GENERAL EMPLOYABILITY

First Semester Daily Lesson Plan

Freshman • 2026–2027 • Coach Delacruz

Semester	August 18–December 18, 2026
Student Instruction Days	79 planned class meetings (last student day Dec. 17)
Class Schedule	Daily • 45–60 minutes
Course Focus	Career readiness, workplace behavior, communication, teamwork, job search, résumé/interview skills, and financial basics

Calendar note: Midland ISD lists December 18 as Professional Learning/End of Grading Cycle 2 with no school, so instruction is planned through Thursday, December 17.

Course Goals

Demonstrate professional behavior, dependability, integrity, and workplace etiquette.

Communicate effectively in person, digitally, and in writing.

Work productively on teams and resolve common workplace conflicts.

Identify personal strengths, career interests, and pathways.

Complete realistic job-search documents, including an application and freshman résumé.

Practice interviewing and workplace problem-solving.

Understand basic paycheck, budgeting, scheduling, and job-retention skills.

Recommended Grading Structure

Daily work / bell ringers / exit tickets – 30%

Skill applications and quizzes – 30%

Projects / major assessments – 40%

Daily Class Rhythm

5–7 min bell ringer • 10–15 min mini-lesson/modeling • 20–30 min application/activity • 5 min exit ticket/cleanup. Fridays are frequently scenario, game, reflection, or project days.

No-school dates used in this plan: Sep 7; Oct 12–13; Nov 9; Nov 23–27; Dec 18.

Daily Lesson Plans

Week 1 • Aug 18–21 • Welcome to Employability

Day 1 • Tue, Aug 18 • What Is Employability?

Objective: Define employability and explain why soft skills matter.

Bell Ringer (5–7 min): What makes someone “good to work with”?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Course intro; class norms; sort job skills into technical vs. employability skills; create class definition.

Exit Ticket / Evidence: Name 3 employability skills you already have.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 2 • Wed, Aug 19 • Would You Hire Me?

Objective: Identify behaviors employers value.

Bell Ringer (5–7 min): What would make you NOT hire someone?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Small groups rank fictional applicants; defend choices; build “Top 10 Hireable Habits.”

Exit Ticket / Evidence: One habit you want to improve.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 3 • Thu, Aug 20 • Strengths Inventory

Objective: Identify personal strengths and transferable skills.

Bell Ringer (5–7 min): What are you good at outside school?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Complete strengths inventory; translate hobbies/school activities into workplace skills.

Exit Ticket / Evidence: Write 2 strengths + evidence.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 4 • Fri, Aug 21 • My Employability Baseline

Objective: Evaluate current readiness and set a semester goal.

Bell Ringer (5–7 min): Rate your work habits 1–5.

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Self-assessment; create one SMART employability goal; class Kahoot/review if available.

Exit Ticket / Evidence: Submit semester goal.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Week 2 • Aug 24–28 • Workplace Expectations

Day 5 • Mon, Aug 24 • Attendance & Punctuality

Objective: Explain how attendance affects a workplace.

Bell Ringer (5–7 min): Is 5 minutes late really late? Why?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Analyze attendance scenarios; calculate impact on a team; practice notifying a supervisor.

Exit Ticket / Evidence: Write a professional late-arrival message.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 6 • Tue, Aug 25 • Following Directions

Objective: Use active listening and clarification strategies.

Bell Ringer (5–7 min): What should you do if directions are confusing?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): 1-step vs multi-step direction challenge; practice repeat-back and clarifying questions.

Exit Ticket / Evidence: Write one good clarifying question.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 7 • Wed, Aug 26 • Responsibility & Accountability

Objective: Distinguish excuses from accountability.

Bell Ringer (5–7 min): Excuse or explanation?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Rewrite excuse statements as accountable responses; scenario stations.

Exit Ticket / Evidence: Own one fictional workplace mistake.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 8 • Thu, Aug 27 • Workplace Rules & Policies

Objective: Explain why workplaces have policies.

