



Course Overview

This course empowers students to explore career pathways, develop essential employability skills, and create a comprehensive portfolio of career-related documents. Students will engage in self-assessment, career research, professional communication, and financial literacy to prepare for post-secondary education and career success. The curriculum emphasizes practical application and artifact creation for a personal career portfolio.

Unit Title

Self-Discovery & Career Exploration

Time Frame

15 days

Unit Title

Career Planning & Pathways

Time Frame

15 days

Unit Title

Job Search Essentials

Time Frame

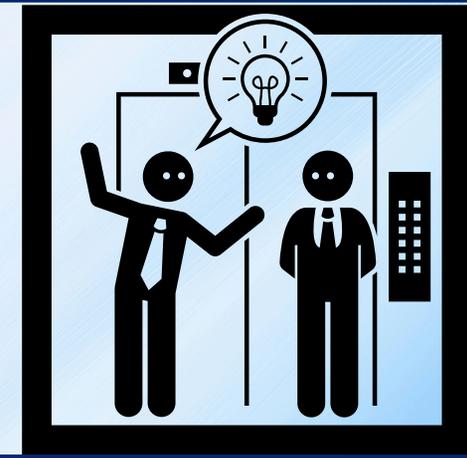
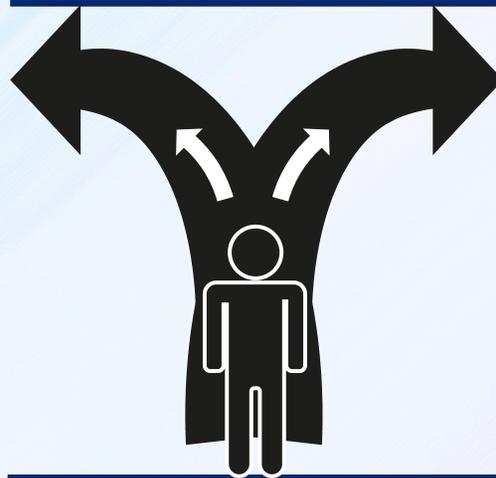
20 days

Unit Title

Professional Communication & Networking

Time Frame

15 days



Focus of the Unit

Students will identify and reflect upon their personal interests, aptitudes, personality, and values to inform their career exploration. They will research various career fields that align with their self-assessments.

Focus of the Unit

Students will develop a personalized career plan, understand various post-secondary education and certification programs, and identify relevant work-based learning experiences to achieve their career goals.

Focus of the Unit

Students will develop professional application materials, including a resume and a job application, that effectively showcase their skills, experience, and qualifications.

Focus of the Unit

Students will learn and practice professional communication skills, including requesting letters of recommendation and developing a concise "elevator pitch" for self-introduction.

Course Title

# Employability



# INNOVATIVE ARTS ACADEMY

Course Overview

This course empowers students to explore career pathways, develop essential employability skills, and create a comprehensive portfolio of career-related documents. Students will engage in self-assessment, career research, professional communication, and financial literacy to prepare for post-secondary education and career success<sup>3</sup>. The curriculum emphasizes practical application and artifact creation for a personal career portfolio.

Unit Title

**Workplace Readiness & Financial Literacy**

Time Frame

15 days

Unit Title

**Entrepreneurship**

Time Frame

10 days



Focus of the Unit

Students will identify and discuss essential workplace attributes, strategies for conflict resolution, and fundamental concepts of personal financial management relevant to career success.



Focus of the Unit

Students will explore the concepts of entrepreneurship and finalize their career portfolios, reflecting on their learning journey and the utility of the created artifacts.

<b>Unit Title</b>	<b>Self-Discovery &amp; Career Exploration</b>
<b>Time Frame</b>	<b>15 days</b>



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	<ul style="list-style-type: none"> <li>• How do my personal qualities, interests, and skills influence my career choices?</li> <li>• What career paths align with my unique strengths and aspirations?</li> </ul>

	<b>Focus of the Unit</b>
	<p>Students will identify and reflect upon their personal interests, aptitudes, personality, and values to inform their career exploration. They will research various career fields that align with their self-assessments.</p>

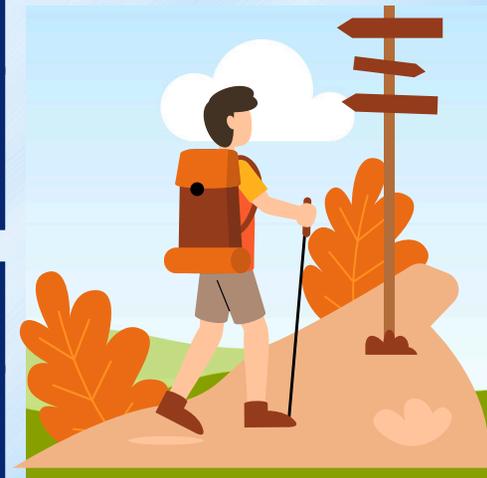
<b>Standards</b>	13.11.2 Career Awareness and Preparation
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<b>Learning Targets</b>
I can identify my top 6 career options based on my self-assessments.

<b>Learning Targets</b>
I can research careers that match my interests and aptitudes.

<b>Learning Targets</b>
I can reflect on why I would enjoy a top career, including relevant skills/interests and potential challenges.

<b>Learning Targets</b>
I can articulate desired and undesired traits in a career



<b>Resources</b>	Resources from IU21, Career Assessment Tool, Google for researching
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<b>Unit Title</b>	Career Planning & Pathways
<b>Time Frame</b>	15 days



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	<ul style="list-style-type: none"> <li>• What steps do I need to take to pursue my chosen career path?</li> <li>• How do post-secondary education and work-based learning contribute to career readiness?</li> </ul>

	<b>Focus of the Unit</b>
	<p>Students will develop a personalized career plan, understand various post-secondary education and certification programs, and identify relevant work-based learning experiences to achieve their career goals.</p>

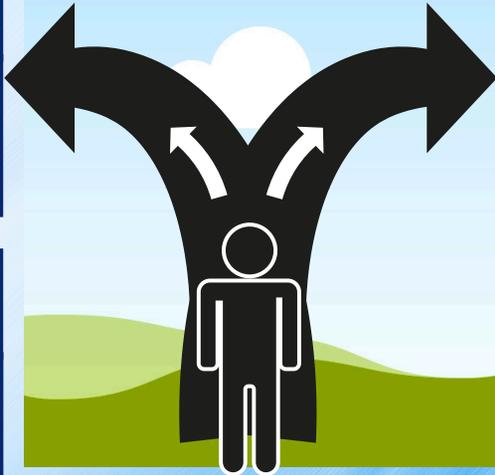
<b>Standards</b>	13.11.2 Career Awareness and Preparation
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<b>Learning Targets</b>
I can create a detailed career plan.

<b>Learning Targets</b>
I can identify and understand postsecondary education and certification programs and the degrees awarded in those programs.

<b>Learning Targets</b>
I can identify various types of work-based learning opportunities, such as community service, cooperative education, or job shadowing.

<b>Learning Targets</b>
I can update my career portfolio to include awards, special projects, and extracurriculars.



<b>Resources</b>	Resources from IU 21, Google for researching
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<b>Unit Title</b>	<b>Job Search Essentials</b>
<b>Time Frame</b>	<b>20 days</b>



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	<ul style="list-style-type: none"> <li>• How do I effectively present my skills and experiences to potential employers through application documents?</li> <li>• What are the key components of a professional resume and job application?</li> </ul>

	<b>Focus of the Unit</b>
	Students will develop professional application materials, including a resume and a job application, that effectively showcase their skills, experience, and qualifications.

<b>Standards</b>	13.12.2 Career Acquisition
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<b>Learning Targets</b>
I can draft a professional resume.

<b>Learning Targets</b>
I can list at least three of my strengths under the skills section of my resume.

<b>Learning Targets</b>
I can complete a printed job application accurately, choosing from provided samples.

