

Jay Curriculum: Unit Cover Page

Unit title: Career Preparation

Grade Level: 10-12

Content Area(s): School-To-Work

Date Created:

Designed By: Linda Davis

Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

A CP
2, 3
B 1, 2
ELA
H 8

Unit: Career Preparation

Brief Summary of Unit/Topic

Summary:

In this unit, students will learn the proper procedures for obtaining and leaving a job. They will take an interest survey to discover the careers most suitable for them.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Students will know:

The importance of following proper procedures in career preparation. How to complete a resume, cover letter, follow-up letter, application blank, and other work related forms.

Students will be able to:

Search for a job using the computer and newspaper classified advertisements. Decide what is important to them when searching for a job. Make appropriate contacts when searching for a job. Prepare an accurate resume and cover letter. Read and complete application blanks correctly. Sit through an interview using acceptable skills and techniques. Leave a job gracefully, with a letter of resignation and exit conversation. Write a letter of recommendation.

Enduring Understanding/s:

How to search for a job.

How to prepare a resume and cover letter.

The importance of an accurate resume and cover letter.

How to leave a job gracefully.

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students ? Y, N, or N/A	Component of Local Assessment System? Y or N (See <u>aligned scoring guide</u> .)
Completion of an acceptable portfolio	CP A2, A3, B1, B2			
Completion of an interest survey at the computer	ELA H8			
QUIZZES, TESTS, PROMPTS				
Tests				
OTHER				
Observing students work, class work, role playing				
STUDENT SELF ASSESSMENT				
Portfolio completion				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

1. Take an interest inventory
2. Complete a values list
3. Discuss various ways to find employment
4. Read and understand a classified employment advertisement
5. Write a cover letter
6. Compose a resume
7. Complete employment application blanks
8. Discuss the pre-interview preparation
9. Discuss the four stages of an interview
10. Take part in a mock interview
11. Complete the interview follow-up
12. Write a resignation letter
13. Take part in an exit conversation
14. Write a letter of recommendation

REFERENCES: