Course Title – Community Based Training

Implement start year – 2015-2016

Revision Committee Members, email, extension – Kate Allen, Kallen@lrhsd.org, X8370; Sandy Langan Slangan@lrhsd.org, X8612; Marc Rohm, Mrohm@lrhsd.org, X8996; Kathy Waldron, Kwaldron@lrhsd.org, X8890

Unit # 2, topic – Finding a Job

Transfer Goal – Students will be able to independently use their learning to obtain a job.

Stage 1 – Desired Results

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Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(http://www.nj.gov/education/cccs/2009/final.htm)
Common Core Curriculum Standards for Math and English
(http://www.corestandards.org/)

9.3.4.A.5 Locate career information using a variety of resources.

9.3.8.B.11 Prepare a sample résumé and cover letter as part of an application for part-time or summer employment.

9.3.8.B.12 Explain how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant.

9.3.12.C.24 Analyze why employers use different interview techniques.

8.1.8.A.1   Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

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21st Century Themes
(www.21stcenturyskills.org)

_X__ Global Awareness
_X__ Financial, Economic, Business and
      Entrepreneurial Literacy
_X__ Civic Literacy
_X__ Health Li   teracy
_X__ Environmental Literacy

21st Century Skills

Learning and Innovation Skills:
_X__ Creativity and Innovation
_X__ Critical Thinking and Problem Solving
_X__ Communication and Collaboration

Information, Media and Technology Skills:
_X__ Information Literacy
_X__ Media Literacy
_X__ ICT (Information, Communications and
      Technology) Literacy

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8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.	*Life and Career Skills:* _X__Flexibility and Adaptability _X__Initiative and Self-Direction _X__Social and Cross-Cultural Skills _X__Productivity and Accountability _X__Leadership and Responsibility

Enduring Understandings:

Students will understand that . . .

EU 1
there are many different resources available for career exploration.

EU 2
thoroughly completing a job application is important to obtaining a desired job.

EU 3
a resume is a summary of educational and work experiences which is utilized to present to future employers.

EU 4
performing well on a job interview will help to gain desired employment.

Essential Questions:

EU 1
- What are ways to research jobs using technology?
- How can Naviance be used to assist in your career exploration?
- Besides technology, what other resources can you use to investigate possible careers?

EU 2
- With what personal information must I be prepared, when filling out a job application?
- How do I access job applications for different job sites?

EU 3
- Why should you include a cover letter with a resume?
- Why is it important to keep your resume up to date?
- What information should I include on my resume?

EU 4
- Why is it important to make a positive first impression on an interview?
- How can I convince an employer to hire me?
- How should you follow up after an interview?

Knowledge: *Students will know . . .*	**Skills:** *Students will be able to . . .*
EU 1 • ways to obtain resources for job research. • information that is important when exploring careers. *EU 2* • parts of a job application. • importance of validity. • strategies for locating job applications. *EU 3* • essential parts of a cover letter. • the format of a resume. • which details to include in a resume. • the do's and don'ts of a resume. EU 4 • reasons why making a good first impression is crucial. • steps in preparing for an interview. • strategies necessary for promoting oneself. • procedures to follow up after an interview.	*EU 1* • utilize reliable technology in their job search. • investigate career options. *EU 2* • complete an accurate and truthful job application. • access various job applications. *EU 3* • write a cover letter for a resume. • design a resume. EU 4 • identify the appropriate clothing to wear on an interview. • list potential questions that could be asked during an interview. • successfully perform a job interview. • write a thank you note.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

Students' task is to create a job portfolio to submit to one of the employers of their Structured Learning Experiences (SLE). Students will select the most compatible SLE by using online resources. Within the portfolio, the students will create a cover letter, resume, application and preparation worksheet for a job interview. At the conclusion of making their portfolio, the student will present it to their SLE employer and participate in an interview. By using a rubric, students will be evaluated by the teacher on their portfolio and by the job coach on their interview.

- EU 1, EU 2, EU 3, EU 4

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- checklists for completing resumes, cover letters, interview and thank you notes
- self and peer assessments
- staff observations
- staff and peer verbal feedback on interviews
- role playing scenarios for interviewing

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Create a check list to use before and during interview (A)
- Write a thank you post interview (A)
- Outline cover letter (A)
- Create a script for an interview (A)
- Create a personal information data base (A)
- Write a cover letter that pertains to a resume (M)
- Role play interviews with classmates (M)
- Create a collage of clothing for different interviews (M)
- Researching classified advertisements (M)
- Create a research paper on different careers using Naviance (M)
- Complete various job applications in several formats (M)
- Design a resume by using personal information data base (T)
- Match jobs in the community to the appropriate career cluster (T)
- Create video interviews to be evaluated and critiqued (T)

Timeline: Unit 2 will be done throughout the entire year.