

Unit 4-Seeking Employment

Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **Type Length of Unit**
Status: **Published**

General Overview, Course Description or Course Philosophy

The Transition Education course is designed to provide students with the necessary skills needed to be successful when leaving high school and entering the adult world. Students will have the opportunity to continue developing their employability skills by engaging and exploring different career options. Students will develop a better knowledge of their strengths and their weaknesses through their job experiences. The goal is to provide a variety of hands-on learning opportunities to help students discover their future career goal while becoming as successful and as independent as they can in today's society.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Seeking Employment

Enduring Understandings:

- Develop career awareness and planning, employability skills and foundational knowledge necessary for success in the workplace.
- Interpersonal skills impacts individual careers
- Employability skills are important to achieve success in the workplace
- Academic and technical skills prepare individuals in their professional careers.

Essential Questions:

- Why do people have jobs?
- How do people seek, secure and maintain employment?
- How do I decide what I want to be?
- How do I prepare for my future career?
- How does a person's ability to communicate and work with others affect their success or lack of in the workplace?
- Why is it essential to communicate effectively during the job-seeking process?

CONTENT AREA STANDARDS

AAAA.K-12.1

All students will develop career planning and workplace readiness skills.

AAAA.K-12.1.1

Demonstrate employability skills, self advocacy skills and work habits needed to get and keep a job such as, dependability, promptness, getting along with others, and knowing

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| | when and how to ask for help. |
| AAAA.K-12.1.2 | Identify personal goals, interests, preferences and abilities related to work activities. |
| AAAA.K-12.1.4 | Develop occupational skills and work preferences through structured learning experiences such as, volunteer, community services and other work experiences or employment. |
| AAAA.K-12.1.5 | Participate in transition planning that reflects personal interests and preferences. |
| AAAA.K-12.4.3 | Work to complete a task alone and cooperatively with others. |
| AAAA.K-12.4.4 | Interact and behave appropriately in social and work situations. |
| AAAA.K-12.4.5 | Evaluate one's own actions and accomplishments. |

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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| AAAA.K-12.1 | All students will develop career planning and workplace readiness skills. |
| AAAA.K-12.1.4 | Develop occupational skills and work preferences through structured learning experiences such as, volunteer, community services and other work experiences or employment. |
| AAAA.K-12.1.5 | Participate in transition planning that reflects personal interests and preferences. |

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- a variety of ways to seek out prospective jobs: newspapers, internet, networking, job fairs, internships, volunteering, etc
- Use employability skills and job readiness skills in intership, mentoring, shadowing and/or employment experience
- Develop awareness of interviewing skills
- Self-knowledge of workplace strengths and weakness and the importance of it in the workplace.

Procedural Knowledge

Students will be able to:

- Search for a job
- Fill out a job application
- Write a resume and cover letter as part of a student and professional portfolio
- Demonstrate appropriate interviewing techniques
- locate sources of employment and training information

- classify jobs into employment categories
- investigate local employment and training opportunities
- identify major employment interest
- Fill out self-assessment of job performance
- Respond appropriately to feedback

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

Videos

Websites-NJCAN

Checklist

Rubrics

Role-play

Class discussion

Class participation

Teacher Observation

Class Projects

Weekly Journals

Guest Speakers

Summative Assessments

Student Portfolio: Resume, Cover Letter, Letters of Recommendation, Awards, Certificates, School Transcripts, Personal Plan for Post-Secondary Goals, Work Based Learning Experience Evaluations

RESOURCES (Instructional, Supplemental, Intervention Materials)

Internet

Websites

Youtube videos

Self-made materials

NJCAN

Guest Speakers

Field Trips

INTERDISCIPLINARY CONNECTIONS

ELA/Literacy

Technology

Mathematics

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.