Bell Ringer (5–7 min): Name a rule that seems small but matters.

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Create policies for a fictional business; compare consequences of inconsistent enforcement.

Exit Ticket / Evidence: Which policy protects workers/customers most?

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 9 • Fri, Aug 28 • Workplace Expectations Challenge

Objective: Apply week skills to realistic situations.

Bell Ringer (5–7 min): Review: dependable means…

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Team “What Would You Do?” competition; short quiz.

Exit Ticket / Evidence: One expectation employers should never compromise on.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Week 3 • Aug 31–Sep 4 • Professionalism

Day 10 • Mon, Aug 31 • First Impressions

Objective: Analyze factors that shape professional first impressions.

Bell Ringer (5–7 min): How fast do people form first impressions?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): First-impression photo/scenario analysis; handshake/greeting alternatives; introductions.

Exit Ticket / Evidence: Write your 15-second introduction.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 11 • Tue, Sep 01 • Dress for the Situation

Objective: Select appropriate clothing for different workplaces.

Bell Ringer (5–7 min): Does professional always mean a suit?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Dress-code sorting activity for restaurant, office, childcare, retail, construction, etc.

Exit Ticket / Evidence: Explain one outfit choice.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 12 • Wed, Sep 02 • Attitude & Body Language

Objective: Recognize how nonverbal behavior affects professionalism.

Bell Ringer (5–7 min): What can an eye roll communicate?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Silent body-language charades; transform negative reactions into professional responses.

Exit Ticket / Evidence: List 2 positive nonverbal habits.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 13 • Thu, Sep 03 • Digital Professionalism

Objective: Explain how online behavior can affect opportunities.

Bell Ringer (5–7 min): Should employers look at public social media?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Digital-footprint case studies; create a “pause before you post” checklist.

Exit Ticket / Evidence: One change that improves digital professionalism.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 14 • Fri, Sep 04 • Professionalism Makeover

Objective: Apply professionalism standards.

Bell Ringer (5–7 min): Spot 3 professionalism mistakes.

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Teams receive an “unprofessional employee” profile and redesign behavior, communication, appearance, and digital choices.

Exit Ticket / Evidence: Score your own professionalism 1–5 + why.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Week 4 • Sep 8–11 • Communication (Sep 7 No School)

Day 15 • Tue, Sep 08 • Communication Basics

Objective: Identify sender, message, receiver, feedback, and barriers.

Bell Ringer (5–7 min): Why do messages get misunderstood?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Telephone-game demonstration; communication model notes; barrier examples.

Exit Ticket / Evidence: Name one barrier and solution.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 16 • Wed, Sep 09 • Active Listening

Objective: Demonstrate active-listening behaviors.

Bell Ringer (5–7 min): Hearing vs listening?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Partner drawing/listening challenge; paraphrasing practice.

Exit Ticket / Evidence: Write a paraphrase starter.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 17 • Thu, Sep 10 • Tone & Word Choice

Objective: Adjust tone for audience and purpose.

Bell Ringer (5–7 min): How can “fine” mean different things?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Rewrite rude/casual messages for coworker, customer, and supervisor.

Exit Ticket / Evidence: Rewrite one text professionally.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 18 • Fri, Sep 11 • Communication Role-Play

Objective: Apply verbal and nonverbal communication skills.

Bell Ringer (5–7 min): Best communication tip this week?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Rotating role-play stations: asking for help, customer question, mistake, schedule conflict.

Exit Ticket / Evidence: Which station was hardest and why?

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Week 5 • Sep 14–18 • Workplace Writing

Day 19 • Mon, Sep 14 • Professional Email Anatomy

Objective: Identify parts of a professional email.

Bell Ringer (5–7 min): What makes an email look unprofessional?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Dissect sample emails; subject, greeting, purpose, details, closing/signature.

Exit Ticket / Evidence: Write a strong subject line.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 20 • Tue, Sep 15 • Writing to a Supervisor

Objective: Compose a clear professional message.

