

Employability Curriculum Map

<p><b>Unit Title:</b> Personal Work Qualities and Self Assessments  <b>Class:</b> Employability  <b>Grade:</b> 10-12<sup>th</sup> graders</p>	<p><b>Teacher:</b> Ms. Fuerst  <b>Duration:</b> 4 weeks</p>
<p><b>Summary of unit:</b></p> <p>This unit is about positive work behaviors and self-assessment to better help students understand their personal qualities and how those qualities would help them in the future.</p>	
<p><b>Stage 1- Desired Results</b></p>	
<p><b>Standards:</b></p> <p>E 1.1 Identify personal qualities and aptitudes</p> <p>E 1.2 Generalize positive work qualities</p> <p>E 1.3 Analyze appropriate self-management skills as related to specific work environment</p> <p>E 5.1 Develop post-secondary plans related to individual goals</p> <p>E 5.2 Apply employability concepts through experiential learning</p> <p>E 5.3 Compare postsecondary options to determine alignment with abilities, lifestyle and goals</p>	<p><b>Essential Questions:</b></p> <p>What are personal qualities?</p> <p>How do you find your personal qualities, strengths, and weaknesses?</p> <p>What types of careers work best with your personal qualities?</p>
<p><b>Vocab:</b></p> <p>Students will know: The following vocabulary terms:</p>	<p><b>Students will understand:</b></p> <p>Personal strengths and weaknesses and how it relates to their future</p> <p>Identify personal qualities through self-assessments</p>

Personal qualities, digital footprint, initiative, time-management, integrity, problem-solving, critical thinking	Appropriate self-management skills
<b>Stage 2- Assessment Evidence</b>	
<b>Performance Tasks:</b>  Journals, quizzes, worksheets, tests/final project	<b>Unit Pre-Assessment:</b> -discussion and questions about personal qualities  <b>Unit Post-Assessment:</b> -Myers Briggs Personality Test
<b>Stage 3- Learning Plan</b>	
<b>Learning Activities: (How is the content taught?) procedures/topics</b>  -reading and note taking -class activities -self-assessment quizzes -discussions	
<b>Lesson Descriptions</b>	
<b>Lesson 1:</b> Positive Work Behaviors and Personal Qualities <b>Lesson 2:</b> Positive Work Qualities <b>Lesson 3:</b> Self-Management Skills <b>Lesson 4:</b> Getting to Know Yourself/Self Assessments	

<b>Unit Title:</b> Employment Documents <b>Class:</b> Employability <b>Grade:</b> 10-12 <sup>th</sup> graders	<b>Teacher:</b> Ms. Fuerst Duration: 4-5 weeks
<b>Summary of unit:</b>  This unit is all about employment documents such as resumes, cover letters, references, thank-you notes, etc. Students will learn how to make appropriate error-free documents, and how to use the documents.	

<b>Stage 1- Desired Results</b>	
<p><b>Standards:</b></p> <p>E 2: Demonstrate skills to seeking and successfully securing employment</p> <p>E 2.1 Investigate sources to identify employment opportunities</p> <p>E 2.2 Analyze and create relevant employment documents</p>	<p><b>Essential Questions:</b></p> <p>What is a resume?</p> <p>What is a cover letter?</p> <p>How do you find references?</p> <p>How do you job-search?</p>
<p><b>Vocab:</b></p> <p>Students will know: The following vocabulary terms:</p> <p>Applications, cover letter, resumes, references, follow-up letters, job search, interview, networking</p>	<p><b>Students will understand:</b></p> <p>Understand the importance of error-free employment documents</p>
<b>Stage 2- Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <p>Journals, quizzes, worksheets, tests/final project</p>	<p><b>Unit Pre-Assessment:</b></p> <p>Pre-assessment discussion questions</p> <p><b>Unit Post-Assessment:</b></p> <p>Students will make and hand in a finished resume and cover letter</p>
<b>Stage 3- Learning Plan</b>	
<p><b>Learning Activities: (How is the content taught?) procedures/topics</b></p> <p>-reading and note taking</p> <p>-class activities</p> <p>-self-assessment quizzes</p> <p>-discussions</p>	
<b>Lesson Descriptions</b>	
<p><b>Lesson 1:</b> What is a resume?</p> <p><b>Lesson 2:</b> How to make a resume</p> <p><b>Lesson 3:</b> What is a cover letter?</p> <p><b>Lesson 4:</b> How to make a cover letter</p>	

<p><b>Unit Title: Soft Skills</b>  <b>Class:</b> Employability  <b>Grade:</b> 10-12<sup>th</sup> graders</p>	<p><b>Teacher:</b> Ms. Fuerst  <b>Duration:</b> 2-3 weeks</p>
<p><b>Summary of unit:</b></p> <p>This unit will be covering many soft skills in the workplace including communication, teamwork, and leadership skills. Students will learn what these soft skills are and why they are important for the workplace.</p>	
<p><b>Stage 1- Desired Results</b></p>	
<p><b>Standards:</b></p> <p>E 3 Demonstrate effective workplace communication.</p> <p>E 3.1 Recognize different means of communication in the workplace</p> <p>E 3.2 Demonstrate effective communication in the workplace using appropriate methods</p>	<p><b>Essential Questions:</b></p> <p>What are the rules of workplace etiquette?</p> <p>What is the process of conflict resolution?</p> <p>What are the benefits of teamwork for team members and businesses?</p> <p>How do you be a good team member?</p> <p>What are the characteristics of effective leaders?</p> <p>What are the ways to improve your speaking skills?</p> <p>How can active listening and note taking help you listen?</p>
<p><b>Vocab:</b></p> <p>Students will know: The following vocabulary terms:</p> <p>Tact, empathize, etiquette, conflict resolution, compromise, diversity, stereotype, team, facilitator, communication, customer relations, purpose, audience, subject, active listening</p>	<p><b>Students will understand:</b></p> <p>Summarize the rules of workplace etiquette.</p> <p>Describe the process of conflict resolution.</p> <p>Identify the benefits of teamwork for team members and businesses.</p>

	<p>Describe how to be a good team member.</p> <p>Explain the characteristics of effective leaders.</p> <p>Identify ways to improve your speaking skills.</p> <p>Explain how active listening and note taking can help you listen.</p>
<b>Stage 2- Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <p>Journals, quizzes, worksheets, tests/final project</p>	<p><b>Unit Pre-Assessment:</b> Pre-assessment discussion questions</p> <p><b>Unit Post-Assessment:</b> Test</p>
<b>Stage 3- Learning Plan</b>	
<p><b>Learning Activities: (How is the content taught?) procedures/topics</b></p> <p>-reading and note taking -class activities -self-assessment quizzes -discussions</p>	
<b>Lesson Descriptions</b>	
<p><b>Lesson 1:</b> Your personal traits at work  <b>Lesson 2:</b> Applying Interpersonal Skills  <b>Lesson 3:</b> Teamwork and Collaboration  <b>Lesson 4:</b> Leadership  <b>Lesson 5:</b> Speaking and Listening  <b>Lesson 6:</b> Communication</p>	

<b>Unit Title: Job Interviews</b> <b>Class:</b> Employability <b>Grade:</b> 10-12 <sup>th</sup> graders	<b>Teacher:</b> Ms. Fuerst <b>Duration:</b> 2-3 weeks
<b>Summary of unit:</b>  This unit is all about job interviews. Students will learn how to prepare for a job interview, how to answer questions during an interview, how to dress and act, as well as how to follow up after an interview.	
<b>Stage 1- Desired Results</b>	
<b>Standards:</b>  E 2.3 Demonstrate effective interview skills for employment	<b>Essential Questions:</b>  How do you prepare for a job interview?  How do you develop answers to typical and tough interview questions?  What is the importance of body language in creating a good impression?  How do you project a positive attitude and use good communication skills?  How do you follow up after a job interview?  How do you summarize the best methods for accepting and rejecting employment offers and handling rejection?
<b>Vocab:</b>  Students will know: The following vocabulary terms:  Resourceful, job interview, specific, constructive, phone screen, body language, feedback, hygiene	<b>Students will understand:</b>  How to prepare for a job interview.  Develop answers to typical and tough interview questions.  Identify the importance of body language in creating a good impression.

	<p>Explain how to project a positive attitude and use good communication skills.</p> <p>Describe how to follow up after a job interview.</p> <p>Summarize the best methods for accepting and rejecting employment offers and handling rejection.</p>
<b>Stage 2- Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <p>Journals, quizzes, worksheets, tests/final project</p>	<p><b>Unit Pre-Assessment:</b> Pre-assessment discussion questions</p> <p><b>Unit Post-Assessment:</b> Students will participate in a mock job interview to show what they've learned.</p>
<b>Stage 3- Learning Plan</b>	
<p><b>Learning Activities: (How is the content taught?) procedures/topics</b></p> <ul style="list-style-type: none"> <li>-reading and note taking</li> <li>-class activities</li> <li>-self-assessment quizzes</li> <li>-discussions</li> </ul>	
<b>Lesson Descriptions</b>	
<p><b>Lesson 1:</b> What is a job interview</p> <p><b>Lesson 2:</b> How do you answer questions during a job interview?</p> <p><b>Lesson 3:</b> Body Language during an interview</p> <p><b>Lesson 4:</b> Follow-up after an interview</p> <p><b>Lesson 5:</b> Accepting/Rejecting a job offer</p>	

<b>Unit Title: Networking/Employer's responsibilities</b> <b>Class:</b> Employability <b>Grade:</b> 10-12 <sup>th</sup> graders	<b>Teacher:</b> Ms. Fuerst Duration: 2-3 weeks
<b>Summary of unit:</b>  This unit is about networking with coworkers and others in the world of work. Also, this unit will talk about employee responsibilities toward each other.	
<b>Stage 1- Desired Results</b>	
<b>Standards:</b>  E 2.4 Identify the role of networking in preparing for employment  E 4 Generalize employer and employee responsibilities toward each other  E 4.1 Research employers' responsibilities  E 4.2 Demonstrate understanding of employability skills needed to maintain employment	<b>Essential Questions:</b>  What is networking?  What are employer and employee responsibilities?
<b>Vocab:</b>  Students will know: The following vocabulary terms:	<b>Students will understand:</b>  Understand networking in the world of work and why it's important.  Learn what employer and employee responsibilities are toward each other.  Research employer's responsibilities.
<b>Stage 2- Assessment Evidence</b>	
<b>Performance Tasks:</b>  Journals, quizzes, worksheets, tests/final project	<b>Unit Pre-Assessment:</b> Pre-assessment discussion questions  <b>Unit Post-Assessment:</b>



	Test
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<b>Stage 3- Learning Plan</b>	
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<b>Learning Activities: (How is the content taught?) procedures/topics</b>	
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- reading and note taking
- class activities
- self-assessment quizzes
- discussions

<b>Lesson Descriptions</b>	
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<b>Lesson 1:</b> Networking	
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<b>Lesson 2:</b> Employer Responsibilities	
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<b>Lesson 3:</b> Employee Responsibilities	
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