| ***Career Readiness***  ***Unit 2: The Job Process***  ***Timeline: 8-16*** | | | | | |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).   * **9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job. * **9.1.2.CAP.2:** Explain why employers are willing to pay individuals to work. * **9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. * **9.2.5.CAP.2:** Identify how you might like to earn an income. * **9.2.5.CAP.3:** Identify qualifications needed to pursue traditional and non-traditional careers and occupations. * **9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. | | | | | |
| **Rationale and Transfer Goals** :  Career Readiness is a 2.5 credit semester course in the Business Academy that meets course requirements. Participation in this course introduces students to skills, concepts, and soft skills needed to succeed in today’s 21st century job market. Students are provided space to think, reflect, create, and collaborate toward formal projects and activities that engage real-world business expectations. Career Readiness is the final course for upper-classmen that requires prerequisite business knowledge and skills from other business courses in the Business Academy.  Students explore the process of finding a job, including preparing resumes, cover letters, portfolios, and other materials necessary to apply for a job. Students consider the importance of identifying job criteria as part of their search. Students learn about documents needed when they accept and start a new job and what to do when leaving a job. Finally, students create a professional portfolio consisting of a resume, cover letter, and thank you letter to a prospective employer. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?   * Preparation for a job interview is essential. * A resume and cover letter are essential documents to obtain a job. * Technology plays a key role in most hiring practices. * A resume must be tailored to each individual company. * Researching a company before the job interview is a must. * A job interview candidate must show how they are working on and developing their weaknesses. * Professionalism must be maintained at all times during the job interview process. | | | | | |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.   1. How do I properly prepare for a job interview? 2. How do I write a proper resume and cover letter? 3. How is professionalism maintained in the job application process? 4. How can my professional portfolio help me obtain a job right now? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| \* Students will learn how to complete a job application.  \* Students will learn how to prepare for a job interview by researching common job interview questions.  \* Students will learn about the job interview process through mock job interviews.  \* Students will learn how to research a company before the interview.  \*Students will learn how to maintain professionalism in personal appearance and communicating electronically. | \* Students will complete a job application packet.  \* Students will create a professional portfolio of a resume, cover letter, and thank you letter.  \* Students will create a professionally written follow-up email to a prospective employer.  \* Students will conduct mock interviews to get a sense of what it is like to interview for a position.  \* Students will create a presentation of a company’s profile to demonstrate their research skills. | | \* Job Application Packet.  \* Professional Portfolio creation:  \* Resume creation.  \* Cover Letter creation.  \* Thank You Letter creation.  \* Job Application Follow-Up Email.  \* Mock Interviews  \* Company Profile presentation. | | \* Class Activities.  \* Class Discussions.  \* Challenge Question participation.  \* Exit Tickets.  \* Teacher observation and reflection.  \* Formative: Company Profile presentation. |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| \* Creating a professional portfolio for the job application process.  \* Mock job interviews.  \* Researching and presenting a company profile. | | \* Google Classroom and Google Drive familiarity.  \* Basic Research Skills.  \* Familiarity with products and services from popular businesses (i.e. Coca-Cola, Apple, etc.)  \* Workplace professionalism scenarios  \* Knowledge of key business documents related to the job application process.  \* Knowledge of self-assessment data on learning style, strengths, and interests. | | \* Challenge Questions.  \* Mini Paragraphs/Sentence Starters.  \* Use of Google Classroom and Google Drive applications. | |
| **21st Century Skills:**  CRP1. Act as a responsible and contributing citizen and employee.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity.  In the literacy block, students will be making judgments and decisions, implementing innovations, thinking creatively, work creatively, communicate clearly, collaborating with others, using visual literacy, applying scientific and numerical literacy, using cross-disciplinary thinking, applying basic literacy, accessing and evaluating information, using and managing information, creating media products, and applying technology effectively. | | | | | |
| **Key resources:**  \* Quizizz  \* Google Classroom  \* Google Drive Applications (Docs, Sheets, Slides)  \* Nearpod  \* Internet use for research  \* Promethean Board for presentations | | | | | |
| **Intersections of History:**  **Black:** Discussions of equal opportunity rights and affirmative action and the black worker in America.  **Hispanic:** Discussions of job opportunities for hispanic bilingual speakers due to the rise in the Spanish-speaking population in the United States.  **Women**: Discussions of women outnumbering men in higher education and reasons why the enrollment numbers are higher for women.  **LGBTQ:** Discussions of LGBTQ anti-descrimination laws and scenarios in the workplace i.e.  Title VII of the Civil Rights Act of 1964, which prohibits employment discrimination based on race, color, religion, sex, or national origin;    **Interdisciplinary Connections:**  **Behavioral Science -**  **6.3.4.D.1 -**  Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions - discriminatory hiring practices are discussed and debated to ensure students understand that employers cannot discriminate based on race, color, religion, sex, or national origin.  **Social Studies -**  **6.1.12.A.14.b** - Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies - discussions on worker’s rights such as labor laws, hiring practices, and state minimum wage.  **Criminal Justice -** 9.3.LW.5 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security - various laws and company rules will be discussed as well as career opportunity in criminal justice and the military. | | | | | |
| **Important Vocabulary:**  \* STAR interviewing method  \* Mock interview  \* Personal strengths  \* Personal weaknesses  \* Equal Opportunity Employer  \* Civil Rights Act of 1964  \* Affirmative Action  \* Career  \* Professionalism  \* Business formal  \* Business casual  \* Cover Letter  \* Resume  \* Learning style  \* Job search  \* Job interview  \* Job qualifications | | | | | |