

Jay Curriculum: Unit Cover Page

Unit title: Employment Skills

Grade Level: 10-12

Content Area(s): School-to-Work

Date Created:

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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:

B CP
3
C 5
D 4
HPE
A 10
C 1
E 1-3

Unit: Employment Skills

Brief Summary of Unit/Topic

Summary:

In this unit, students will learn how to deal with conflict at work and at home, how to set long and short-term goals, how to delegate tasks, how to manage time effectively, how to handle stress, how to work as a team member, and how to make decisions. They will also review procedures for making decisions.

Stage #1: Identify Desired Results

Essential Question/s:

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

Students will know:

The importance of career advancement and how to transfer work skills; the steps involved in making individual and group decisions; how to be assertive without being overly aggressive; the importance of balancing work and family at the same time; how to budget money and the importance of financial security; the importance of workplace safety for the employee and employer.

Students will be able to:

Write long and short term goals for career success. Work as a productive team member. Use verbal and nonverbal communication skills effectively. Make group and individual decisions. Balance work and family tasks. Prepare a budget and plan for future security. Use relaxation techniques to relieve stress.

Enduring Understanding/s:

How to settle conflict at home and work.
How to work as a productive team member.
Know the importance of communication skills.
Know the importance of relaxation for continued health.

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 aligned scoring guide .)
Project	CP B3			
Speaker from state showing statistics and video	CP C5; HPE C1			
Project on budgeting and checkbooks	CP D4			
Pamphlets and brochures dealing with stress and health	HPE A10			
Activities on communication and listening	HPE E1			
Activities on conflict resolution	HPE E2, E3			
QUIZZES, TESTS, PROMPTS				
Tests				
OTHER				
Observing student work, role playing, class work				
STUDENT SELF ASSESSMENT				
Portfolio Assessment				

*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. Discuss the importance of transferring work skills and the advantages of career advancement.
2. Take and discuss an assertion quiz
3. Discuss various causes of conflict at home and work and how to solve problems
4. Read and understand steps in making decisions
5. Discuss stress management and how stress affects ones health
6. Discuss time management and the importance of balancing family and work
7. Discuss financial security and management
8. Discuss the importance of communication skills at home and work
9. Complete long and short term goals
10. Discuss various issues dealing with workplace safety
11. Take part in team building activities

REFERENCES: