

Unit 2 - Employer Expectations and Employability Skills

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

Employer Expectations and Employability Skills (Unit 2)

Enduring Understandings:

- Demonstrate and understand critical life skills in order to be functional members of society
- Develop career awareness and planning, employability skills and a foundational knowledge necessary for success in the workplace.
- Appropriate work habits and interpersonal skills are essential to obtain and retain a job
- Collaboration and teamwork enable individuals or groups to achieve common goals

Essential Questions:

- What are your rights as an employee?
- What is the job of a supervisor?
- How do you maintain a safe work environment?
- What are good work habits?
- What are interpersonal skills and why are they important in the workplace?
- What are some ways to collaborate and work together with a team?

CONTENT AREA STANDARDS

WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
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 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-12.2.1	Access and use technology-based materials for communication, solving problems, seeking information and other everyday life activities.
AAAA.K-12.2.2	Use a variety of resources as needed to assist in seeking information in a variety of settings to perform everyday life activities.
AAAA.K-12.3.1	Solve problems in the community, in the classroom, at home and on the job.
AAAA.K-12.3.2	Make appropriate choices in the community, in the classroom and on the job.
AAAA.K-12.3.3	Seek assistance and ask appropriate questions in the community, in the classroom and on the job.
AAAA.K-12.4.1	Demonstrate an understanding of one's own personal strengths and needs.
AAAA.K-12.4.2	Demonstrate an understanding of behavior consequences.
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-12.5.1	Follow safety rules and procedures during activities, at home, at school and in the community.
AAAA.K-12.5.2	Demonstrate safe physical movement in school, at home, and in the community. Students will demonstrate skills essential to the world of work. These skills will support successful post school employment and career development. This includes exploration of preferences and development of abilities relative to the individual.

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

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 when and how to ask for help.
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.

STUDENT LEARNING TARGETS

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

Declarative Knowledge

Students will understand that:

- employment is dependent on skills and preparedness.
- Identify work habits and distinguish between what are good work habits and what are bad work habits
- Interpersonal skills and the ability to communicate effectively
- It is important to meet personal obligations

Procedural Knowledge

Students will be able to:

- identify skill sets needed for different types of employment
- identify requirements of desired and available employment
- follow directions
- recognize importance of attendance and punctuality
- recognize importance of supervisor/boss
- demonstrate knowledge of work place safety
- work with others
- communicate with supervisor/boss
- Use time wisely
- Take responsibility

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, Personal Plan for Post-Secondary Goals, Work Based Learning Experience Evaluations.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Websites

Online resources

Local Community Business

Guest Speaker

INTERDISCIPLINARY CONNECTIONS

Language Arts

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.