21st Century Workplace Skills (Thinking)

Content Area: **Business Management and Information**
Course(s):
Time Period: **Marking Period 1**
Length: **5 Weeks**
Status: **Published**

Summary

In this unit, students will become familiar with the basic elements of 21st century workplace norms: resume writing confidentiality, digital expectations and corporate obligations.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

Essential Questions

- What are the unspoken expectations of a workplace environment?
- How can I develop 21st century or ‘soft’ skills that are necessary to be successful in the workplace environment?
- What are some ways that different workplaces might have different expectations and why?
- How can I effectively communicate in the workplace environment?

Enduring Understandings

- Every workplace setting has its own culture and expectations that are not always readily understood.
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Entering a new workplace environment requires observation and questioning

- Students can improve their communication skills through emulating techniques of mentors and teachers and asking for feedback.

Students Will Know

- The appropriate use of email and telephone to communicate in a professional setting.
- Appropriate dress and behavior specific to their chosen workplace setting
- Overall expectations of their specific workplace

Students will be Skilled at

- Managing their workplace expectations with their schoolwork expectations
- Asking thoughtful questions of their worksite mentor about their workplace and career path
- Goal setting and reflection within the workplace environment

Learning Plan

- A majority of the experiential learning plan will be self-directed and function as an independent study style pathway with research, reflection and experience as a main focus.

- Students will meet as a group four times a marking period to address overarching themes, set goals for their internship and brainstorm about strategies for success.
- Students will meet with their work based learning coordinator about every 10 school days to check in, ask questions and demonstrate appropriate activities and aptitude at their internship.
- Google Classroom will be utilized for journal reflections, readings and longer projects.

Evidence / Performance Tasks

Formative:

- Students will successfully complete a supervised internship for 15 hours a week, during the designated half of the school day, for the entire semester. Worksite mentors will be providing logs and formative feedback to both the student as well as the work based learning coordinator.
- Work logs and guided journal reflections will demonstrate the individual student experience at their internship and allow for ongoing feedback from both the WBL coordinator and the worksite mentor.

Summative

- MP1 will culminate with a formal outline of the chosen worksite, including structure of the business, expectations and pathways to this specific career(s).

Standards

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
1.3	Recognize one’s personal traits, strengths, and limitations
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.
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).
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
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).
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
4.1	Develop, implement and model effective problem-solving, and critical thinking skills
4.2	Identify the consequences associated with one's actions in order to make constructive choices
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).
4.3	Evaluate personal, ethical, safety, and civic impact of decisions
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).
5.2	Utilize positive communication and social skills to interact effectively with others
5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
5.5	Identify who, when, where, or how to seek help for oneself or others when needed
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
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).
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Materials

The Experiential Learning Cycle
https://experientiallearninginstitute.org/what-is-experiential-learning/

excerpts from

Bolles, Richard. (2022) "What Color is your Parachute: Your guide to a lifetime of Meaningful Work and Career Success"

MacDougall, Debra Angel and Sanders-Park, Elisabeth Harney. (2010). "The 6 Reasons You'll Get the Job: What Employers Look for - Whether They Know it or Not"

Zack, Devora. (2019) "Networking for People Who Hate Networking: A Field Guide for Introverts, the Overwhelmed and the Underconnected"

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1wRP4a1BD13A3OUcaWIrKwjUCwr_j4Ynoiy9X5d7Uoos/edit?usp=sharing