

Course Title – Employment Strategies

Implement start year – 2018-2019

Revision Committee Members, email, extension

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Unit #3, topic – Career Planning

Transfer Goal – Students will be able to independently use their learning to become an effective employee.

Stage 1 – Desired Results

Established Goals

2014 New Jersey Student Learning Standards, Strand(s)/CPI #

8.1 [Educational Technology](#)

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.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and/or social needs.

9.1 [Personal Financial Literacy](#)

9.1.12.C.1 Review career goals and determine steps necessary for attainment.

9.2 Career Awareness, Exploration, and Preparation

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

21st Century Themes

(www.21stcenturyskills.org)

Global Awareness

Financial, Economic, Business and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information, Media and Technology Skills:

Information Literacy

Media Literacy

ICT (Information, Communications and Technology) Literacy

<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.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</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><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><input checked="" type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> it is important to find a career which utilizes their strengths.</p> <p><i>EU 2</i> certain actions must be followed when looking for and starting a career.</p> <p><i>EU 3</i> the personalities in a company's leadership can vary.</p> <p><i>EU 4</i> safety in the workplace is of the utmost importance</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● Are careers and jobs the same thing? Are all jobs careers? ● What does your personality have to do with choosing a potential career? ● What are your strengths and weaknesses? <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● How can job openings be found? ● Why should a company be researched before applying to them for a job? ● In what ways can someone apply for a job? ● What is a job application? What is a resume? ● Why is a cover letter important? ● How should you prepare for a job interview? ● How do you choose your personal references? ● Should an interview be followed up with a thank you letter? <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● How do managers, supervisors and owners of companies vary? ● What activities do managers have a responsibility for?

	<ul style="list-style-type: none"> • Why is it important to get along with and be respectful of your supervisor, manager and/or owner of the company? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Why do many companies have an orientation or training for new employees? • How do employees get injured on the job? What are some unsafe behaviors? • How should workplace injuries and accidents be handled?
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the importance of finding a career that is a good match for their interests and personality. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • the steps to take to find a fulfilling career. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • that getting along with company management is an integral part of job satisfaction. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • employees should follow all company safety guidelines. 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • complete personal interest and value inventories to assist in choosing a potential career. • investigate careers which match their inventory results. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • complete an assortment of paper and online job applications. • compose a resume for a specific job • ask individuals to be personal references and create a reference sheet • produce a cover letter to accompany their resume for a specific job • determine what to do to prepare for an interview. • write a follow-up letter at the completion of the interview. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • decipher the three major personalities and their pros and cons in managerial roles. • explain the difference in roles of employee vs. manager. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • recognize hazardous conditions in the workplace. • differentiate child labor laws vs. those for 18 years and older. • explain the significance of OSHA.

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

- Self-Assessments and Reflection
 - Teacher generated rubric to help students evaluate projects
 - Activators
 - Summarizers
- Peer Critique
 - Think-Pair-Share: critiquing student-generated resumes
- Presentations/Projects
 - Employment portfolio including a completed job application, resume/fact sheet, cover letter, two letters of recommendation, and follow-up letter/email to an interview.
 - Safety poster showing OSHA guidelines
- Teacher Observations
 - Teacher will guide student dialogue
 - Teacher will circulate throughout the room during activities to assess student work
- Formal Assessments
 - 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)
- Complete a graphic organizer comparing and contrasting child labor laws vs. the laws for 18 years or older. (A, M)
- Internet research on why OSHA is necessary in Business Flyer (A, M)
- Completion of a job application (M, T)
- Creation of resume/fact sheet (M, T)
- Creation of cover letter (M, T)
- Creation of follow-up letter/email to an interview (M, T)
- Internet research on prospective employers (M, T)
- Completion of Employment Portfolio (M, T)