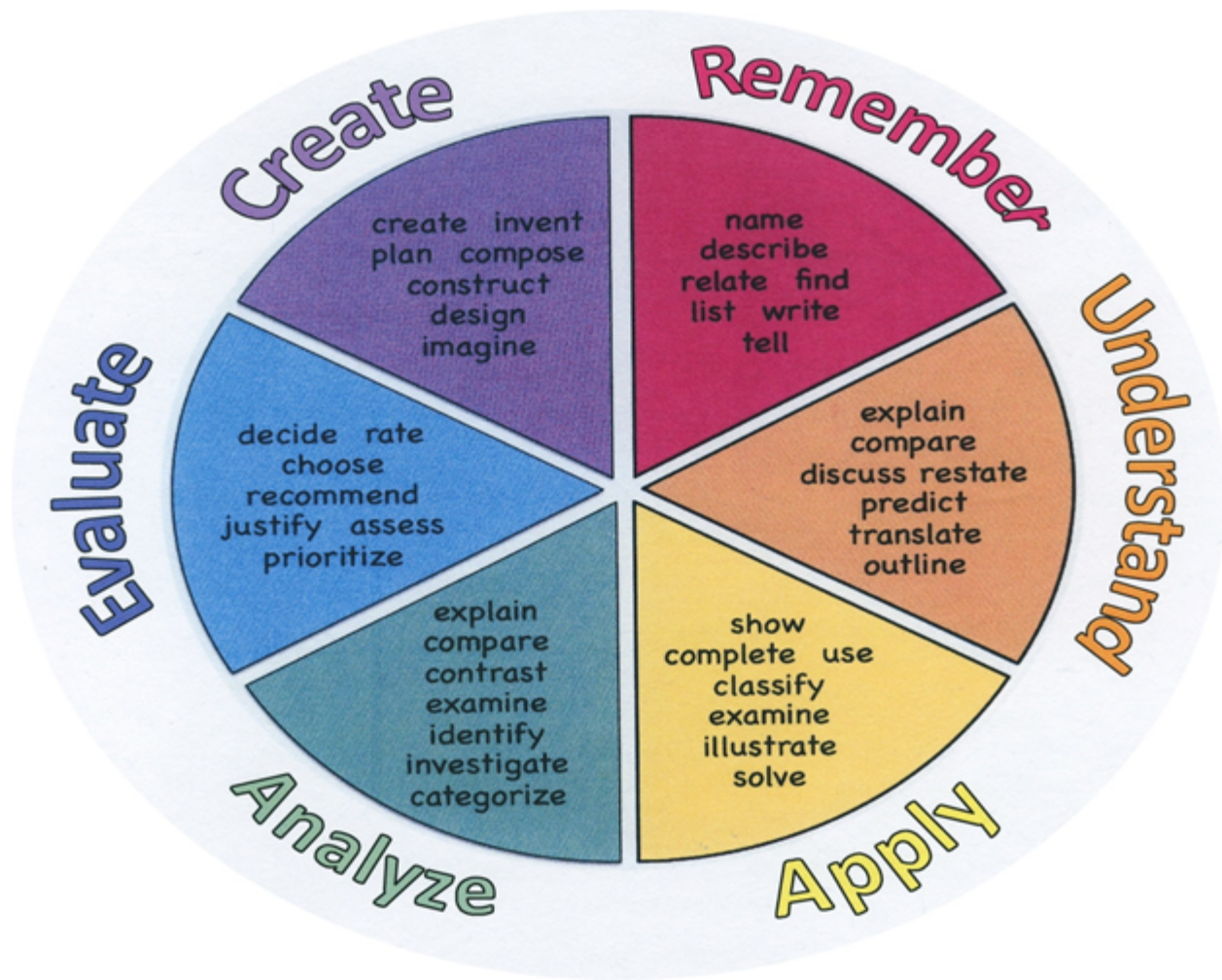
LA.RL.11-12	Reading Literature
	Key Ideas and Details
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RI.11-12	Reading Informational Text
LA.W.11-12	Writing
	Range of Writing
LA.SL.11-12	Speaking and Listening
	Comprehension and Collaboration
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.L.11-12.2.B	Spell correctly.

## **Learning Objectives**

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- Understand how to develop a skill set
- Understand how to successfully complete a job application
- Learn why skill development is essential for job security
- Identify skills for job promotion
- Identify career readiness
- Identify universal skills
- Identify the importance of being professional in the work place
- Identify job goal
- Identify the importance of organization
- Identify knowledge of soft skills

<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



## **Suggested Activities & Best Practices**

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- Job Skill Quiz
- Research skills needed for job performance
- On the job training
- Training plans
- Establish transferable skills
- Explore career opportunities and earning potential
- Understand how employment process works
- Match personality skill, and interest with career choices

- Research career growth and development by famous African Americans and individuals within the LGBTQ and Asian American community in the workplace environment
- identify global climate changes made in the workplace to lower greenhouse emissions

## **Assessment Evidence - Checking for Understanding (CFU)**

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- GOOGLE: classroom communications, spreadsheets quizzes, surveys, anticipatory sets, exit tickets (forms)-formative assessment
- Quarterly benchmarks
- Text "checkpoints"
- Roundtable discussion results-alternate assessment
- Unit tests-summative assessment
- Teacher observation
- Rubrics-formative assessment
- Training Plans
- One on one interviews
- Employer assessments

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate

- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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- Career in 21st century text book/baily
- Youtube
- Internet
- Google classroom
- Guest Speakers
- Round table disscussions
- Journal articles
- Newspaper
- Handouts

## **Ancillary Resources**

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- Job Descriptions
- Group Discussions
- Training plans
- Skill workshops
- New Jersey State Employment Website
- Peers

## **Technology Infusion**

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- **Please reference video links and websites listed under Primary Resources & Materials**
- Google Classroom
- Interactive Smart TV Technology
- Technology Internet Research and Word Processing
- Video Demonstration
- Calculations
- Online Applications
- Power Point

## Win 8.1 Apps/Tools Pedagogy Wheel

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>  
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst



## Alignment to 21st Century Skills & Technology

- English Language Arts Reading and writing
- Mathematics
- Economics
- Interpersonal skills- communication
- Hard Skills
- Soft Skills
- Transferable skills
- Technology

WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.TL	Technology Literacy
	Different types of jobs require different knowledge and skills.
	There are strategies to improve one's professional value and marketability.
	Innovative ideas or innovation can lead to career opportunities.
	Income is received from work in different ways including regular payments, tips, commissions, and benefits.
	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
	There are benefits and drawbacks to being an entrepreneur.
	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

## **21st Century Skills/Interdisciplinary Themes**

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- Creativity and Innovation
  - Critical Thinking and Problem Solving
  - Life and Career Skills
  - ICT (Information, Communications and Technology) Literacy
  - Communication and Collaboration
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- Communication and Collaboration
  - Creativity and Innovation
  - Critical thinking and Problem Solving
  - ICT (Information, Communications and Technology) Literacy

- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

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- Extra time to complete assignments
- Study Guides
- Small group instruction following whole group introduction of concepts
- Small groups setting
- Multi-sensory approaches
- Pairing Oral instruction w/visuals
- Group Assignments and Projects
- Project based learning
- Leveled Rubrics
- Think-Pair Share (roundtable)

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives

- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

#### Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

## Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## **Special Education Learning (IEP's & 504's)**

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- Provide modifications as dictated in the student's IEP/504 plan
- Additional time on assignments/assessment
- Additional time for Skill Mastery
- Study Guides/Board Notes
- Notes/presentations on Google Classroom
- Highlighted text visual presentation
- Modified assignments
- Shortened assignments
- Multi-sensory presentation (presentations on SMART TV, on Google Classroom and paper copies for students as appropriate)
- Modified test formats (written/verbal vs. Google form)
- Open book/Study Guides

- Preferential seating
- Peer mentoring

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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- Translation of content/activities (Port of Entry) supporting terms and definitions related to careers, safety and sanitation
- Assignments submitted in native language (Port of Entry)

- Modifying assignments
- Review assignment/project directions (model)
- Open book/notes options
- Tutoring by peers to reinforce concepts
- Modifying tests to reflect selected objectives

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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- Peer tutoring to support reinforcement of concepts
  - Correction and resubmission of work
  - Model concepts of different economies throughout the world utilizing varied presentational strategies/scenarios
  - Evaluating correct work; collaborating with student on incorrect work
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- allowing students to correct errors (looking for understanding)
  - teaching key aspects of a topic. Eliminate nonessential information
  - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
  - allowing students to select from given choices
  - allowing the use of note cards or open-book during testing
  - collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.

- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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- Complete activities above grade level
- Advanced problem-solving with respect to impact of economies on individuals as related to employment, education and daily life
- Teacher-selected instructional strategies (simulations) focused to provide challenge, engagement, and growth opportunities
- Simulated project modules utilizing technology at higher level with option of video production to represent economies
- Higher order, critical and creative thinking skills, and discovery

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts

- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

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Unit Name: WBL Overview

NJSLS:

Interdisciplinary Connection: Business, English, Technology

Statement of Objective: Students will be able to identify, evaluate and analysis their different career interests and how to collect information to help them find a job.

- research career growth and development by famous African & Asian Americans in the workplace environment
- identify global climate changes made in the workplace to lower greenhouse emissions

Anticipatory Set/Do Now: List 10 careers you are interested in.

Learning Activity: #1 Do Now , #2 Class discussion, Q&A , # 3 KWL Chart

Student Assessment/CFU's:

Materials: SmartBoard, Book,Hand outs, Computer

21st Century Themes and Skills:

Differentiation/Modifications:

- Hands on Activities
- Allow work to be emailed for Submission
- Group Work
- Different level of questions
- Direct instruction
- Application of concepts

Integration of Technology: Computers, SmartBoard, Internet, real world experiences

9.3.12.BM.3

Explore, develop and apply strategies for ensuring a successful business career.

9.3.12.BM.4

Identify, demonstrate and implement solutions in managing effective business customer

relationships.

9.3.12.BM.5	Implement systems, strategies and techniques used to manage information in a business.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
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TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.GCA.1	<p>Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> <p>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p> <p>Innovative ideas or innovation can lead to career opportunities.</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <p>With a growth mindset, failure is an important part of success.</p>