

Course Title – Employment Strategies	
Implement start year – 2018-2019	
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Unit #1, topic – Social Skills	
Transfer Goal – Students will be able to independently use their learning to develop positive social skills.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p>2014 New Jersey Student Learning Standards, Strand(s)/CPI #</p> <p>8.1 Educational Technology</p> <p>8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and access their potential to address personal, social, lifelong learning and career needs.</p> <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and/or social needs.</p> <p>9.1 Personal Financial Literacy</p> <p>9.1.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p>	<p style="text-align: center;"><u>21st Century Themes</u></p> <p><input type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input checked="" type="checkbox"/> Health Literacy</p> <p><input type="checkbox"/> Environmental Literacy</p> <hr/> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i></p> <p><input checked="" type="checkbox"/> Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i></p> <p><input checked="" type="checkbox"/> Information Literacy</p> <p><input checked="" type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i></p> <p><input checked="" type="checkbox"/> Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input checked="" type="checkbox"/> Productivity and Accountability</p>

<p>9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p>9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.</p> <p>9.2.12.C.7 Examine the professional, legal and ethical responsibilities for both employers and employees in the global workplace.</p>	<p><u> X </u> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u></p> <p><i>Students will understand that . . .</i></p> <p><i>EU 1</i> it is important to communicate appropriately when obtaining and retaining employment.</p> <p><i>EU 2</i> communication is verbal and nonverbal.</p> <p><i>EU 3</i> listening, understanding and responding appropriately to co-workers and customers is vital to becoming a valuable employee.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● What is communication? ● How do you communicate with your friends? Your parents? ● Are cell phones ruining our communication skills? ● When you meet someone for the first time, how should you present yourself? <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● In what ways do we communicate verbally? ● In what ways do we communicate nonverbally? ● How do the ways we communicate with others affect what others think of us? <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● Is there a difference between listening and hearing? ● Why is it important to talk with employers, co-workers and customers in a positive manner?

<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● when to use the various styles and techniques <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● the various ways to verbally and nonverbally communicate with others. <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● communication with managers, co-workers and customers vary based on the situation 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● determine when communication should be face-to-face, by phone or through technology <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● identify appropriate and inappropriate facial expressions ● discern appropriate ways to sit and stand ● use appropriate hand motions <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● communicate effectively to customers and realize that they are representing the company when doing this.
<p>Stage 2 – Assessment Evidence</p>	
<p>Other Recommended Evidence: <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none"> ● Self-Assessments and Reflection <ul style="list-style-type: none"> ○ Teacher generated rubric to help students evaluate projects ○ Activators ○ Summarizers ● Peer Critique <ul style="list-style-type: none"> ○ Create a list of ways to communicate through Think/Pair/Share ● Presentations/Projects <ul style="list-style-type: none"> ○ Role play using various communication scenarios ● Teacher Observations <ul style="list-style-type: none"> ○ Teacher will guide student dialogue ○ Teacher will circulate throughout the room during activities to assess student work ● Formal Assessments <ul style="list-style-type: none"> ○ Projects Successful Completion 	

- Quizzes and Tests

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.*

- Teacher led notes and discussions (A)
- Define Key Terms (A)
- Whisper down the lane to show how communication breaks down (A)
- Complete a graphic organizer comparing and contrasting verbal and nonverbal communication. (A, M)
- Critique various news anchors on television news production for verbal and nonverbal cues (M)
- Create a script that demonstrates proper telephone techniques (M, T)
- Create a chart changing negative communication into positive communication (M, T)
- Participate in mock employment interviews (M, T)
- Analyze a case study with a communication issues and construct the various responses to the issue. (M, T)
- Create a movie the do's and don'ts when dealing with customers (T)
- Video: *Department of Labor Soft Skills* Video Clips (M)