<b>Learning Targets</b>
I can ensure my resume is visually appealing and contains sufficient information.



<b>Resources</b>	Resources from IU 21, Google for researching
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<b>Unit Title</b>	Professional Communication & Networking
<b>Time Frame</b>	15 days



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	<ul style="list-style-type: none"> <li>• How do I professionally request support and present myself concisely to others?</li> <li>• What communication strategies are effective in career development?</li> </ul>

	<b>Focus of the Unit</b>
	Students will learn and practice professional communication skills, including requesting letters of recommendation and developing a concise "elevator pitch" for self-introduction.

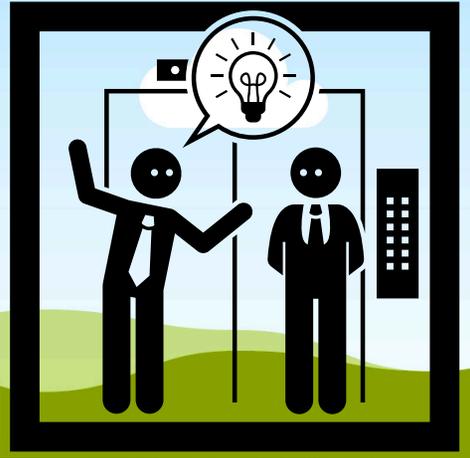
<b>Standards</b>	13.12.2 Career Acquisition
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<b>Learning Targets</b>
I can draft a formal letter requesting a letter of recommendation.

<b>Learning Targets</b>
I can sign the letter with my full name.

<b>Learning Targets</b>
I can write something about myself to address 6 key topics within my elevator pitch.

<b>Learning Targets</b>
I can practice my elevator pitch with a classmate and the teacher.



<b>Resources</b>	Resources from IU 21, Google for researching
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<b>Unit Title</b>	Workplace Readiness & Financial Literacy
<b>Time Frame</b>	15 days



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	<ul style="list-style-type: none"> <li>• What qualities and skills are crucial for success and retention in a professional environment?</li> <li>• How does personal financial management impact career stability and advancement?</li> </ul>

	<b>Focus of the Unit</b>
	Students will identify and discuss essential workplace attributes, strategies for conflict resolution, and fundamental concepts of personal financial management relevant to career success.

<b>Standards</b>	13.12.2 Career Acquisition 13.13.2 Career Retention and Advancement
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<b>Learning Targets</b>
I can describe workplace skills such as attitude, punctuality/attendance, and commitment.

<b>Learning Targets</b>
I can describe workplace skills such as communication, dependability, time management and teamwork.

<b>Learning Targets</b>
I can discuss various conflict resolution skills in a group setting.

<b>Learning Targets</b>
I can set up a sample budget with imaginary expenses and income.



<b>Resources</b>	Resources from IU 21, Google for researching
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<b>Unit Title</b>	Entrepreneurship
<b>Time Frame</b>	10 days



**INNOVATIVE**  
ARTS ACADEMY

	<b>Essential Question(s)</b>
	<ul style="list-style-type: none"> <li>• What are the advantages and disadvantages of entrepreneurship compared to traditional employment?</li> <li>• How does a comprehensive career portfolio support my post-secondary and career goals?</li> </ul>

	<b>Focus of the Unit</b>
	Students will explore the concepts of entrepreneurship and finalize their career portfolios, reflecting on their learning journey and the utility of the created artifacts.

<b>Standards</b>	13.14.2 Entrepreneurship
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<b>Learning Targets</b>
I can compare working in a corporate environment with starting my own business to achieve career goals.

<b>Learning Targets</b>
I can identify and describe at least three positive and three negative aspects of being an entrepreneur

<b>Learning Targets</b>
I can create an infographic or a two-paragraph reflection outlining the pros and cons of entrepreneurship.

<b>Learning Targets</b>
I can reflect on my completed career portfolio.



<b>Resources</b>	Resources from IU 21, Google for researching
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