Bell Ringer (5–7 min): When should you email vs text?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Draft message requesting clarification or reporting a problem; peer checklist.

Exit Ticket / Evidence: Submit revised message.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 21 • Wed, Sep 16 • Grammar That Matters at Work

Objective: Edit common workplace writing errors.

Bell Ringer (5–7 min): Does grammar matter if people understand you?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Editing relay with capitalization, punctuation, fragments, slang, texting abbreviations.

Exit Ticket / Evidence: Correct 3 errors.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 22 • Thu, Sep 17 • Customer-Facing Writing

Objective: Adapt messages for customers.

Bell Ringer (5–7 min): What makes an apology sound sincere?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Write responses to complaint, delayed order, and information request.

Exit Ticket / Evidence: Best sentence for calming a customer.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 23 • Fri, Sep 18 • Email Performance Task

Objective: Independently write a professional email.

Bell Ringer (5–7 min): List 5 parts of a professional email.

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Scenario-based graded email to a fictional manager.

Exit Ticket / Evidence: Self-check before submission.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Week 6 • Sep 21–25 • Teamwork

Day 24 • Mon, Sep 21 • What Makes a Team Work?

Objective: Identify characteristics of effective teams.

Bell Ringer (5–7 min): Best team you have been on—what worked?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Team success/failure case study; build teamwork norms.

Exit Ticket / Evidence: Most important team trait.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 25 • Tue, Sep 22 • Team Roles

Objective: Recognize different contributions to a team.

Bell Ringer (5–7 min): Leader ≠ boss because…

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Informal team-role inventory; small task with assigned roles.

Exit Ticket / Evidence: Which role fits you and why?

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 26 • Wed, Sep 23 • Collaboration Challenge

Objective: Practice planning, communication, and shared responsibility.

Bell Ringer (5–7 min): What ruins group projects?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Paper tower / limited-material build challenge; debrief process, not product.

Exit Ticket / Evidence: One thing your team did well.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 27 • Thu, Sep 24 • Giving & Receiving Feedback

Objective: Use constructive feedback language.

Bell Ringer (5–7 min): What makes feedback feel disrespectful?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Practice SBI-style feedback (situation-behavior-impact) in school/work scenarios.

Exit Ticket / Evidence: Write one constructive feedback statement.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 28 • Fri, Sep 25 • Teamwork Reflection

Objective: Evaluate individual contribution to a team.

Bell Ringer (5–7 min): How do you know if you carried your weight?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Team challenge #2; peer/self-rating with evidence.

Exit Ticket / Evidence: One teamwork goal.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Week 7 • Sep 28–Oct 2 • Conflict Resolution

Day 29 • Mon, Sep 28 • Why Conflict Happens

Objective: Identify common causes of workplace conflict.

Bell Ringer (5–7 min): Is all conflict bad?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Conflict cause sort: communication, roles, resources, personality, expectations.

Exit Ticket / Evidence: Identify root cause in a scenario.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 30 • Tue, Sep 29 • Responding vs Reacting

Objective: Use pause-and-respond strategies.

Bell Ringer (5–7 min): What happens when we react angry?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Escalation ladder; rewrite reactive responses into professional ones.

Exit Ticket / Evidence: One phrase to buy yourself time.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 31 • Wed, Sep 30 • I-Statements & Solutions

Objective: Use respectful language to address conflict.

Bell Ringer (5–7 min): Difference between blame and problem-solving?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Convert accusations into I-statements; partner practice.

Exit Ticket / Evidence: Write an I-statement.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 32 • Thu, Oct 01 • Handling Criticism

Objective: Respond professionally to corrective feedback.

Bell Ringer (5–7 min): How should you respond when a boss says you messed up?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Feedback role-play; listen, clarify, acknowledge, plan.

Exit Ticket / Evidence: Write a 4-step response.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 33 • Fri, Oct 02 • Conflict Scenario Lab

Objective: Resolve realistic workplace conflicts.

Bell Ringer (5–7 min): Name 3 conflict tools.

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Groups rotate through coworker, customer, schedule, and task-conflict scenarios.

Exit Ticket / Evidence: Which strategy worked best?

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Week 8 • Oct 5–9 • Problem-Solving & Decision-Making

Day 34 • Mon, Oct 05 • Problem-Solving Process

Objective: Apply a simple identify-options-decide-review process.

Bell Ringer (5–7 min): Problem vs symptom?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Workplace mystery scenarios; identify actual problem.

Exit Ticket / Evidence: State problem without blame.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 35 • Tue, Oct 06 • Generating Solutions

Objective: Develop multiple realistic solutions.

Bell Ringer (5–7 min): Why is the first idea not always best?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Brainstorm constraints; 3-solution rule; rank feasibility.

Exit Ticket / Evidence: Best solution + reason.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 36 • Wed, Oct 07 • Consequences & Decisions

Objective: Predict short- and long-term consequences.

Bell Ringer (5–7 min): Can a quick fix create a bigger problem?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Decision tree activity with workplace dilemmas.

Exit Ticket / Evidence: One consequence people overlook.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 37 • Thu, Oct 08 • Ethical Decisions

Objective: Use honesty, safety, fairness, and policy to guide decisions.

Bell Ringer (5–7 min): What if doing the right thing gets a friend in trouble?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Ethics corners activity; defend choices respectfully.

Exit Ticket / Evidence: Which value guided you?

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 38 • Fri, Oct 09 • Escape-the-Workplace Challenge

Objective: Apply problem-solving skills collaboratively.

Bell Ringer (5–7 min): Review the 4-step process.

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Puzzle/scenario challenge where teams solve workplace problems to earn clues.

Exit Ticket / Evidence: Team debrief.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Week 9 • Oct 14–16 • Work Ethic & Grading Cycle 1 (Oct 12–13 No School)

Day 39 • Wed, Oct 14 • Work Ethic

Objective: Define initiative, dependability, integrity, and productivity.

Bell Ringer (5–7 min): Hard worker vs smart worker?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Work-ethic continuum; scenario sorting; examples/nonexamples.

Exit Ticket / Evidence: Which trait is strongest for you?

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 40 • Thu, Oct 15 • Initiative & Time Management

Objective: Prioritize tasks and demonstrate initiative.

Bell Ringer (5–7 min): What can you do when you finish early?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Urgent/important matrix; shift task list prioritization.

Exit Ticket / Evidence: List top 3 tasks in order.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 41 • Fri, Oct 16 • Cycle 1 Employability Checkpoint

Objective: Demonstrate skills from Units 1–8 and reflect on growth.

Bell Ringer (5–7 min): What skill improved most?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Short scenario-based assessment + update SMART goal + portfolio check.

Exit Ticket / Evidence: One goal for Cycle 2.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Week 10 • Oct 19–23 • Career Exploration

Day 42 • Mon, Oct 19 • Interests → Careers

Objective: Connect interests to career clusters.

Bell Ringer (5–7 min): If money didn't matter, what work sounds interesting?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Interest inventory; explore matching career clusters.

Exit Ticket / Evidence: List 3 careers to investigate.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 43 • Tue, Oct 20 • Skills → Careers

Objective: Connect strengths and skills to occupations.

Bell Ringer (5–7 min): Which skill could someone pay you for?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Transferable-skill mapping; career match cards.

Exit Ticket / Evidence: One career + matching skills.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 44 • Wed, Oct 21 • Education & Training Pathways

Objective: Compare college, certification, apprenticeship, military, and direct-to-work pathways.

Bell Ringer (5–7 min): Does every good career require a 4-year degree?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Pathway stations; cost/time/training comparison.

Exit Ticket / Evidence: Which pathway fits one career?

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 45 • Thu, Oct 22 • Career Research

Objective: Locate reliable career information.

Bell Ringer (5–7 min): What should you know before choosing a career?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Research salary, duties, outlook, education, environment, and skills for chosen career.

Exit Ticket / Evidence: Most surprising finding.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 46 • Fri, Oct 23 • Career One-Pager

Objective: Synthesize career research.

Bell Ringer (5–7 min): What makes a career a good fit?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Create visual one-page career profile; mini gallery walk.

Exit Ticket / Evidence: Fit rating 1–5 + evidence.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Week 11 • Oct 26–30 • Finding a Job

Day 47 • Mon, Oct 26 • Where Jobs Are Found

Objective: Identify common job-search methods.

Bell Ringer (5–7 min): Where would a 15–16-year-old look for work?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Compare employer sites, job boards, networking, signs, referrals, school resources.

Exit Ticket / Evidence: Best method for teens + why.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 48 • Tue, Oct 27 • Reading Job Postings

Objective: Interpret duties, qualifications, schedule, and pay information.

Bell Ringer (5–7 min): Required vs preferred?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Annotate sample postings; highlight responsibilities and qualifications.

Exit Ticket / Evidence: Would you apply? Cite 2 reasons.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 49 • Wed, Oct 28 • Qualifications & Transferable Skills

Objective: Match personal experiences to job requirements.

Bell Ringer (5–7 min): Can babysitting count as experience?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Translate school, sports, clubs, chores, volunteering into job skills.

Exit Ticket / Evidence: Write 3 qualification statements.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 50 • Thu, Oct 29 • Job Scam Awareness

Objective: Recognize red flags in job offers.

Bell Ringer (5–7 min): What would make a job offer seem too good to be true?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Realistic scam vs legitimate posting comparison; safety checklist.

Exit Ticket / Evidence: List 3 red flags.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 51 • Fri, Oct 30 • Teen Job Hunt

Objective: Find and evaluate realistic opportunities.

Bell Ringer (5–7 min): What matters besides pay?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Students analyze 3 sample/local-style job postings supplied by teacher and rank fit.

Exit Ticket / Evidence: Choose best-fit job and explain.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Week 12 • Nov 2–6 • Job Applications

Day 52 • Mon, Nov 02 • Application Basics

Objective: Identify information needed for applications.

Bell Ringer (5–7 min): What information should you gather before applying?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Build personal application information sheet using fictional/safe data where needed.

Exit Ticket / Evidence: List 3 things to prepare.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 53 • Tue, Nov 03 • Accuracy Matters

Objective: Complete applications accurately and consistently.

Bell Ringer (5–7 min): Why can one typo matter?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Application error hunt; discuss legal/appropriate questions.

Exit Ticket / Evidence: Correct 5 application mistakes.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 54 • Wed, Nov 04 • References

Objective: Select appropriate references and request permission.

Bell Ringer (5–7 min): Who should NOT be your reference?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Reference ranking scenarios; draft permission request.

Exit Ticket / Evidence: Choose 2 appropriate reference types.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 55 • Thu, Nov 05 • Explaining Limited Experience

Objective: Present school and activities as relevant experience.

Bell Ringer (5–7 min): What if you've never had a job?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Experience translation workshop; action verbs.

Exit Ticket / Evidence: Write 2 experience bullets.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 56 • Fri, Nov 06 • Mock Application

Objective: Complete a realistic application independently.

Bell Ringer (5–7 min): What should you review before submit?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Graded mock application for chosen fictional job.

Exit Ticket / Evidence: Application self-check.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Week 13 • Nov 10–13 • Résumés (Nov 9 No School)

Day 57 • Tue, Nov 10 • Résumé Purpose & Sections

Objective: Explain résumé purpose and identify key sections.

Bell Ringer (5–7 min): How long does an employer look at a résumé?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Good/bad résumé comparison; label sections.

Exit Ticket / Evidence: List required sections for a freshman résumé.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 58 • Wed, Nov 11 • Writing Strong Bullets

Objective: Use action verbs and specific evidence.

Bell Ringer (5–7 min): Which sounds stronger: “helped” or “organized”?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Turn weak bullets into action-focused bullets.

Exit Ticket / Evidence: Revise one bullet.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 59 • Thu, Nov 12 • Build Your Freshman Résumé

Objective: Create a one-page résumé.

Bell Ringer (5–7 min): What can go on a résumé without paid work?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Draft education, skills, activities, service, awards, experience.

Exit Ticket / Evidence: Complete first draft.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 60 • Fri, Nov 13 • Résumé Review & Final

Objective: Revise résumé for clarity, consistency, and professionalism.

Bell Ringer (5–7 min): Name 3 résumé mistakes.

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Peer review checklist; teacher conference; submit polished résumé.

Exit Ticket / Evidence: One change that improved your résumé.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Week 14 • Nov 16–20 • Interviewing

Day 61 • Mon, Nov 16 • Interview Basics

Objective: Explain interview purpose and preparation.

Bell Ringer (5–7 min): What is the interviewer trying to learn?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Before/during/after interview checklist; first-impression practice.

Exit Ticket / Evidence: 3 things to do before an interview.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 62 • Tue, Nov 17 • Tell Me About Yourself

Objective: Create a concise professional introduction.

Bell Ringer (5–7 min): What should NOT be in this answer?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Build 30-second response: present, strengths, connection to job.

Exit Ticket / Evidence: Practice with partner.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 63 • Wed, Nov 18 • Answering Behavioral Questions

Objective: Use STAR-style structure for examples.

Bell Ringer (5–7 min): Why do employers ask “Tell me about a time…”?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Model Situation-Task-Action-Result; students build school/activity examples.

Exit Ticket / Evidence: Write one STAR answer.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 64 • Thu, Nov 19 • Tough Questions

Objective: Respond to weakness, conflict, failure, and limited-experience questions.

Bell Ringer (5–7 min): What is a bad answer to “What is your weakness?”

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Question stations; coach responses toward honest growth.

Exit Ticket / Evidence: Improve one tough answer.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 65 • Fri, Nov 20 • Interview Practice Day

Objective: Practice complete interviews and feedback.

Bell Ringer (5–7 min): Best interview habit?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Triads rotate interviewer/candidate/observer; feedback rubric.

Exit Ticket / Evidence: Set one mock-interview goal.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Week 15 • Nov 30–Dec 4 • Mock Interviews (Nov 23–27 Thanksgiving Break)

Day 66 • Mon, Nov 30 • Interview Refresh

Objective: Reestablish interview skills after break.

Bell Ringer (5–7 min): What do you remember about STAR?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Speed review game; revise answers; résumé check.

Exit Ticket / Evidence: Top 3 prep items.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 67 • Tue, Dec 01 • Professional Presence

Objective: Demonstrate confident, appropriate interview behavior.

Bell Ringer (5–7 min): What does confidence look/sound like?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Entrance, greeting, posture, eye contact alternatives, voice, closing practice.

Exit Ticket / Evidence: Self-rate presence.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 68 • Wed, Dec 02 • Mock Interviews Round 1

Objective: Complete a structured mock interview.

Bell Ringer (5–7 min): What is your opening line?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Half class interviews while peers use rubric; rotate as possible.

Exit Ticket / Evidence: Candidate reflection.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 69 • Thu, Dec 03 • Mock Interviews Round 2

Objective: Improve interview performance using feedback.

Bell Ringer (5–7 min): What feedback will you apply today?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Second round interviews with different questions.

Exit Ticket / Evidence: Compare round 1 vs 2.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 70 • Fri, Dec 04 • Thank-You & Follow-Up

Objective: Write appropriate post-interview communication.

Bell Ringer (5–7 min): Should you follow up after an interview?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Draft thank-you email and appropriate follow-up timeline.

Exit Ticket / Evidence: Submit thank-you email.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Week 16 • Dec 7–11 • Money & Your First Job

Day 71 • Mon, Dec 07 • Understanding Pay

Objective: Distinguish hourly wage, salary, gross pay, and net pay.

Bell Ringer (5–7 min): If you earn $12/hour, do you take home exactly $12/hour?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Sample timecard/paystub walkthrough; vocabulary practice.

Exit Ticket / Evidence: Gross vs net in your own words.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 72 • Tue, Dec 08 • Reading a Pay Stub

Objective: Interpret common pay-stub information.

Bell Ringer (5–7 min): What gets taken out of a paycheck?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Analyze fictional pay stub; locate hours, rate, gross, deductions, net.

Exit Ticket / Evidence: Answer 3 pay-stub questions.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 73 • Wed, Dec 09 • Budgeting Your First Paycheck

Objective: Create a simple spending/saving plan.

Bell Ringer (5–7 min): Spend, save, or give—what comes first?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Use fictional paycheck to budget needs, wants, savings, transportation/phone.

Exit Ticket / Evidence: One budget choice you changed.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 74 • Thu, Dec 10 • Banking & Direct Deposit

Objective: Explain basic checking, savings, debit, and direct deposit concepts.

Bell Ringer (5–7 min): Debit card = free money?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Banking vocabulary scenarios; balance a simple transaction log.

Exit Ticket / Evidence: One way to avoid overspending.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 75 • Fri, Dec 11 • Money Choices Challenge

Objective: Apply paycheck and budgeting concepts.

Bell Ringer (5–7 min): What is an unexpected expense?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Life-event budget game: students adjust budget after surprise expenses.

Exit Ticket / Evidence: What protected your budget most?

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Week 17 • Dec 14–17 • Keeping the Job + Final Portfolio

Day 76 • Mon, Dec 14 • Scheduling & Time-Off Requests

Objective: Communicate schedule conflicts appropriately.

Bell Ringer (5–7 min): How early should you request time off?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Build weekly school/work schedule; practice shift-change/time-off messages.

Exit Ticket / Evidence: Write a professional request.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 77 • Tue, Dec 15 • Calling In & Workplace Problems

Objective: Follow professional procedures when absent or facing a problem.

Bell Ringer (5–7 min): Texting “I can’t come” enough?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Call-in script practice; late/ill/emergency/no-ride scenarios.

Exit Ticket / Evidence: List info a supervisor needs.

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 78 • Wed, Dec 16 • Quitting the Right Way

Objective: Explain appropriate resignation and job-transition behavior.

Bell Ringer (5–7 min): Can you just stop showing up?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Compare good/bad exits; draft simple resignation note; references discussion.

Exit Ticket / Evidence: Why leave professionally?

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Day 79 • Thu, Dec 17 • Final: Career Readiness Portfolio

Objective: Demonstrate semester employability skills and reflect on readiness.

Bell Ringer (5–7 min): What are you most prepared to do now?

Mini-Lesson (10–15 min): Teach/model the key skill using 2–3 realistic school-to-work examples. Invite students to identify what the employee did well or should change.

Activity (20–30 min): Submit portfolio: goal reflection, professional email, career profile, job analysis, application, résumé, interview materials, budget activity; brief reflection/presentation.

Exit Ticket / Evidence: Final reflection: “The skill I will use first is…”

Materials: Slides/board, student notebook or digital document, scenario/activity handout; optional timer and projector.

Final Career Readiness Portfolio

Students collect evidence throughout the semester instead of creating everything during the final week. Recommended required pieces:

- Employability self-assessment + SMART goal reflection
- Professional workplace email
- Career one-pager
- Job-posting analysis
- Completed mock job application
- One-page freshman résumé
- Interview preparation sheet + mock-interview reflection
- First-paycheck budget activity
- Final reflection: strengths, growth, and next employability goal

Simple 100-Point Rubric

Completeness	30	All required pieces included
Professional Quality	25	Clear, polished, appropriate formatting/tone
Skill Application	25	Shows accurate use of employability skills
Growth & Reflection	20	Specific evidence of learning and realistic next steps